

Shu bilan birga, tajribaning turli bosqichlarida talabalarda sogʻliqni saqlash madaniyatini shakllantirishga tashxisi oʻtkazilgan (4.15-jadval).

Xulosa. Aniqlash eksperimentining natijalari shuni koʻrsatadiki, OTM da jismoniy tarbiya jarayonida talabalar sogʻliqni shakllantirishning turli jihatlariga, shu jumladan

jismoniy yuklamadan foydalanishga qaratilgan maʼlum bilimlar, koʻnikmalar, malakalarni yetarli oʻzlashtirmaganlar, bu talabalarning jismoniy tarbiyasi boʻyicha sogʻlomlashtirish dasturlarini individuallashtirish uchun pedagogik texnologiyaning uslubiy vositalarini ishlab chiqish va amalga oshirish zarurligini asoslaydi.

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REZYUME. Ushbu maqolada pedagogik muassasalarda tatbiq etilayotgan eksperimental oʻqitish usullarining natijalari tahlil qilinadi. Tadqiqot anʼanaviy usullar bilan solishtirganda innovatsion yondashuvlarning samaradorligini oʻrganadi, ularda koʻnikmalarni egallash, ishtirokchilarning faolligi va oʻquv faoliyatiga eʼtibor qaratildi. Natijalar shuni koʻrsatadiki, eksperimental usullar taʼlim natijalarini sezilarli darajada yaxshilagan. Topilmalar dalillarga asoslangan oʻqitish innovatsiyalari orqali pedagogik amaliyotni takomillashtirishga yordam beradi.

РЕЗЮМЕ. В статье анализируются результаты экспериментальных методов обучения, реализуемых в педагогических учреждениях. В исследовании рассматривается эффективность инновационных подходов по сравнению с традиционными методами, особое внимание уделяется приобретению навыков, вовлеченности участников и учебной деятельности. Результаты показывают, что экспериментальные методы значительно улучшили результаты обучения. Результаты исследования помогают улучшить педагогическую практику посредством научно обоснованных педагогических инноваций.

SUMMARY. This article analyzes the results of experimental teaching methods implemented in pedagogical institutions. The study examines the effectiveness of innovative approaches compared to traditional methods, focusing on skill acquisition, participant engagement, and learning activities. The results show that experimental methods significantly improved learning outcomes. The findings help improve pedagogical practice through evidence-based teaching innovations.

THE MAIN PROBLEMS ENCOUNTERED IN DEVELOPING STUDENTS' LISTENING AND SPEAKING SKILLS AND THEIR SOLUTIONS

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Tayanch soʻzlar: tinglab tushunish, ogʻzaki nutq koʻnikmalari, eshituv orqali idrok, lingvistik qiyinchiliklar, semantik mazmun, motivatsiya, avvalgi bilimlar, fonematik eshituv, til aralashuvi, uch tillilik, audio materiallar, tinglash strategiyalari.

Ключевые слова: понимание на слух, навыки устной речи, слуховое восприятие, лингвистические трудности, семантическое содержание, мотивация, предшествующие знания, фонематический слух, языковая интерференция, триязычие, аудиоматериалы, стратегии аудирования.

Key words: listening comprehension, speaking skills, auditory perception, linguistic difficulties, semantic content, motivation, background knowledge, phonemic hearing, language interference, trilingualism, audio materials, listening strategies.

1. Introduction. The development of students' listening and speaking skills in English as a foreign language is a core component of communicative competence. However, these receptive and productive skills often pose significant challenges, especially for learners in multilingual settings. According to N.Cowan [1:12] the auditory memory capacity is generally more limited compared to visual memory, complicating real-time speech processing. In real-life communication, spoken messages are transient, and listeners must process them instantly. Any lapse in concentration may result in partial or complete information loss.

