

bolatugin bolsa, ata-anasin, keyin psixolog, soñ doslari.

Juwmaqlap aytatugin bolsaq, balalardin qarim-qatnasin rawajlandirıwdan aldın korrekcion jumislardi duris alıp barıw, yaǵnıy balalarda sózlik baylıǵı, sóylewdiń grammatikalıq sistemasın duris qalıplestiriw, tutlıǵıwshı balalarda tutlıǵıp sóylew esabına sóylew rawajlanıwınıń arqada qalıwı gúzetildi.

Sóylewdiń grammatikalıq komponentlerin rawajlandırmaı turıp olardaǵı pikirın erkin bayanlawdıń rawajlanıwı qıyın keshiwin berilgen tapsırmalarda anıqladıq. Pikirin erkin bayanlawdı rawajlandırıwda shańaraq sharayatında ata-ananıń perzentine duris qarim-qatnası balanı hár tárepleme tárbiyalawdaǵı ata-ananıń bilimi, dúnyaǵa kóz qarası úlken áhmiyetke iye esaplanadı.

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REZYUME. Maqolada duduqlanish nutq kamchiligini korrektsiyalashda qo'llaniladigan maxsus usullar berilgan. Bolalar bilan mashg'ulotlarni tashkil qilishda asosan o'yinlardan foydalanish samarali natija beradi. Shuni hisobga olib duduqlanishni korrektsiyalashda logopedik o'yinlarni misollar bilan keltirilgan.

РЕЗЮМЕ. В статье представлены специальные методы, используемые при коррекции заикающегося дефекта речи. Использование игр в организации занятий с детьми дает эффективные результаты. С учетом этого в качестве примеров приводятся логопедические игры для коррекции заикания.

SUMMARY. The article presents special methods used in the correction of stuttering speech deficiency. The use of games in organizing activities with children gives effective results. With this in mind, logopedic games for stuttering correction are given as examples.

TEACHING HISTORY STUDENTS BASED ON ACTIVITIES AND COMPETENCES IN CLIL (CONTENT AND LANGUAGE INTEGRATED LEARNING)

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Tayanch so'zlar: CLIL (Content va til integratsiyasi), faoliyat, hamkorlik usullari, hamkorlikdagi yondashuvlar, topshiriqlar, raqobat, chigallashgan jumlarlar, tarixiy voqealar.

Ключевые слова: CLIL (Интегрированное обучение по содержанию и языку), мероприятия, методы сотрудничества, совместные подходы, задания, соревнование, зашифрованные предложения, исторические события.

Key words: CLIL (Content and Language Integrated Learning), activities, cooperative methods, collaborative approaches, assignments, competition, scrambled sentences, historical events.

Introduction. The implementation of cooperative teaching strategies has been demonstrated to have a positive impact on the learning process and outcomes of students. The implementation of these strategies facilitates the establishment of an optimal learning environment, which presents distinct advantages for learners. From a pedagogical perspective, students have the opportunity to enhance their comprehension of a diverse range of subjects, including the acquisition of a foreign language. Foreign language learners do not get adequate exposure to literary texts, especially non literature courses learners, which makes them unaware of other cultures' norms [1:73]. The CLIL history competences and associated activities are conducted through the utilization of

cooperative methods, which serve to influence the learners' subject and language knowledge, thus facilitating the acquisition of knowledge and skills. This is accomplished by affecting the learners' subject matter and linguistic knowledge. CLIL history would benefit from activities that emphasize the communication of historical knowledge, improve reading and listening comprehension, and require students to produce a written product [8:2].

Teachers need to think about the kind of tasks learners will do during the lesson and as follow-up. It is important to plan a range of tasks which require different challenges, such as less demanding tasks which involve matching sentence halves, making events on timelines and marking trade routes on old

maps. More demanding tasks include explaining causes and effects, providing evidence of change from a text, evaluating evidence and giving reasons why something happened.

Teachers of CLIL history may plan a variety of activities for their students to participate in. Example of activities suitable for CLIL: categorization, cloze test, gap fill, labelling, matching, multiple choice (true/false, ordering words/sentences/paragraphs), jigsaw reading and listening, word/sentence/text/ completion, information transfer, freeze frames, pyramid discussion, domino games.

