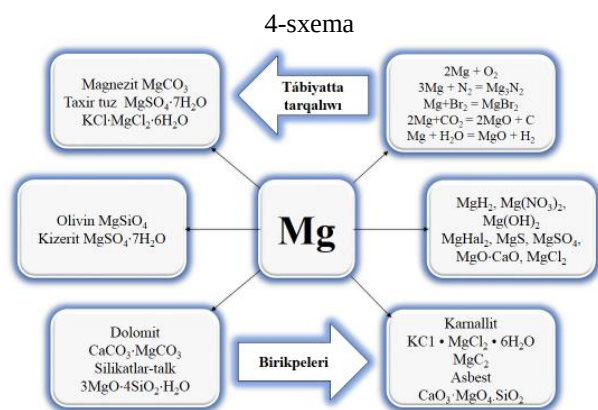
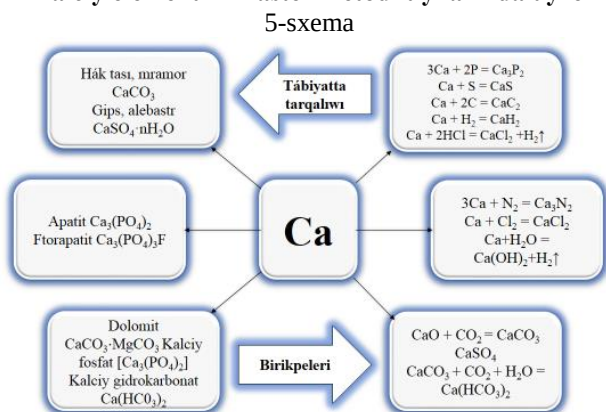




Kalciy elementin Klaster metodu tiykarında úyreniw



Ádebiyatlar

1. Ўзбекистон Республикаси Президентининг 2020 йил 12 августдаги “Кимё ва биология йўналишларида узлуксиз таълим сифатини ва илм-фан натижадорлигини ошириш чора-тадбирлари тўғрисида”ги ПҚ-4805-сон қарори.
2. Ўзбекистон Республикаси Президентининг 2019-йил 8-октябрдаги «Ўзбекистон Республикаси Олий таълим тизимини 2030 йилгача ривожлантириш концепциясини тасдиqlаш тўғрисида»ги Ўзбекистон Республикаси Президентининг № ПФ-5847-сон Фармони.
3. Meliboyeva G.S. Kimyoni o'qitishda zamonoviy innovacion texnologiyalar. –Toshkent: 2020.
4. Avlayev O.U., Jo'rayeva S.N., Mirzayeva S.P. “Ta’lim metodlari” o'quv-uslubiy qo'llanma. –Toshkent: “Navro'z”, 2017.
5. Кошербаев С.Б., Зарипбаев К.Ш. Химияны оқытудағы заманауи педагогикалық технологиялар. 2024.
6. Зарипбаев К. Ш., Аймурзаева Л. Г. Химиядан практикалық және зертханалық сабақтарды оқыту технологиясы. 2024.
7. Zariptbayev K. S., Shurenbaeva U., Dzhumanova Z. K. Using the method of "assessment" in teaching the topic of carbohydrates. 2023.

REZYUME. Ushbu maqolada kimyo darslarida II A guruh elementlarini o'qitishda Klaster metodidan foydalanib o'qitish bo'yicha keltirilgan. Dars mashg'ulotlarida bu metod talabalar tomonidan bildirilgan g'oyalarning majmuasi sifatida ko'rinadi va talabalarning ijodkorligini va faolligini oshiradi.

РЕЗЮМЕ. В данной статье рассматривается использование метода Кластера при преподавании элементов II A группы на уроках химии. В классной деятельности этот метод рассматривается как совокупность идей, высказываемых учащимися, и поощряет творческие способности и активность учащихся.

SUMMARY. This article discusses the use of the Cluster method in teaching elements of group II A in chemistry lessons. In class activities, this method is considered as a set of ideas expressed by students and increases students' creativity and activity.