M.Underwood [2:56] emphasized several factors that contribute to poor listening comprehension: the speed of speech, limited vocabulary, difficulty identifying discourse markers, insufficient background knowledge, and the learner's habit of focusing on every word instead of grasping overall meaning. These challenges are magnified in learners functioning within trilingual or multilingual contexts.

2. Methods. This study adopts a qualitative-analytical approach grounded in established theoretical frameworks, primarily based on the classification proposed by N.V.Elukhina [4:36]. Listening comprehension difficulties were divided into four categories:

1. Linguistic form of the message
2. Semantic content
3. Presentation conditions
4. Information sources

To validate these classifications, findings from Z.I.Borovko's experimental research [3:96] on perception of unfamiliar word forms were reviewed. In addition, methodological principles from M.V.Lyakhovitsky and I.M.Koshman [6] were employed to understand the role of phonemic hearing.

3. Results.

3.1 Linguistic Difficulties

Students often encounter unfamiliar vocabulary and complex grammatical structures in listening texts. While a small number of unfamiliar words (up to 3%) may not significantly impact understanding, their placement and importance within the message are crucial. Sentence length also affects short-term memory; if a sentence exceeds memory capacity, listeners may lose the initial part of the sentence and fail to comprehend the whole. Complex subordinate clauses, especially attributive ones, are particularly hard to process.

As Z.I.Borovko demonstrated, students' ability to recognize unfamiliar word forms depends on identifying features such as stressed vowels, consonant patterns, syllable count, and word length. This affects how efficiently learners decode oral input [3].

3.2 Semantic Challenges

Motivation significantly influences students' engagement and success in listening activities. V.I.Ilina [5:21] argues that the motivational foundation of learning processes determines outcomes; lack of motivation leads to demotivation and failure. In this context, creative tasks and interesting content increase comprehension and retention.

The structural complexity of texts also matters: narrative and monologic texts are more accessible than descriptive or dialogic formats. Overloading students with excessive or overly complex material hinders comprehension. Therefore, materials should include both new and familiar information to activate prior knowledge and cognitive readiness.

3.3 Situational and Technical Conditions

The number of times a message is played, the pace of speech, and the presence of background noise all impact comprehension. In real-life situations, audio input is typically presented once, requiring rapid processing. In instructional settings, however, repeated playback aids mastery and comprehension, particularly when teaching vocabulary, grammar, or pronunciation.

Fast speech often outpaces the student's internal processing speed, leading to comprehension breakdowns. Background noise (e.g., environmental sounds or unclear

recordings) further impairs perception by diverting attention to irrelevant stimuli.

3.4 Source-Related Issues

Listeners must adapt to different voice types, tones, and speech styles. Audio recordings often involve a variety of speakers – male, female, adult, or child – with differing accents and timbres. Students are usually more comfortable understanding familiar voices, such as their teacher's.

Moreover, while audiovisual materials offer visual cues that aid comprehension, purely auditory input lacks such support, placing greater demands on phonemic discrimination skills. According to Lyakhovitsky and Koshman [6:37], phonemic hearing – the ability to differentiate and identify speech sounds – is essential for successful listening comprehension.

4. Discussion. The challenges described above can be particularly intense in trilingual environments where students are required to function in multiple languages. Artificial subordinative trilingualism, common in some regions, leads to language interference, further complicating auditory processing. Addressing these difficulties requires deliberate pedagogical strategies.

Effective listening instruction should:

- Use **graded audio materials** appropriate to learners' linguistic levels
- Incorporate **phonemic hearing exercises**
- Foster **intrinsic motivation** through engaging content and task variety
- Scaffold learning using **background knowledge**
- Provide **multiple listening opportunities** for difficult texts
- Introduce **diverse voice models** to improve adaptability

Developing learners' perceptual mechanisms is key to overcoming listening difficulties and enhancing comprehension. By integrating the theories of Underwood, Elukhina, Borovko, and others into pedagogical practice, educators can offer more effective and scientifically grounded solutions.