Context-based activities are used in CLIL history classes, which can be implemented through collaborative approaches. To provide an example, the Oxford University Press has proposed a sample lesson plan on Queen Elizabeth I and the CLIL history curriculum for a secondary school grade. The following pre-reading and post-reading assignments could serve as a foundation for the study of the Golden Age. It may be advantageous for teachers to commence the lesson by presenting students with the Tudor family tree and encouraging them to engage in discussion with a fellow student about their knowledge of Queen Elizabeth and Henry VIII's other wives. Subsequently, students could be assigned the task of connecting the remaining phrase fragments in order to construct a complete sentence describing the queen's life. Furthermore, an additional pre-reading assignment could be devised, requiring students to select the most appropriate option within the sentence. After that, they could read the text to verify their responses. It is possible to arrange the reading process cooperatively in pairs or groups; like in conventional classes, students may also work alone. After reading the material, students are able to respond to pertinent questions that demonstrate their thorough understanding of it. Asking students to place the provided sentences in the appropriate places inside the text is another way to follow it. Locating words in the book with the provided definitions is another common CLIL history assignment. Following their engagement with the text and completion of the assignments, students can share and debate their thoughts on it during the post-reading phase. They can employ cooperative methods like think-pair-share, round robin, role-switching, three-step interviews, etc. The instructor may then assign follow-up mini-projects, such using the Internet to write a text about another well-known historical figure. Although follow-up assignments can take many forms, they must be related to the lesson's subject. For instance, as part of a follow-up assignment in the course on the American Revolution, students are frequently asked to write a description of the American flag, including details about its color and design, the year it was adopted, any modifications, etc.

Types of CL activities

The Palaeolithic Age, the extended period from the Middle Ages to the Age of Absolutism, the Industrial Revolution, World War One, the fall of the Berlin Wall in November 1989, and other topics may be covered in Berlin secondary schools' curricula in addition to Queen Elizabeth I and the American Revolution. However, as CLIL learning concurrently incorporates topic, language, and life skills, some academics have argued that CLIL themes could extend the subject area and shouldn't be restricted to it [4:19]. In accordance with the recommendations set forth by numerous academic publications, a variety of cooperative learning (CL) activities can be employed to enhance the study of historical themes within a CLIL framework. The following list provides illustrative examples of such activities:

1. **Competition. Quickest or Most:** Students should work with a partner to formulate ten questions about the lesson topic that is written on the boards. They should ask four questions that include the words "who," "what," "how," and "why." For example, students may want to know who owned slaves, where they were born, how they were treated, etc. during a lecture on the slave trade. After that, they ought to respond to such queries in groups or in class.

2. **Scrambled Sentences:** Students may need to rearrange words that are significant and convenient to the subject to create a complete phrase or even a question. There may be a discussion of the sentence or question after this. Another variant of the challenge would be to write each mixed-up sentence on a different card after a paragraph or text has been scrambled.

3. **Red and Green Cards:** The instructor should start by giving each student a red and a green card. The instructor or one student from each cooperative group is then required to read roughly twenty statements related to the subject. Students should raise the green card for an incorrect report or the red card if they believe the report to be accurate. Students can talk about the statements after each response. Both the teacher and the students will be able to determine how well they have understood the lesson thanks to the activity.

4. **Video Clip:** After watching a brief video about a period of history, students can talk about the pre-distributed questions.

5. **Internet:** Instructors can ask students to identify a text that is no more than fifty words long or an image that is relevant to the lesson that will be covered next, such as Spain's occupation of the Netherlands. After that, they ought to choose four or five categories to which they belong and post their prepared messages and images on the classroom board. By letting students utilise their own study resources and work independently with their colleagues, this activity may promote learner autonomy.

6. **Spider Diagram:** On the whiteboard, the instructor should write the lesson's general topic in a square or circle. Students are expected to draw a spider diagram and include subtopics in each leg.

Subsequently, the subtopics can be classified according to the categories to which they pertain, thus facilitating the organization of the material into a coherent structure.

– **KWL Grid:** Students should make three columns and write, in each, what they know, what they would like to know, and what they have learnt (a synopsis of the material covered in the session). Any topic related to history can be covered in the class, like writing an article for the newspaper on the autumn of 1939.

– **Placemat:** Initially, each four-student group ought to draw a "placemat" on paper with the topic – possibly the reasons behind World War One – written in the centre. In his or her spot on the placement, each student in the group should write facts or an opinion regarding the subject (for example, what caused World War One). After that, everyone in the group should talk about all of the responses; they can also group or classify them.

– **Predict, Observe and Explain:** Students are given the first section of a historical tale and are asked to guess how it will continue. After that, they can view an academic paper or short film to see if their predictions came true. The activity's goals are to increase students' interest in the course and activate their historical knowledge.

In CLIL history classes, students can use cooperative approaches to complete all of the activities listed in either pairs or groups [5:27-34]. From these examples, it can be concluded that the following learning skills are employed when implementing CL activities in CLIL history lessons: summary, skimming, evaluating material, guessing from context, and cooperative skills [8:17]. As shown by del Pozo, conventional approaches, on the other hand, are less successful in CLIL settings. Lecture-based instruction does not help students' mental activation, according to action research in CLIL history classes [6:125].

