

REZYUME. Mazkur maqola bo'lajak maktabgacha ta'lim tashkilotlari tarbiyachilarining kasbiy tayyorgarligini rivojlantirishning metodik ta'minoti mavzusida yoritilgan bo'lib, maqolada metodik ta'minot tushunchasining mohiyati, metodik ta'minotning tarkibiy qismlari, ularning ahamiyati va ulardan ta'lim-tarbiyaviy jarayonlarda foydalanishning afzalliklari haqida so'z yuritilgan.

РЕЗЮМЕ. В данной статье освещена тема методического обеспечения развития профессиональной подготовки педагогов будущих дошкольных образовательных организаций.

SUMMARY. This article covers the topic of methodical support for the development of professional training of teachers of future preschool educational organizations.

IMPLEMENTING SHORT STORIES IN LANGUAGE TEACHING AND LEARNING

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Tayanch so'zlar: til, chet tili, ingliz tili chet tili sifatida (EFL) o'qitish, til o'rganish, adabiyot, hikoyalar, ko'nikmalar.

Ключевые слова: язык, иностранный язык, преподавание английского как иностранного (EFL), изучение языка, литература, рассказы, навыки.

Key words: language, foreign language, English as a foreign language (EFL) teaching, language learning, literature, stories, skills.

Language is one of the vital aspects of interaction between people. The role of language in society is very important. The society and language are connected with each other. Because society cannot exist without language or language cannot exist without society. Language that is acquired subconsciously is available spontaneously during conversation because it is easy used when it is needed [4]. Learning a foreign language allows individuals from many nations or cultures to communicate in the same language and exchange ideas. We can communicate with a wider audience thanks to the foreign language.

The concept that teaching English as a foreign language (EFL) should primarily aim at assisting students in becoming proficient communicators in the language, since many teachers still maintain that the focus of an EFL lesson should be on linguistic features alone. Nonetheless, a growing tendency in EFL instruction suggests that including literature is essential due to its abundant capacity to offer a genuine representation of language usage.

Within the nineteenth century, the Grammar Translation Method prevailed English as a foreign language (EFL) teaching. In that time, interpreting scholarly writings from the outside dialect to the students' local language was one of the most learning exercises. But when this strategy was supplanted by the Structuralism Approach, amid the 1960s to the conclusion of 1970s, writing was now not utilized. In any case, since the 1980s the circumstance changed very profoundly and writing is experiencing a broad reexamination inside the language teaching profession. The consideration of literary works in EFL classes has pulled in more intrigued among instructors, and increasingly thinks about on how to utilize writing in foreign language classes are conducted. This intrigued in utilizing writing in language educating lies in three interrelated components: authenticity, culture and individual development. To begin with of all, scholarly writings can be more useful than instructive materials in invigorating the securing handle as they give authentic settings for preparing modern language. Since scholarly writings contain language expecting for local speakers, literature stands as a show for dialect learners to gotten to be commonplace with diverse shapes and traditions [2]. Containing genuine cases of syntactic structures and lexicon things, the scholarly writings raise learner's mindfulness of the extend of the target language and development their competence in all language abilities [6]. Moment, utilizing literature in language educating has the advantage of giving social data almost the target language. Scholarly writings increment foreign language learners' understanding into the nation and the individuals whose dialect is being learnt [1], which cultivates learners' capacity to translate talk totally different social and social target language settings. At long last, since writing empowers understudies to get it and appreciate other societies, social orders and philosophies diverse from their possess, it empowers individual development and mental improvement.

Stories appear to be the best literary genre to use for this since they may help learners improve all four skills. Encouraging students to study English via storytelling gives them the chance to broaden their perspectives, pique their interest, and become more conscious of the diverse applications of the language. There is no denying that stories have an enormous part in making a difference understudies create their proficiency. Whereas utilizing stories instructors ought to center not as it were on etymological but moreover on scholarly and social components. Since brief stories offer these components, they are profoundly useful to utilize in EFL educating programs. In any case, the determination of brief stories should be exhausted reference to the course objective, the learner'sTM profile, and the story substance in arrange to form the finest of it. Since each instructing circumstance is one of a kind, the utilize of one single piece of writing shifts from classroom to classroom and from educator to instructor.

