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- REZYUME.** Mazkur maqolada tanqidiy fikrlashni rivojlantirish haqida so'z boradi. Shuningdek, tanqidiy fikrlash mexanizmi batafsil tadqiq qilinadi.

РЕЗЮМЕ. Эта статья о развитии критического мышления. Также подробно изучается механизм критического мышления.

SUMMARY. This article is about developing critical thinking. Also, the mechanism of critical thinking is studied in detail.

THE ELEMENTS OF GRAMMAR ACTIVITIES IN RAISING LEARNERS' LANGUAGE AWARENESS

P.Bakhieva – PhD student

Nukus state pedagogical institute named after Ajiniyaz

Tayanch so'zlar: til xabardorligi, tahlil, grammatika, ma'lumot, vazifa, usul, jarayon.

Ключевые слова: языковая осведомленность, анализ, грамматика, данные, задача, способ, процесс.

Key words: language awareness, analysis, grammar, data, task, mode, process.

Introduction. Language Awareness can be defined as explicit knowledge about language, and conscious perception and sensitivity in language learning, language teaching and language use. Language awareness emerged as a movement in the UK in the beginning of the 1980s, founded by the linguist Eric Hawkins, mainly as a reaction to dominant theories about language learning based on behaviorist principles of habit formation. Eric Hawkins the father of language awareness supporting the explicit reflection on both native and foreign languages since 1960. He suggested a “trivium” of language studies that consists of mother tongue study, foreign language study and language awareness work. In this model learners would be helped to develop skills and linguistic intuitions, use their mother tongue and foreign language effectively. In this case language awareness is beneficial to understand how language works and effects human life.

It covers a wide spectrum of fields. For example, Language Awareness issues include exploring the benefits that can be derived from developing a good knowledge about language, a conscious understanding of how languages work, of how people learn them and use them. Language awareness is widely considered to be an important dimension of teachers' professional knowledge. Samples of professional competency statements and tasks commonly given to students and teachers are provided to illuminate the aspects of language awareness that are given prominence in teaching English. The paper examines the aspects of language awareness that are fostered by current practices in teacher education and professional development and discusses which aspects of language awareness are desirable for teachers to develop. Excerpts from studies of pre-service and in-service teachers are used to suggest that teacher Language Awareness is strengthened by L2 learning experience, and to argue for the value of language learning awareness. It is argued that LA has been through a pendulum swing from a cross-lingual focus to a focus on English only, and is now in the process of returning to a renewed and reinvigorated multi-lingual focus.

Methods. Language awareness blends content about language, language skill, attitudinal education and metacognitive opportunities, which allow the student to reflect on the process of language acquisition, learning and language use. All four of these aspects of language awareness need to be integrated into the existing subject areas. Learners should know the maintenance and use of language, integrate their four language skills: listening, speaking, reading, writing, become sensitive, own positive attitude to the education and understand the way they are processing information. The main objective of language awareness is to help learners to notice for themselves how

language is typically used so that they will note the gaps and achieve learning readiness.

Other objectives include helping learners to develop such cognitive skills as connecting, generalizing and hypothesizing and helping learners to become independent with positive attitudes towards the language and to learning the language beyond the classroom. The method is to involve the learners in effective interaction with text potentially, achieve their own thought of the text and articulate their responses. Learners are focused to identify the features of the text, work with other learners together, give own opinions and make generalizations. This method is used to maximize the interactive collaboration between the learners, between the teacher and learner.

The awareness of need for grammar teaching should be the emphasis on English learning especially among the teachers who use grammar instruction in the language classrooms. According to Savage, there are three roles that underline the importance of grammar in learning English. They are grammar as an enabling skill and grammar as a means to self-sufficiency. First, grammar is a necessary master skill that enables competence to develop in the area of listening, speaking, reading, and writing. When grammar is incorrect or misunderstood in any of these areas, communication may be disrupted. Second, grammar is essential to acquire a new language. The last, grammar is self-sufficiency. Students need to understand of grammatical structures as they listen to lectures and read manual and textbooks as well as to use the forms correctly when they make oral presentations and write papers. Moreover, the ability to self-correct leads to self-sufficiency. Regardless of their proficiency level or goals, almost all students can have benefits from learning English grammar [4].

Language awareness is aimed to raise learners' awareness of important linguistic features and help students construct their own grammar using personal exploration. As LA is essential in teaching, learning and using the language, there will be a need for increasing students' language awareness. In this case language awareness activities help to raise their own language awareness. Every language is learnt, taught and used completely by practicing more, doing various exercise and activities. Through activities learners raise their awareness of language that they are learning. The more do activities, the more aware of the language. In our work we have investigated the importance, types and elements of activities which raise learners' language awareness. Language awareness activities in our work devoted to the grammar. Through these activities students will be able to raise their awareness and language use. During doing activities learners should use their knowledge background of grammar [2].