5. Conclusion. Listening and speaking skills are foundational in foreign language learning but present unique challenges due to their real-time, auditory nature. Linguistic, semantic, situational, and source-related barriers all hinder learners' performance. Through a synthesis of prominent theoretical insights and practical strategies, this study identifies effective ways to overcome such difficulties. Special attention should be paid to trilingual learners, whose experience with multiple languages adds further complexity to listening comprehension. Addressing motivation, background knowledge, and phonemic awareness can significantly enhance listening outcomes and support overall communicative competence.

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REZYUME. Ushbu maqolada ingliz tilini xorijiy til sifatida o'rganuvchi talabalarning tinglab tushunish va og'zaki nutq ko'nikmalarini rivojlantirishda duch keladigan asosiy muammolar tahlil qilinadi. Unda tilshunoslik, semantik va situatsion qiyinchiliklar – tez sur'atdagi nutq, notanish lug'at, diqqatning yetishmasligi va fon shovqini kabi omillar ko'rib chiqiladi. Underwood, Eluxina va Borovko kabi olimlarning nazariy ishlariga tayangan holda ushbu muammolarning sabablari tahlil qilinadi va ularni bartaraf etish bo'yicha amaliy yechimlar taklif etiladi. Tadqiqotda muvaffaqiyatli tinglab tushunishga erishishda motivatsiya, avvalgi bilimlar va fonematik eshituvning roli alohida ta'kidlanadi. Ko'p tilli va uch tilli muhitda o'qiyotgan o'quvchilarga alohida e'tibor qaratilib, boshqa tillarning aralashuvi qo'shimcha to'siq sifatida ko'rsatiladi. Tadqiqot natijalari murakkab o'quv sharoitlarida tinglab tushunish va og'zaki nutqni rivojlantirish uchun ilmiy asoslangan va o'quvchiga yo'naltirilgan metodik yondashuvlar zarurligini ko'rsatadi.

РЕЗЮМЕ. В статье рассматриваются основные проблемы, с которыми сталкиваются студенты при развитии навыков аудирования и устной речи по английскому языку как иностранному. В центре внимания находятся лингвистические, семантические и ситуативные трудности, такие как быстрая речь, незнакомая лексика, слабая концентрация внимания и фоновый шум. Основываясь на теоретических трудах Андервуда, Елухиной и Боровко, анализируются причины этих трудностей и предлагаются практические решения. Особое внимание уделяется роли мотивации, предварительных знаний и фонематического слуха в успешном аудировании. Также подчеркивается влияние многоязычной и триязычной среды, где интерференция других языков создает дополнительные барьеры. Полученные результаты подчеркивают необходимость методически обоснованных и ориентированных на учащегося стратегий преподавания для эффективного развития навыков аудирования и устной речи в сложных образовательных условиях.

SUMMARY. This article investigates the main problems students encounter when developing listening and speaking skills in English as a foreign language. It focuses on linguistic, semantic, and situational challenges, such as fast-paced speech, unfamiliar vocabulary, poor concentration, and background noise. Drawing on the theoretical works of Underwood, Elukhina, and Borovko, the paper analyzes causes of these difficulties and suggests practical solutions to overcome them. The study also emphasizes the role of motivation, prior knowledge, and phonemic awareness in successful listening comprehension. Special attention is given to learners in multilingual and trilingual environments, where interference from other languages poses an additional barrier. The findings underline the need for methodologically sound strategies and learner-centered instruction to support the development of listening and speaking skills in complex educational contexts.

ÚZLIKSIZ KÁSIPLIK RAWAJLANDÍRÍW SISTEMASÍNDÁ KURS TÍŃLAWSHÍLARÍNÍN KÁSIPLIK HÁM TESTOLOGİYALÍQ KOMPETENTLIGIN JETILISTIRIW USÍLLARÍ

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Tayanch so'zlar: uzluksiz kasbiy rivojlanish tizimi, uzluksiz ta'lim, ta'lim sifati, kompetentlik, kasbiy kompetentlik, testologik kompetentlik, testologiya, test topshiriqlari.