"Stories may bridge the gap between language study and language use and also to link classroom learning with the world outside. Some of the activities do not always have a very large language element but are nevertheless important in creating a feeling among the pupils that learning English means fun, activity, creativity and enjoyment"[1]. Repetition of stories enables learners master the language better. "Many stories contain natural repetition of key vocabulary and structures. This helps learners to remember every detail, so they can gradually learn to anticipate what is about to happen next in the story. Repetition also encourages participation in the narrative". Stories are motivating, challenging and great fun for learners. They "can help develop positive attitudes towards the foreign language, culture and language learning"[3].

Current research shows that stories can be used to provide different activities for speaking classes. Story creates a meaningful context to teach different language focuses and to improve the students' interpretative strategies.

Scientists have long known that human beings are storytelling creatures. For centuries, we have told stories to transmit information, share histories, and teach important lessons. While stories often have a profound effect on us due to emotional content, recent research also shows that our brains are actually hard-wired to seek out a coherent narrative structure in the stories we hear and tell. This structure helps us absorb the information in a story, and connect it with our own experiences in the world. According to Harmer&Puchta (2018) stories motivate students, they create a special classroom atmosphere, they engage students emotionally but they also have an impact on how much students can remember from the lesson [5].

A 2010 study in the Proceedings of the National Academy of Sciences showed an intimate connection between the brain activity of speakers and listeners in conversation, demonstrating how the brain of an engaged listener "syncs up" with a speaker. By engaging students with compelling stories that impart important material, teachers reach

students both emotionally and biochemically, increasing the potential for rich learning experiences. Creating a compelling story with a coherent narrative structure requires attention to detail, descriptive language, and a beginning, middle, and end of some sort. Different kinds of stories produce different kinds of reactions: personal stories from the teacher's own experience can help create and solidify strong bonds between educator and student, while stories of pure fiction may stimulate imagination. Spending a little extra time on storytelling during lesson planning and actual classroom time keeps the learning experience highly engaging, creative, and truly, dynamically human. A story-filled classroom also encourages students to relate their own stories (whether factual or fictional), which helps grow their critical thinking, memory, and vocabulary skills.

There are three broad reasons for language teachers to take the use of stories in their teaching very seriously for all kinds of student from children to adults and from beginners to advanced. The first reason given is that stories offer so much richness in language learning and teaching. The second reason given is that the aim of most language learning is to be able to present oneself as a whole person through

the foreign language and that is done very powerfully through storytelling. The third reason given is that many language teachers accept their broad responsibilities to the students as "student developers" not only concerned with the foreign language development of their students. Stories are fundamental to one's sense of identity and to dealing with experience.

Stories are what we live by. They guide us toward the future while recounting our history. They help our listeners get to know us, and we help ourselves get to know others by listening to their experiences. These are narratives of shared memory. They assist us in making sense of the occasionally chaotic reality. Most essential, stories are engrossing and interesting for our goals. They take our imaginations to new heights. Just as they enable us to create mental images and inhabit imagined worlds, they also enable us to live in the skin of others.

In short, stories have the effect of motivating learners and can create a fun and interesting learning environment. Stories are the most ideal resource for learners who want to learn a language effectively. Stories give learners a unique opportunity to master a foreign language.

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REZYUME. Maqolada talabalarining ingliz tilida ravon mulohaza qilish ko'nikmalarini oshirishda hikoyalar yordamidan foydalanib o'qitish jarayoni tahlil qilingan. Xususan, o'quvchilarning to'rtta (eshitish, o'qish, gaplashish, yozish) ko'nikmalarini oshirishda hikoya adabiy janridan foydalanish xususiyatlari ko'rib chiqilgan.

РЕЗЮМЕ. В статье анализируется процесс обучения с использованием рассказов для улучшения навыков общения учащихся на английском языке. В частности, были рассмотрены особенности использования повествовательного литературного жанра в совершенствовании четырех навыков (аудирование, чтение, говорение, письмо) учащихся.