Result. Awareness raising activities help students to involve actively in the teaching process and it consists of **analysis** and **practice** activities. Analysis activity includes consciousness raising activities where students analyze texts, transcripts aiming to see the specific language points. The aim of analysis activity is to raise learners' ability of analyzing and make them sensitive and attentive all the features of language. In the given activity learners should analyze grammar points of language.

Example of analysis activity. Identify categories of meanings and use of -ing words in the text.

Jack is an intelligent and optimistic student. He often visits *fascinating* exhibitions. *Swimming* is his favorite sport.

He enjoys *playing* the piano.

Analysis: The -ing words have three categories of meanings in the text. They are nominal, verbal and adjectival. In the second sentence the word —*fascinating* is adjectival category as it describes what kind of exhibition it is. In the third sentence —*swimming* is nominal category because it is used as the subject of the sentence. In the fourth sentence —*playing* is a verbal category, used as gerund and describes an action.

Practice activities can be carried out by looking up a point of grammar in a reference, grammar and reporting back. Learners should learn the given grammar point in details by finding exact and complete facts from the books or grammar references. The aim of activity is to revise learners' awareness of grammar and improve it through practicing and finding extra information of grammar which is new to learners.

Example of practice activity

In this activity students find modal verbs and explain their use and meaning in the sentences.

1. There is no way you *could* read when you were two!
2. You *have to* be a good communicator to be a press spokesperson.
3. You *should* try to get that poem published.
4. —The weather *should* be good tomorrow, shouldn't it?

- —Actually the forecast said it *may* well rain.

Explanation: The modal verb *could* is a modal verb which determines the past ability. *Have to* is used to identify current or general obligation. "*Have to*" means others decide what to do. *Should* is used to give advice for somebody to do something. *Should* and *may* are used to express degrees of certainty. Both of them identify probability about now, the future or generally. The objective of abovementioned activities is that students construct their own grammar from their own language experience and restructure their inter-language. Through analysis activities learners become more aware of the language use and by practice activities they increase awareness and review their knowledge.

Discussion. Language awareness is aimed to raise learners' awareness of important linguistic features and help students construct their own grammar using personal exploration. As Language Awareness is essential in teaching, learning and using the language, there will be a need for increasing students' language awareness. In this case language awareness activities help to raise their own language awareness. Schmidt has explained the importance of language awareness as following: Students have to explore structured input and develop an awareness of certain linguistic features by performing some activities [5].

Every language is learnt, taught and used completely by practicing more, doing various exercise and activities. Through activities learners raise their awareness of language that they are learning. The more do activities, the more aware of the language. In this paper the importance, types and elements of activities which raise learners' language awareness have been investigated.

Language Awareness activities consist of components which demonstrate how they bring about the process of raising awareness about the language. The basic elements are: **data**, **task**, **process**, **mode** [2].

Data is a basic source of activities which provides main information of the activity. It includes dictionaries, reference grammar, authentic texts, extracts.

Task is an objective of the activity which identifies how the activities are done. Most commonly used tasks are identifying, guessing, analyzing, comparing, answering questions and explaining.

Process is performing tasks on the data and it includes cognitive, affective and social.

Mode is a type of doing an activity and involves individual, pair work, group work and whole class work.

The elements are connected each other and sequence of components provides the activity to be effective, useful and clear to do for the learners and raise their awareness of language. The effect and importance of the sequence of elements, the usefulness and significance of activities have defined and explained through the following activity:

Activity

Do the activity through following the explanation of elements of activity.

Technology has come a long way in the last fifty years, and our lives have become better as a result. Or have they?

The second half of the twentieth century saw more changes than in previous two hundred years. Penicillin has already been discovered and used to treat infections; there have been many remarkable advances in medicine that have helped to increase our average life expectancy way beyond that of our ancestors. Incredible innovations such as televisions have changed the way we spend our leisure hours. Perhaps the most important breakthrough, however, has been the microchip. Nobody could have imagined, when it was first invented, that within a matter of years, this tiny piece of silicon and circuitry would be found in almost every household object from the kettle to the video recorder. And nobody could have predicted the sudden proliferation of computers that would completely change our lives, allowing us to access information from the other side of the world via the internet or send messages around the world by e-mail at the touch of a button. Of course we all rely on modern science and technology to improve our lives. However, we need to make sure that we can control it before it controls us.

Explanation of elements of activity:

Data: The given text is the data of activity. The extract is taken from textbook and it is the basis of activity.

