



**O'ZBEKISTON RESPUBLIKASI OLIY VA O'RTA
MAX'SUS TA'LIM VAZIRLIGI
A. QODIRIY NOMIDAGI JIZZAX DAVLAT
PEDAGOGIKA INSTITUTI**



**CHET TILLARINI O'RGATISHNING TURLICHA
YONDASHUVLARI: MUAMMO VA YECHIMLAR**
Xalqaro ilmiy-amaliy konferensiya materiallari 2021 yil 1-iyun

**Proceedings of the International Scientific-Practical
Conference
DIFFERENT APPROACHES TO FOREIGN LANGUAGE
TEACHING: PROBLEMS AND SOLUTIONS
2021 June 1**

Jizzax 2021

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УДК: 81.03 (075)
ББК: 74.268.1(07)
Э-59

**“Chet tillarini o’rgatishning turlicha yondashuvlari: muammo va yechimlar”
mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallari
Jizzax 2021. - 494 bet.**

Xalqaro miqyosidagi ilmiy-amaliy konferensiya materiallari to’plami – Jizzax: A. Qodiriy nomidagi jizzax davlat pedagogika instituti, Chet tillar fakul’teti, Ijtimoiy gumanitar fanlarda chet tili va tabiiy va aniq fanlarda chet tili kafedralari, 1-iyun 2021 yil 544 – bet.

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To’plamga kiritilgan ma’ruza tezislarning mazmuni, undagi ma’lumotlar va me’yoriy hujjatlarning to’g’riligi hamda fikr-mulohazalar, keltirilgan takliflarga mualliflarning o’zlari mas’uldirlar.

DEVELOPMENT OF PROFESSIONAL COMPETENCY IN PRESCHOOL TEACHERS

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ABSTRACT: Currently, attention is paid to the development of the pre-school education system in our country, a modern system is being created on the basis of the most advanced foreign experience. Research is being carried out on the content of the pre –school education system and the creation of the most necessary framework of its implementation using modern pedagogical and information and communication technologies. These studies are mainly aimed at the formation and improvement of the content of pre-school education pedagogy, training of mature qualified pedagogical personnel and training of specialists in accordance with the modern requirements and improving their skills. In this article, some concepts and opinions of our scientists on the topic of development of professional competence of pedagogical workers of preschool organizations are discussed on the basis of authorship. Pedagogical skill develops and improves in the process of the work of each pedagogical employee, which, of course, depends on the work of a specialist educator on himself.

Keywords: competence; competency; model; professional competency of the teacher; competence approach; professional development; preschool education; personal qualities

АННОТАЦИЯ: Хозирги кунда республикамизда мактабгача таълим тизимининг ривожлантирилиши учун алохида эътибор қаратилмоқда, энг илгор хорижий тажрибалар асосида хар томонлама замонавий тизим яратилмоқда. Мактабгача таълим тизими мазмуни ва уни амалга оширишнинг замонавий педагогик ва ахборот –коммуникацион технологияларидан фойдаланишнинг энг керакли механизмини яратиш устида тадқиқотлар олиб борилмоқда. Бу тадқиқотлар асосан мактабгача таълим педагогикасининг мазмунини шакллантириш ва такомиллаштириш , етук малакали педагог кадрлар тайёрлаш ва уларни хозирги замон талабларига мос равишда мутахасислар тайёрлаш ва уларнинг малакаларини оширишга қаратилган. Ушбу мақолада мактабгача таълим ташкилотлари педагог ходимларинг касбий компетентликларини ривожлантириш масаласи борасида муаллифлик асосида айрим тушунчалар ва олимларимизнинг бу борадаги фикр – мулоҳазалари келтириб ўтилган. Педагогик маҳорат хар бир педагог ходимнинг иш фаолияти жараёнида ривожланади ва такомиллашиб боради , бу албатта мутахасис педагогнинг ўз-ўзини устида ишлашига ҳам боғлиқдир.

Калит сўзлар: компетентция ; компетентлик; ўқитувчининг касбий компетентлиги; компетентлик ёндашуви; малака ошириш; мактабгача таълим; шахсий сифатлар

АННОТАЦИЯ: В настоящее время уделяется внимание развитию системы дошкольного образования в нашей стране, создается современная система на основе самого передового зарубежного опыта. Проводятся исследования по содержанию системы дошкольного образования и созданию наиболее необходимых рамок ее реализации с использованием современных педагогических и информационно – коммуникационных технологий. Эти исследования в основном направлены на

формирование и совершенствование содержания педагогики дошкольного образования , подготовку зрелых квалифицированных педагогических кадров и подготовку специалистов в соответствии с современными требованиями и повышение их квалификации. В данной статье на основе авторства обсуждаются некоторые концепции и мнения наших ученых по теме развития профессиональной компетентности педагогических работников дошкольных организаций. Педагогическое мастерство развивается и совершенствуется в процессе работы каждого педагогического работника , что, безусловно, зависит от работы специалиста-педагога над собой.