Ключевые слова: система непрерывного профессионального развития, непрерывное образование, качество образования, компетентность, профессиональная компетентность, тестологическая компетентность, тестология, тестовые задания.

Key words: continuous professional development system, continuous education, quality of education, competence, professional competence, testological competence, testology, test tasks.

Kirisiw. Bilimlendiriw sapası hám nátiyjeliligin arttırıwdıń tiykarǵı faktorlarınan biri – hárbir pedagog kadrıń kásiplik bilimi, kónlikpe hám uqıplılıǵın rawajlandırıwdıń joqarı dárejede bolıwı menen baylanıslı bolıp, onı támiyinlew házirgi kúnnıń aktual máselelerinen biri esaplanadı. Sonıń ushın búgingi kúnde ulıwma bilim beriw mektepleri oqıtıwshılarınıń úzliksiz kásiplik rawajlandırıw sistemasın jáne de jetilistiriwge úlken itibar qaratılmaqta.

Pedagog kadrlar qánigeligin jetilistiriw úzliksiz bilimlendiriwdiń bir bólegi bolıp, onıń tiykarǵı maqseti pedagog aldın alınǵan bilimlerin jetilistiriw, jańalaw hám tereńlestiriw, pedagogikalıq tájiriyblerin ele de rawajlandırıw hám kásiplik sheberliklerin arttırıwdan ibarat. Oqıtıwshı bilimlendiriw procesinde oqıwshınıń biliw iskerligin shólkemlestiredi, basqaradı, qadaǵalaydı, bahalaydı hám oqıtıw maqsetlerin ámelge asırıw arqalı tálim alıwshılardıń hár tárepleme rawajlanıwına múmkinshilik jaratadı.

Búgingi kúnde úzliksiz kásiplik rawajlandırıw kursınıń nátiyjesi – bul kurstı tamamlǵan tıńlawshılardıń alǵan jańa bilim hám kónlikpelerin ámeliyatta qay dárejede qollay alıwı menen ólshenedi.

Oqıtıwshınıń kásiplik kompetentligi – kásiplik iskerlikti alıp barıw ushın zárúr bolǵan bilim, kónlikpe hám

uqıplılıqlardıń kerekli dárejede oqıtıwshı tárepinen iyeleniwi hám olardan ámeliyatta, bilimlendiriw proceslerinde durıs hám sheberlik penen qollana alıwı bolıp esaplanadı.

Testologiyalıq kompetentlik – bul shólkemlestiriwshilik, basqarıw hám analitik-konstruktiv testologiyalıq kompetensiyalarına iye bolıw, olarǵa jeke múnásibet, sonday-aq, oqıw procesinde testten paydalanıw boyınsha iskerlikler jıyındısı hám nátiyjesi esaplanadı [1].

Testologiyalıq kompetensiyalardıń mazmunı hám dúzilisin analizlew, olardıń oqıtıwshı kompetentlikleri sistemasındaǵı ornın anıqlaw imkánın beredi. Házirgi waqıtta bilimlendiriwdiń barlıq basqıshlarında test texnologiyasınıń aktiv qollanıwı múnásibeti menen didaktikalıq testlerdi shólkemlestiriw hám ótkeriw, sonday-aq, alınǵan nátiyjelerdi analizlew qábileti oqıtıwshılar qánigeligin arttırıwdıń zárúr bólimine aylanbaqta.

Adebiyatlar analizi. Kásiplik kompetentlik túsiniǵı boyınsha bir neshe ilimpazlar tárepinen túrli pikir hám anıqlamalar berip ótilgen. Mısalı: Ilimiy izertlewshı E.F.Zeer pikirinshe, kásiplik kompetentliktiń funktsional rawajlanıwın kásiplik kámillikke erisiw dawamında kompetentliktiń túrli kórinisleri integrallasıp barıwın hám shaxstıń zárúr kásiplik sıpatları menen baylanısınıń