Task: Analyzing the text, identifying and explaining the use of Present Perfect in the sentences are the task of activity which learners have to do.

Process: While doing the task learners should refine previous knowledge of grammar and discuss the usage of Present Perfect. By following the process learners achieve to do the activity.

Mode: According to the task and process of the activity group work is effective for doing.

Conclusion. Through following all the elements of activity learners will be able to do the activity effectively and completely. They revise their knowledge of grammar, raise the awareness of language, and understand the language with its usage. Language data of some kind are basis of any Language Awareness activity. The data are only of value if they are exploited in tasks. Carrying out the tasks, the process should be involved. Language Awareness activity carried out in class, involving individual, pair, group and whole class work. In our work we have tried to identify the role of awareness raising activities. These activities are essential and fruitful to be aware of language, learn and use the language effectively.

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- РЕЗЮМЕ.** Мақоллада тил о'rganish jarayonida tilni rivojlantiruvchi mashqlarning til xabardorligini rivojlantirish vazifalarini aniqlash masalalari tahlil etilgan, bu mashqlarning tilni tushinishga, o'rganishga va qo'llay bilishga foydali ekanligi asoslangan. Asosiy e'tibor o'rganuvchilarning til xabardorligini rivojlantirishda grammatika mashqlari elementlarining ahamiyatiga qaratilgan.
- РЕЗЮМЕ.** В работе предпринята попытка определить роль развивающих упражнений при обучении языкам в развитии учащихся языкового сознания, обоснована полезность этих упражнений в обучении, понимании и употреблении языка. Основное внимание уделяется элементам грамматических упражнений, которые имеет важность для повышения языковой осведомленности учащихся.
- SUMMARY.** The article deals with the attempt to identify the role of activities in teaching languages in developing language awareness, the efficiencies of these exercises in teaching the language. The main focus is given on the elements of grammar activities which are significant in raising learners' language awareness.

SPORT SHINIG'WLARININ TASIRIN ANIQLAYTUGIN JAGDAYLAR

A.K.Bekmurzaev – docent w.w.a.

Ajiniyaz atundagi Nokis mamleketlik pedagogikalik instituti

Tayanch so'zlar: sport, jismoniy tarbiya, mashq, texnika, sistema, gigiena.

Ключевые слова: спорт, физическая культура, упражнение, техника, система, гигиена.

Key words: sports, physical culture, exercise, technique, system, hygiene.

Hammemizge belgili, bir shinig'w paydalanıwımızga baylanıslı hár qıylı unamlı nátiye beriwı múmkin. Al, ayırım jagdaylarda hár qıylı shinig'wlar bir qıylı tásir jasawı múmkin. Demek, shinig'wlar birgelikli nátiye beretuǵın qásiyetke iye emes. Sonlıqtan dene hám sport shinig'wlarınń tásir etiw jagdayların tolıq biliw, pedagogikalıq jumıstı nátiyeli basqarıwǵa múmkinshilik beredi. Sport hám dene shinig'wlarınń hár tárepleme tásir etiwı tómendegi jagdaylarǵa baylanıslı.

1. Oqıtwshı hám oqıwshınıń aktiv qatnasta sport hám dene shinig'wlarınń paydalılıǵın arttırıwǵa tásirin tiygizedi. Bul úyretiw jumısı eki táreptiń qatnasına baylanıslı; oqıtwshı úyretiwdi, oqıwshı úyreniwdi. Sonlıqtan da úyretetuǵın hám úyrenetuǵın tárepler aktiv, sapalı qatnasıwı tiyis. Sebebi; hár qanday sport shinig'wın úyreniw oqıwshınıń qızıǵıwshılıǵına hám oqıtwshınıń qızıǵıwshılıǵına hám oqıtwshınıń sawatlılıǵına, tinbay úyretiwine baylanıslı.

2. Sport hám dene shinig'wlarınń nızamlıqların ilimiy jaqtan biliwine baylanıslı. Qanshelli sport shinig'wlarınń dúzilisi fizikalıq nızamlıqlarǵa baylanıslı qollanatuǵın bolsa pedagogikalıq wazıypanı sonshelli paydalı sheshiw múmkin.

3. Sport hám dene shinig'wların paydalanıw ushın metodikalıq jagdayn durıs paydalanıwı, sport shinig'wlarınń paydalı tásir etiwı ushın onıń mólsherin retlestiriw metodları úlken áhmiyetke iye.

a) Shinig'wınń orınlanıwınıń dawam etiw waqtı;

b) Onıń intensivligi (tezligi, qaytalanıwı t.b.);

v) Shinig'wdı qaytalaw sanı yamasa dem alıwın qaytalanıwı;

g) Shinig'wların qaytalanıw waqtındaǵı, aralıǵındaǵı dem alıw waqtınıń muǵdarı (dawam etiwı).