Ключевые слова: компетентция; компетентность; модель; профессиональная компетентность педагога; компетентностный подход; профессиональное развитие; дошкольное образование; личностные качества

INTRODUCTION. Modern preschool education, according to Concept of the Preschool Education is one of the first stages of the educational system of the Republic of Uzbekistan. According to the adopted Concept, the priority areas for the development of the pre-school education system until 2030 will be:

- ✓ further improvement of the regulatory framework (development of the State standard for pre-school education, approval of standards for the provision of kindergarten pupils with material resources, food, drugs, development of the procedure for the implementation of alternative forms of pre-school education);
- ✓ creation of conditions for the comprehensive development of children of preschool age (widespread introduction of the state program “First Step” and inclusive education, the development of educational materials, ensuring the continuity of preschool and primary education);
- ✓ increasing coverage, ensuring equal access of children to high-quality pre-school education, developing public-private partnerships (building new and reconstructing old pre-school institutions, universal introduction of free year-long preparation for school, developing alternative forms of pre-school education, and providing all pre-school educational institutions with public utilities);
- ✓ introduction of innovations, advanced pedagogical and information and communication technologies (development of information databases and multimedia products, introduction of digital educational resources for home education and parent education, stage-by-stage provision of all preschool educational institutions of the republic with Internet access);
- ✓ improvement of the pre-school education management system, ensuring transparency and efficiency of financing (creating effective monitoring mechanisms, providing information to interested persons, further improving the system of working with appeals, attracting foreign investment and grants, consistently introducing regulatory per capita funding);
- ✓ introduction of new approaches to the selection and development of personnel (the introduction of international educational standards, the involvement of foreign experts and the organization of foreign internships, the development of criteria for evaluating the effectiveness of employees, the development of material incentives programs and social support for personnel);
- ✓ provision of children with healthy and balanced nutrition, high-quality medical care in pre-school (creation of a centralized system for monitoring the supply of pre-school

with products, involvement of specialized enterprises in terms of outsourcing, improvement of comprehensive care for children with special needs). [1, 2].

New regulatory requirements for the definition of the structure and conditions for the implementation of the general education program of preschool education have a direct impact on the work with teaching staff designed to implement the educational process in changing conditions. Constantly evolving, changing the social environment has a huge impact on education. The goals in society are changing, and the educational environment is changing accordingly. The priority problem in the documents of the field of education, reflecting the state policy, is the problem of the quality of teaching staff.

The society sets the goals and determines the content of the process of upbringing and education in the general direction of the socialization of the individual. And the role of the teacher implementing this social order is significant. The quality of teaching staff is an important component of the educational system, because the implementation of all other components directly depends on the human resources that a particular educational system is provided with. And it is the teachers who are entrusted with such a function as the implementation of educational programs of a new generation on the basis of modern pedagogical technologies, they are assigned the task of preparing the younger generation for life in the future and educating a person with progressive thinking who is able to successfully self-realize himself in life. All this suggests that in modern conditions, changes in the contradiction between the required and actual level of professional competence of educators deepens in the preschool educational system in Uzbekistan.

THE AIM OF THE RESEARCH. The concept of modernization of preschool education is focused on improving the quality of education in general and the quality of training of specialists and requires updating the content and methods of educational activities, improving the skills of teachers. In this situation, the more fundamental professional competence of teachers, which is based on their personal and professional development. There is an increased need for a teacher who is able to implement their own pedagogical activities through creative development and use of scientific achievements and advanced pedagogical experience.

Modern difficulties of education have required new professional and personal qualities from the teacher, such as systematic creative thinking, thinking, information, communication culture, competitiveness, leadership qualities, life optimism, the ability to create a positive image, the ability to consciously analyze their activities, stress resistance. Studies of recent years, unfortunately, demonstrate that teachers, both beginners and with experience, have a poor arsenal means of solving pedagogical problems, the lack of formation of pedagogical skills and mechanisms of understanding the other person. The quality of training of teaching staff is one of the most important components of the educational system, because the implementation of all other components are directly dependent on the human resources that are provided for a particular educational system.

DISCUSSION. Professional development is the object of its impact on the professional competence of employees in the field of education. In the psychological and pedagogical literature, the concept of "competence" has become widespread relatively recently. So, at the end of 1960 - in the early 1970s, in Western literature, and in the late 1980s, a special direction - the competence approach in education - was born in Russian literature.