ICT IN TEACHING TECHNICAL STUDENTS

F.T.Kaipbergenova – PhD in Pedagogics

Nukus state pedagogical institute after named Ajiniyaz

Tayanch so'zlar: axborot-kommunikatsiya texnologiyalari, ta'limni modernizatsiya qilish, yangi axborot texnologiyalari vositalari, chet tillarini o'qitish, o'qitishni optimallashtirish.

Ключевые слова: информационно-коммуникационные технологии, модернизация образования, средства новых информационных технологий, обучение иностранному языку, оптимизация обучения.

Key words: information-communication technology, modernization of education, means of new information technologies, foreign language training, optimization of educational process.

The development of modern society occurs in the era of informatization, characterized by the use of information technology in many areas human activities, including in the field of education. Feature of the modern stage the informatization of higher education is that come to the fore substantial aspects of specialist training at the university. From a successful solution to this problems will largely depend on the quality of higher education. University graduates live in the information society, and he not only needs to master methods of obtaining and processing

II A topar elementleri temasin o'qitwda pedagogikalıq texnologiyalardan paydalanıwda o'qitwshı sabaq procesi dawamında o'qıwshılardı berilgen tema tiykarında tolıq maǵlıwmat jetkerip bere alıwı hám o'qıwshılar tez ózlestire alıwı hám tema boyınsha túsınıkların ózlestiriwı lazım.

Házirgi zaman ximiya páni tiykarların sanalı túrde puqta ózlestiriwge erisiwi, o'qıwshılardı ximiyanıń átiraptaǵı tabiiyattı asırav hám onnan paydalanıw ushın zárúr bolǵan ilimiy tiykarları menen tanistırıw, o'qıwshılardı miynet súyiwshilikke hám erkin bilim alıwǵa úyretiwden ibarat.

O'qıwshılar bilimine qoyılatuǵın talaplar bolsa bilim kónikpelerin tekseriw jumıs iskerligin gúzetiw, awızeki soraw, sinaw, jazba baqlaw jumısları, ximiyadan test sorawların dúziw hám sheshiw usılı hám basqa tálimniń túrli basqıshlarında o'qıwshılardıń bilim hám kónikpelerine qoyılatuǵın talaplar bolıp tabıladı. Bul pitkeriw qánigelik jumısında berilgen teoriyalıq bilimler, bir saatlıq sabaq islenbe hám Klaster metodlarınan paydanıp o'qıwshılardı o'qıw pánleri boyınsha belgili bir bilimlerdi iyelewleri, erkin pikirlewge, ámeliy tájiriye hám miynet kónikpeleriniń rawajlanıwına xızmet qıladı [6;7].

Tańlap alınǵan o'qitıw usılları – o'qıwshılardı óz maqsetine erisiw ruwxında tárbıyalaw, bir-birlerine óz ara húrmet, jamáát bolıp islew, óz ara járdem hám berilgen wazıypanı orınlawda juwapkershilikti seziw kónikpelerin sıńdırıw hám de o'qıwshılardı óz betinshe islew, izleniw, gruppalarda islew arqalı bilim alıwǵa, eslep qalıwdı bekkemlewge, tez pikirlew, pikirdi anıq jetkeriwge úyretiw, ximiyalıq til mádeniyatın óstiriw sıyaqlı maqsetti gózleydi.

Juwmaqlap aytqanda, II A topar elementlerin Klaster metodın joqarıda qısqasha bayanlanǵan faktorlardı esapqa alǵan halda shólkemlestiriw hám alıp barıw bul shınıǵıwlarıń sapası hám nátiyjeliligini jáne de asırıwǵa járdem beredi.

present the material at a new qualitatively higher level. Their application opens up fundamentally new opportunities in the organization of educational process.

The amount of time allocated to work in a computer class is determined teacher depending on the didactic goals of the lesson. When choosing a learning tool, the teacher should proceed from the pedagogical expediency and methodological effectiveness of applying it at this stage of training to solve the task (familiarization with new teaching material, reinforcing skills, testing knowledge and skills, etc.).