4. Shinig'wların orınlawdın gigienalıq-sanitariyalıq jagdayı. Shinig'wların unamlı tásir etiwı jumıstıń retine, dem alıwǵa, awqatlanıw tártibine hám sabaq ótiw orınlarınń gigienalıq jagdayına baylanıslı.

5. Metrologiyalıq jagday. Shinig'w jumısların ótiwde waqtıń hawa ıssılıǵı (suwıqlıǵı) retlestiriwı belgili orın tutadı. Usılardıń adam denesine tásir etiw nızamların bilip alıp barılsa shinig'w unamlı tásir jasaydı.

6. Shinig'wların ótetuǵın orınların materiallıq támiyinleniw jagdayı. Mıs; Sport sarayı, kerekli úskeler (snaryadlar) kiyim menen támiyinleniwı t.b.

Sport hám dene shinig'wlarınń texnikası degen túsinikti pedagogikalıq hám biomechanikalıq kóz-qaraslardan túsindiriw múmkin. Biraq ekewi de sol qubılstıń birdey

tárepin túsindiredi. Pedagogikalıq kóz-qarastan shinig'wlarınń texnikası degenimiz shinig'wdı, hárketti paydalı etip orınlaw usılı. Bul shinig'wlarınń organizmge hár tárepleme tásir jasawı (mıs; bir topar bulshıq etlerdi rawajlandırıwda shinig'wdın nátiyjesiniń texnikası menen orınlanıwına zárúrli ekenin aniqlaw ushın oqıwshınıń dene tayarlıǵınıń dárejesin biliw kerek). Bir qıylı hárketlerdi hár qıylı usıl menen orınlaw múmkin, solardıń ishinde eń nátiyjelisi sol shinig'wdın texnikası dep ataladı. Shinig'wların orınlawdın usıllarınıń ishinen paydalısı tańlap alınıwı múmkin.

a) Oqıwshınıń jeke ózgesheligine qarap (mıs; Bir oqıwshıǵa uzınlıqqa sekiriwdin «Qayshı» usılı sáykes keliwı múmkin).

b) Dene tayarlıǵınıń dárejesine qarap.

v) Sheshiletuǵın wazıypaǵa sáykes t.b.

Shinig'w texnikası báhama rawajlanıp baradı. Ádette jańadan texnika jetilistiriledi, góneniń ornına jańası payda boladı. Bul hár qıylı sebeplerge baylanıslı:

-sport tayarlıǵına qoyılatuǵın talaplardıń ósiwı;

-shinig'wdı orınlawdın eń paydalı usılların izlestiriw;

-ilim izertlew jumıslarınıń jetiskenliklerin paydalanıw;

-úyretiw metodikasınıń jetilistiriliwı;

-jańa sport úskeleriniń payda bolıwı t.b.

Dene shinig'wı texnikası - izleniwdiń hám ilimiy tallawdın nátiyjesi, sol waqıttaǵı jetekshi sportshılardıń orınlaw usılı t.b. Hár waqıtlarda hámme orınlawshıǵa teńdey paydalı texnika tańlap alınadı, sonlıqtan standart texnika delinedi. Biraq sportshınıń jeke ózgesheligi esapqa alınadı. Jeke texnika eki baǵdarda iske asırıwı múmkin;

1. Standart texnika, dene tayarlıǵına sáykes ózgeris kirgiziliwı múmkin.

2. Jeke adam óziniń dene tayarlıǵına sáykes, ózinshe bir usıl menen orınlanıwı múmkin (mıs; sporttıń stili).

3. Standart texnikanıń elementleri oqıwshınıń ózgesheligine biyimlesiwi tiyis;

4. Oqıwshı texnikanıń talabına baylanıslı óziniń funkcionallıq múmkinshiliginiń ózgeriwı tiyis.

Texnikalıq bólimler; Shinig'wdın dúzilisin quraytuǵın hárket qozǵalısları hár qıylı, sonıń ushın da texnika bólimi ekige ajratıladı; texnika tiykarı hám bólekleri.

Sport shinig'wı texnikasınıń tiykarın basqa hárket qozǵalıslardan ózgesheligin aniqlaytuǵın qozǵalıslar quraydı. Usı qozǵalıslardıń birewi orınlanbasa shinig'wdın qáte orınlanıwına alıp keledi. mıs; Uzınlıqqa sekiriw waqtında «joqarıda baratırǵanda» (ushıw fazası), ayaqlardıń