E. F. Zeer believes that the main task of the competence approach is to provide high-quality education, which is possible to understand as a system of characteristics and parameters that are responsible for the compliance of education with advanced and values, as well as for

their ideas about the future [2, p.137]. The analysis of works on the problem of the competence approach allows us to conclude that at present there is no unambiguous understanding of such concepts as "competence" and "competency", often used in the same context. In recent years, the concept of "competence", "competence" is actively mastered Russian pedagogy (Baidenko, A. S. Belkin, S. A. Druzilov, E. F. Zeer, A. E. Lebedev, V. G. Pishchulin, I. P. Smirnov, E. V. Tkachenko, S. B., Shishov, etc.).

According to A. G. Bermus: "Competence is a system unity, integrating personal, subject and instrumental features and components" [3,82].

O. E. Lebedev defines competence as "the ability to act in a situation of uncertainty" [4,70].

I. A. Zimney interprets competence "as a knowledge-based, intellectually and personally determined experience of social and professional life activity of a person" [5,34].

The authors of the explanatory dictionary edited by D. I. Ushakov tried to prove the differences between them: "Competence - awareness, authority; competency-the range of issues, phenomena in which the given the person has authority, knowledge, experience, and the scope of authority" [6, p.46]. And so, competence is a certain personal characteristic, and competence - a set of specific professional or functional characteristics.

As a result of the analysis of the concepts of "competence" and "competency", we can conclude that the essence and content of these concepts is very important similar, and sometimes the same. The concepts of " competence "and" competency "are more extensive than the concepts of" knowledge"," skills", as they include personal orientation, and purposefulness, initiative and independence, as well as insight, overcoming stereotypes and flexibility of thinking. Competence can be understood as proficiency a person with a suitable competence, including his personal relationship to their activities. Therefore, competency implies certain requirements for educational and professional training of personnel, and competence is a formed personal quality.

In pedagogical science, the concept of "professional competency" is considered as a set of knowledge and skills that determine the effectiveness of work; as the amount of knowledge to perform tasks; as combining personal characteristics and qualities; as a set of knowledge and skills professionally important personal qualities; as a unity of theoretical and practical readiness for work; as the ability to carry out complex culture types of actions, etc.

In the "Pedagogical Dictionary", the " professional competency " of a teacher is defined as the possession of the necessary amount of knowledge, skills and abilities that determine the formation of his pedagogical activity, pedagogical communication and personality as a carrier certain values, ideals, and pedagogical consciousness [7].

The professional competence of a preschool teacher is defined by us as the level of development of his knowledge and skill that allows him to make decisions in each specific situation when organizing the pedagogical process in a preschool educational organization. The competence component in the structure of teacher readiness is defined as a set of professional social and personal results of education in the language of competencies. Do the conclusion that for the successful support of the educational process in the conditions of a preschool educational institution, it is necessary to distinguish the following components of the professional competence of a teacher:

- organizational and methodological support;
- educational;

- scientific research.

Organizational-methodological component of the teacher's competence pre-school education lies in the variation of the educational process, selection of technologies, management in the system the work of the teacher, and focused on resolving conflicts formed in the process of interaction between colleagues, with children and their parents, to ensure cooperation and achieve joint goals in the development, education and socialization of preschool children. The educational component of competence implies the teacher's knowledge of the didactic theory, the system of professional knowledge, skills, and social experience. Theoretical and practical aspects of educational competence provide mastery of the content and organizational and methodological foundations of children's development during preschool childhood, as well as spiritual and personal education of the child in the conditions of a preschool educational organization.

The implementation of educational activities involves an effective and creative approach in creating conditions for the comprehensive and harmonious development of preschool children. The research component of competence guides the teacher in a diverse flow of psychological, pedagogical and methodological information and is the basis for improving his further activities.

ANALYSES. The modern system of professional education requires the teacher to possess the reflexive component of competence, which is associated not only with the understanding of their own pedagogical activity, but also with the assessment of personal qualities. The effectiveness of the implementation of this component is associated with the presence of the teacher of such qualities as critical thinking, striving and analysis, the validity and evidence of one's own position, readiness for an adequate perception of information. Thus, all the components of professional competence are aimed at the practical activity of a preschool teacher in the form of skills to solve pedagogical situations. Having considered and reviewed a variety of terms and definitions, it was agreed that competence is a sphere of human activity, in which uses acquired knowledge, skills and experience, and competence this is a quality or characteristic of a person's personality that allows him to take responsibility in solving certain issues and easily solve all the problems that arise. And under the professional competence of the teacher is understood the willingness to take on meaningful and relevant solutions in the corresponding region, and the ability to perform at a high level of their professional activities. The ability of a teacher to mobilize the knowledge, experience, personal, social qualities and values that he has acquired in the course of his activity and constitute his professional competence, and, therefore, are a fundamental factor in improving the quality of preschool education.