SUMMARY. This article analyzes the learning process which utilizes short stories to improve students' interaction skills in English. In particular, the features of using the narrative literary genre in improving four skills (listening, reading, speaking, writing) of students were examined.

KIMYO DARSLARI SAMARADORLIGINI OSHIRISHDA AXBOROT-KOMMUNIKATSIYA TEXNOLOGIYALARIDAN FOYDALANISH

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Tayanch so'zlar: kimyo fani, axborot-kommunikatsiya texnologiyalari, elektron ta'lim resurslari, axborot ta'lim vositalari, interaktiv elektron doska, animatsiya, virtual laboratoriya.

Ключевые слова: химия, информационно-коммуникационные технологии, электронные образовательные ресурсы, информационные образовательные средства, интерактивная электронная доска, анимация, виртуальная лаборатория.

Key words: Chemistry, information and communication technologies, electronic educational resources, information educational tools, interactive electronic board, animation, virtual laboratory.

Hozirgi kunda xalq ta'limi tizimida o'quv jarayonini tashkil etishning zamonaviy uslublari sohasidagi so'nggi yutuqlarni kimyo faniga tatbiqini chuqur o'rganish va zamonaviy ta'lim texnologiyalarini dars jarayoniga keng joriy etish talab qilinadi. Shu bilan birga, kimyo fanini o'qitishda zamonaviy ta'lim sharoitida o'quvchilarning mustaqil ishlash faolligini oshirish, ularning ijodiy qobiliyatlarini yanada rivojlantirish uchun axborot-kommunikatsiya texnologiyalari hamda yangi avlod o'quv adabiyotlaridan foydalanish, bilimlar uzatilishining yangi shakllari va vositalarini ishlab chiqishni ham taqozo etadi.

O'zbekiston Respublikasi Prezidentining 2020-yil 12-avgust PQ-4805-sonli «Kimyo va biologiya yo'nalishlarida uzluksiz ta'lim sifatini va ilm-fan natijadorligini oshirish chora-tadbirlari to'g'risida»gi qarori qabul qilindi [1]. Qarorda kimyo va biologiya fanlari bo'yicha ta'lim sifatini tubdan oshirish, umumta'lim maktablarida ushbu fanlarni o'qitishning mutlaqo yangi tizimini joriy etish, ta'lim muassasalarini zamonaviy laboratoriyalar, darsliklar va boshqa o'quv jihozlari bilan ta'minlash, ushbu yo'nalishlarga malakali o'qituvchi-murabbiylarni jalb etish, kadrlar tayyorlash va ilm-fan

natijalaridan foydalanishda ta'lim, ilm-fan va ishlab chiqarish sohalari o'rtasida o'zaro yaqin mulohaza va hamkorlikni yo'lga qo'yish kabi asosiy maqsadlar belgilab qo'yilgan.

Axborot-kommunikatsiya texnologiyalari asosida kimyo fanini o'qitish bo'yicha xorij olimlari, mustaqil davlatlar hamdo'stligi davlatlari olimlari va o'zbek olimlari tomonidan amalga oshirilgan tadqiqot ishlari o'rganilib, tahlil qilindi. Ularning olib borgan ishlari juda ko'p muammolarning yechimini o'zida mujassamlashtirgan [2]. Lekin o'zbek olimlarining tadqiqot ishlarida kimyo fanini o'qitish jarayonida zamonaviy metodlardan unumli foydalanishning ayrim yo'llari ko'rsatilgan, ayrimlari kimyo ta'limiga tizimli tatbiq etilmagan hamda to'liq yoritilmagan [3].

Ushbu muammoning mavjudligi kimyo fanini o'qitishda elektron, animatsion resurslar va virtual laboratoriyadan foydalanib o'qitish orqali samaradorlikni oshirish dolzarb pedagogik muammo ekanligini asoslashga zamin bo'ladi.

Axborot - kommunikatsiya texnologiyalari ham pedagogik jarayon bo'lib, o'quvchi va o'qituvchi faoliyatidagi o'zgarish, yangilik kiritish, o'quv jarayonida interfaol