New generations of computer technology - multimedia - enable connections of different types of information presentation: textual, graphic (static and dynamic), sound and video information. When teaching foreign languages, multimedia can be recommended for performing exercises in phonetics and grammar, to replenish the active and passive vocabulary of students.

Multimedia programs are of particular interest in teaching phonetics, since they allow you to record your own pronunciation, and then compare it with a standard, not only by ear, but also visually, thanks to the graphic display of sound on a computer screen. Multimedia computer programs allow you to implement the principle of visibility at a whole new level. So, for example, the black and white text of the dialogue in the textbook undoubtedly loses in comparison with the video recording of the conversation [1:178].

In addition, the student has the opportunity to stop recording in the right place, view, listen to any passage personally necessary for him the number of times, as well as print the text of the statements. In addition, multimedia technology allows you to simulate on the screen computer situation of foreign language communication, which allows the student not only hear speech, but also observe the paralinguistic components of communication.

So thus, the use of multimedia technology is an effective means the formation of a communicative culture of students, because they

- present live language to students;
- immerse them in a situation in which they learn the language of facial expressions and gestures;
- show relationship styles;
- introduce the realities of the country of the language being studied.

The video material allows, in addition to understanding tasks, to give students tasks on the interpretation of facial expressions and gestures ("body language"), on recognizing the style of relationships, so that in a real situation, students do not make gross mistakes when communicating with representatives of other cultures. Questions prepared in advance such as: "Watch the video and tell me who initiates the discussion? What language tools are used for this? Whose contribution to dialogue is more communicative? Is interest in each other's cues visible? What is it manifested in? Was a decision reached? "Initiate further discussion, which contributes to the development of intercultural competence and students' communicative culture [2:115].

Watching a video showing oral presentations in front of an audience serves stress relief for students who are afraid to go to the board, and in the classroom English language practice verbal answers to essays, presentations and resumes at the blackboard.

After watching the video, you can evaluate not only the content, but also discuss the manner presentation, state of excitement or confidence of the speaker.

The video in the lesson presents the language in a lively context. It connects the lesson with the real world and shows the language in action. This is a learning tool that enriches already materials available in the teacher's arsenal. Video, among other things, can help overcome the cultural barrier in language learning. Before the start of classes, you

can easily download clips from YouTube or RealEnglish.com and at the right time in the lesson demonstrate this or that video.

You can't overload the lesson with video materials, however there are a number of situations in the lesson, when a video can be especially useful:

- remove the barrier, use the video as an icebreaker;
- show the communicative side of the language through the study of facial expressions and gestures;
- practice listening skills in a natural context;
- practice description and retelling skills;
- enrich vocabulary;
- stimulate communication or discussion;
- thematic videos.

At the beginning of training or meeting a group, we draw students' attention to aspects with which we will continue to work, such as grammar, vocabulary, pronunciation. For example, a video of German lifeguard i can be a useful joke, in a light form indicating the difference in pronunciation of interdental sounds and sound / s /. The communicative side of the language through the study of facial expressions and gestures can be traced on the example of the video Can you speak English ?. Funny video showing gestures, body language, beautiful pronunciation. In this sense, interviews with interesting people present rich material - this is where you can learn communication! For example, Obama's informal interview at one of the shows - lively, interesting language, gestures, subtle humor. Gibson's Full Interview With Obama.

Use videos to stimulate communication or discussion. For discussions English classes mainly use articles that have questions for discussion. With the help of media, part of the articles can be replaced with video material that stimulates discussion. Speaking about Business English, it should be noted that the problems for discussion quickly become obsolete, since there is a constant update of information, the use of new video materials, widely presented on news or training sites, frees from storing a large number of copies of outdated articles.

Articles are still relevant for reading, summary, but if this is a stimulus to the discussion, it's quite possible to use the video. As an example, here is a link to the Ethics for CEO video, for which you can prepare some Why / In your opinion questions and hold a discussion. Themed videos help revitalize "difficult topics". Here in front of the teacher unlimited possibilities of using hundreds of YouTube videos on topics they need.