As Alasgarova has demonstrated, when employing traditional teaching methods, the instructor typically introduces the new material without taking into account the students' diverse learning preferences and interests [2:152]. Additionally, students are less prepared, less engaged, and less driven in class if they are forced to take notes during the entire session instead of participating in an activity. Students may hardly ever devote additional time to discussing historical topics outside of class in standard history classes. When it comes to role-plays, learning occurs mostly during the preparation stage, which is frequently completed outside of the classroom, rather than during the presentation [10:289]. The dynamics

of the class and the pair/group exercises improve students' motivation, engagement with the lectures, and cognitive processes while also increasing their comprehension of the material. Role-plays, matching words to definitions or questions to answers, and event analysis are a few examples of these activities [2:151]. In contrast to typical history classroom teaching methods, CLIL history teachers use a variety of strategies and tactics in their lessons, including projects, presentations, visual aids, and more. Furthermore, the goal of CLIL history classes is to enable students to connect historical events and dates to one another by examining the causes and effects of historical facts and occurrences, in addition to teaching knowledge about them [6:126].

The primary goal of CLIL history teachers is to help students develop their sense of self-worth, accountability, independence, and, of course, historical consciousness. In order to accomplish this goal, four core competencies must be developed, as listed below [3; 4]. When students formulate enquiries about a historical event, they first demonstrate their ability to ask effective questions. Second, students refine their methodological skills as they attempt to answer those issues by dissecting and reassembling historical facts. Third, by utilizing historical knowledge, students get orientation competency during the modern era orientation. Fourth, the other three competencies that students develop via the process of analyzing and creating historical narratives are connected to historical knowledge. Furthermore, students cognitively absorb historical facts and discuss them in written or spoken communication with peers, making Cognitive Discourse Functions crucial to the acquisition of the aforementioned competencies [3; 4]. Additionally, they employ their analytical abilities to recognise and understand even the most complex facets of the material.

The CL technique can be used to encourage the development of the aforementioned CLIL competencies. When completing oral or written CLIL history activities, CL facilitates the application of various communication skills. Otten and Thürmann have dubbed these communication abilities Content-Based Communication (CBC) Skills [7:17]. According to Hoecherl-Alden they include a range of task-oriented procedures, including defining, elucidating, and providing a generalized interpretation of information in any speech variation, including requests, comparisons, hypotheses, or analyses [9:617]. Through communication throughout the cooperative activities in CLIL history classes, students can develop and refine their CBC abilities.

Conclusion. In conclusion, it can be proposed that the integration of collaborative methodologies into CLIL history lessons enables the implementation of a diverse range of activities. The implementation of CL

can facilitate the enhancement of students' language proficiency, comprehension of the material, and participation in class. Furthermore, the acquisition of CLIL competencies in questioning, methodology, orientation, and historical comprehension can be facilitated through the implementation of CL approaches.

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РЕЗЮМЕ. Ushbu maqola CLIL tarixi bo'yicha kompetentsiyalar tushunchasi bilan tanishtiradi va o'quvchilarning mavzu va til bilimlariga ta'sir qiluvchi hamkorlik usullari orqali amalga oshiriladigan bir qator tadbirlarni taqdim etadi. CLIL tarixi tarixiy bilimlarni uzatishga urg'u beradigan, o'qish va tinglab tushunishni yaxshilaydigan hamda o'quvchilardan yozma mahsulot ishlab chiqarishni talab qiladigan faoliyatlardan foyda olishi taklif qilinmoqda.

РЕЗЮМЕ. В статье представлена концепция компетенций в истории CLIL и представлен ряд мероприятий с помощью совместных методов, которые влияют на предметные и языковые знания учащихся. Предполагается, что история CLIL принесет пользу из мероприятий, которые подчеркивают передачу исторических знаний, улучшают понимание чтения и аудирования и требуют от учащихся создания письменного продукта.

SUMMARY. This article introduces the concept of competences in the history of CLIL and presents a range of activities through collaborative methods that influence learners' subject and language knowledge. CLIL history is suggested to benefit from activities that emphasize the transfer of historical knowledge, improve reading and listening comprehension, and require students to produce a written product.

ТАЛАБАЛАРДЫҢ КӨРКЕМ-ДӨРЕТИҮШИЛИК УҚЫПТЫЛЫҚЛАРЫ МЕНЕН ЭСТЕТИКАЛЫҚ ТАЛҒАМЫН СҮҮРЕТЛЕҮ ӨНЕРИ ЖӨРДЕМИНДЕ РАҰАЖЛАНДЫРЫҮДЫҢ ТИЙКАРЛАРЫ

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Таянч сўзлар: бадий ва ижодий қобилиятлар, эстетик дид, тасвирий санъат, педагогика.

Ключевые слова: художественно-творческие способности, эстетический вкус, изобразительное искусство, педагогика.

Key words: artistic and creative abilities, aesthetic taste, fine arts, pedagogy.

Педагогиканың педагогикалық теориясы хәм практикасының ең әхмийетли хәм зәрүрли ўазыйпаларының бири дөретиўши инсанды хәм соның менен бирге сүүретлеў өнери тийкарында талабалардың көркем-дөретиўшилик

уқыптылықлары менен эстетикалық талғамын раўажландырыўдың тийкаргы концепция ойының маңызлы-мазмунлылық мәнисин қәлиплесетириў болып табылады. Хәқыйкатында, бул контекстте сүүретлеў өнери ең нәтийжели усыл болып