Our tutorial Intelligent Business UpperInter opens the possibility of viewing videos on topics such as "Law", "Brands", "Advertising". From the teaching experience, the "Law" topic is difficult for students because of the highly specific vocabulary, why not revive this topic with the help of a video by watching, for example, a trailer from the movie Erin Brockovich [3:17].

You can use the news video resources of the Internet as a warm-up that not only allows you to wake up the passive language and translate it into an asset, but also contributes to increasing student motivation, since the subject matter of the material is diverse, and current events taking place in the world at the moment are offered for discussion.

You can organize your work using 5 Ws and 1 H questions. For example, students in a notebook on an ongoing basis on a particular page have a table with 6 columns under the headings Who? What? Where? When? Why? How ?, in which they record the main data, after watching the video plot.

Another benefit of using the Internet in a lesson is working with tests. This is especially true, since almost all modern English textbooks have websites with online assignments. Tests online are help if the teacher plans tasks for individual work, as well as tests can be performed by the whole group, checking together words and expressions -

this introduces diversity in the part of the lesson, which is devoted to the testing and control of knowledge and saves the time and effort of the teacher [4:235].

It is advisable to devote the time freed from the transfer of some of the teacher's functions to computer programs to completing tasks that contribute to the development of students' creative abilities and communication skills (for example, role-playing games, business conversations). Business conversations and role-playing are classified as active learning methods, as the student's activity is productive, creative, search character. These methods stimulate cognitive interests, increase motivation and contribute intensification of the educational process.

The gaming moment in the classroom helps to remove tension in relations, creating a positive emotional climate, positive nature of communication and atmosphere of interaction. Active teaching methods stimulate independent work of students, help to overcome passivity, internal inertia of a person. A positive aspect of role-playing games is that students themselves create a project, justify it and protect it, while not only defending their point of view, but also understanding and accepting the opinions of others [5,71].

When working on tasks in the form of a business game, students have the opportunity to apply their accumulated knowledge and skills, test their abilities to analyze the situation, make generalizations and conclusions. In the process of a professional business game, students also acquire teamwork skills, learn to help each other and understand each other. The practical experience gained during the game correlates with theoretical knowledge in special disciplines, language skills of students and is integrated into an integrated system of knowledge, skills and abilities (including communicative ones) that determine the degree of preparedness of future specialists.

With great potential, multimedia is able to contribute significant contribution to the training of a highly qualified specialist. But before to apply a particular teaching tool, the appropriateness of its use should be assessed, given whether it will contribute to improving the efficiency and quality of the educational process. Thus, the use of information and computer technologies is not an end in itself, but a means of solving the problems of higher education.

References

1. Azizkhodzhaeva N.N. Innovative technologies and pedagogical skills. - Tashkent: «Oqituvchi», 2010. - P. 178.
2. Higgins J. Can Computers Teach? // CALICO Journal. 1983. V. 7. №2. -P. 115.
3. Baidenko V.I. Competencies in vocational education (to develop a competency-based approach). // Higher education in Russia. - 2004. № 11. - P. 17-22.
4. Bepalko V.P. Pedagogy and progressive learning technologies. - M.: «Nauka», 2001. - P. 235.
5. Gorshkova O.O. Development of professional thinking of a technical university student in the context of the formation of his cognitive activity. // Basic research. 2006. № 7 - P.71-74.

REZYUME. Maqolada axborot-kommunikatsiya texnologiyalarining mohiyati ochib berilgan, ta'limni modernizatsiyalash sharoitida ularning chet tilini o'qitishdagi o'rni belgilab berilgan, chet tilini o'qitishda qo'llaniladigan yangi axborot texnologiyalari vositalarining tasnifi taklif qilingan. O'qitishda yangi axborot texnologiyalaridan foydalanish o'quv jarayonini takomillashtirish va optimallashtirish, ish shakllarini diversifikatsiya qilish va chet tilini o'rganish jarayonini amalga oshirish imkonini beradigan metodik vositalar va usullar arsenalini boyitishning eng muhim jihatlardan biridir. talabalar uchun qiziqarli.

РЕЗЮМЕ. В статье раскрывается сущность информационно-коммуникационных технологий, определяется их роль при обучении иностранному языку в условиях модернизации образования, предлагается классификация средств новых информационных технологий, применяемых в обучении иностранному языку. Использование новых информационных технологий в преподавании является одним из важнейших аспектов совершенствования и оптимизации учебного процесса, обогащения арсенала методических средств и приемов, позволяющих разнообразить формы работы и сделать процесс обучения иностранному языку интересным для студентов.

SUMMARY. The article reveals the essence of information and communication technologies, defines their role in teaching a foreign language in the context of modernization of education, and proposes a classification of new information technology tools used in teaching a foreign language. The use of new information technologies in teaching is one of the most important aspects of improving and optimizing the educational process, enriching the arsenal of methodological tools and techniques that make it possible to diversify the forms of work and make the process of learning a foreign language interesting for students.

“MARGANEC TOPARSHASI ELEMENTLERI” TEMASIN UYRENIWDE INTERAKTIV USILLARDAN PAYDALANIW

M.O.Kamalova – magistrant

X.B.Aytbaeva – talaba

L.G.Aymurzaeva – texnika ilimleri boyınsha filosofiya doktori, docent

Ajiniyaz atındaǵı Nókis mámleketlik pedagogikalıq institutı

Tayanch so'zlar: interaktiv, mashqala, grafik organayzerler, piramida, marganec.

Ключевые слова: интерактив, проблема, график органайзер, пирамида, марганец.

Key words: interaktiv, problem, graphic organayzer, pyramid, marganese.

Házirgi kúnde oqıwlıqlar, kommunikacion axborot texnologiyaları qanshalıq jetilisen hám rawajlangan bolmasın, pedagogikalıq ámeliyat, tálim-tárbiya isleriniń nátiyjesi tiykarınan oqıtıwshı shaqsına, onıń kásiplik sheberligine baylanışlı. Haqıyqattan, hár bir jas qánigeni puxta ilimiy-teoriyalıq bilimler menen qurallandırw, iyelengen ilimiy bilimlerin ámeliy tek joqarıda qollaw ushın kónikep hám bilimlerin rawajlandırw, álbette, ánsat is emes. Oqıwǵa ilimiy, tiyisli múnasibet penen qaraytuǵın, ózinshe pikirleytuǵın, belgili maǵlıwmatlardı iyelewge ılayıqlı, biliw aktivligi hám aqlıy miynet mádeniyatin ózinde jámlegen jaslardı kamalǵa jetkiziw – áhmiyetli wazıypa bolıp esaplanadı. Kásiplik pedagogikalıq tálim baǵdarında ximiya pánin oqıtıw jánede jetilisen, onıń nátiyjeligin asırıwǵa itibardı kúsheytiriw, onıń didaktikalıq támiyinleniwın jaratıw házirgi kúnniń eń aktual máselesi sıpatında tán alınbaqta [1].

Aytıp ótiw orınlı, ulıwma bilim beriw mektepleri ushın qánigeler jetkizip beriwshi joqarı oqıw orınlarında bolajaq oqıtıwshılarınıń kásiplik kompetentligin qalıplestiriw hám rawajlandırwǵa xızmet qılıwshı ulıwma kásiplik pánlerdi oqıtıw procesin ulıwmalastırıw boyınsha kún tártibinde turǵan másele [2].

Zamanagóy sharayatta tálim nátiyjeligin asırıwdıń eń maql jolı – bul shınıǵıwları interaktiv metodlar járdeminde payda etiw bolıp esaplanadı. Mashqalanı anıqlaw, analiz etiw hám sheshiwdi joybarlawdıń jol hám quralları: “Ne ushın?”, “Balıq skeleti” sızılmaları hám “Qanday?” diagramması, “Paǵana” strukturalıq – logikalıq sızılma, “Piramida”, “Nilufar gúli” sızılmaları qollanıladı.

Tómende marganec toparı elementlerin úyreniwde grafik organayzerlerden ayırımların keltirip ótemiz.