The structure of professional competence of a teacher is determined not only by professional basic knowledge and skills, but also by value orientations in the profession, which characterize the motives and preferences of a teacher, the ability to value knowledge, experience, and relationships with people in the profession. The motives and preferences that encourage pedagogical activity determine the effectiveness and efficiency of this activity. Motivation is an important link in the formation of the ability to teaching activities. Realizing themselves in the profession, competent the teacher constantly strives for professional growth, self-development, self-organization and self-expression, which contributes to the awareness of the need to develop themselves, to show their best personal qualities and professional qualities. Such self-development will always be expressed in a positive uplift. This clarifies that any

person strives to show their positive qualities, strives for creative self-expression, guided by the cultural mode of behavior. One of the structural components of professional training, the competence of the teacher is his experience, including the experience and acquired in the profession, interactive, value-cultural experience, experience in applying various methods. The degree of development of creative independence is manifested in the following types of experience:

- reproductive-characterizes the activity of a teacher as an exact normative performance of professional duties with elements of novelty;
- innovation-the activity of the teacher is associated with the search for creative, original, sometimes non-traditional forms and methods of work and their implementation;
- innovative the activity of the teacher is focused on significant changes in the content of the educational process with the introduction of new pedagogical and even innovative technologies.

In the structure of the professional competence of the teacher, it is necessary to distinguish the personal qualities that are accepted as suitable for this professional profile: spiritual culture, possession of creative innovative methods and technologies, creative and possibly creative self-expression, which is expressed in cultural creation and cultural creation, following cultural patterns of behavior, mastering the cultural practices of other teachers. Professional competence of a modern teacher preschool education is defined as a set of universal and specific professional attitudes that allow it to cope with a given program and overcome situations that arise in the educational process of a preschool organization, resolving the following problems: which he contributes to the refinement, improvement, practical implementation of development objectives, its aggregate and special opportunities.

Modern society imposes new requirements for the competence of the teacher. The teacher must be competent in the following questions: organization and content of activities in the following areas:

- ✓ educational direction;
- ✓ educational and methodological direction;
- ✓ social and pedagogical direction.

Educational activity involves the following criteria of competence: the implementation of a holistic pedagogical process; the creation of a developing environment; ensuring the protection of the life and health of children. These criteria are supported by the following indicators of the teacher's competence: knowledge of goals, objectives, content, principles, forms, methods and means of teaching and educating preschool children; the ability to effectively form knowledge, skills and abilities in accordance with the targets of the educational program.

In addition, having the right to choose both the main and partial programs and manuals, the teacher should be able to combine them, enriching and expanding the content of each direction of the child's development, avoiding "mosaic", creating a unity of perception of the preschooler. In other words, a competent teacher must be able to correctly integrate the content of education, ensuring the interconnection of all types of activities, activities, based on the tasks of education and development of the preschool child [8. p.124].

Socio-pedagogical activity of the teacher implies the following criteria of competence: advisory support of parents; creation of conditions for successful socialization of children; protection of their rights and interests. These criteria are supported by the following indicators:

knowledge of the main normative documents on the rights of the child and the responsibilities of adults towards children; the ability to conduct explanatory pedagogical work with parents, specialists of preschool educational organizations.

The development of professional competence is the formation and the teacher himself, the formation of his readiness to accept new things, the development of receptivity to pedagogical innovations. The development of professional competence is a dynamic process of assimilation and modernization of professional experience, leading to the development of individual professional qualities, the accumulation of professional experience, involving continuous development and self-improvement.

It is possible to distinguish the stages of the formation of professional competence:

- ✓ introspection and awareness of the need;
- ✓ planning of self-development (goals, tasks, solutions);
- ✓ self-expression, analysis, self-correction.

Based on the current requirements, it is possible to determine the main ways of developing the professional competence of the teacher:

- ✓ work in creative groups, methodological associations;
- ✓ development of new pedagogical technologies, innovative activities;
- ✓ various forms of pedagogical support;
- ✓ research experimental activities;
- ✓ active participation in professional competitions, master classes;
- ✓ generalization and presentation of their own pedagogical experience.

But none of these methods will be effective if the teacher himself does not understand the need to improve his own professional competence. To do this, it is necessary to create the conditions in which the teacher independently realizes the need to improve the level of their own professional qualities. The analysis of one's own pedagogical experience initiates professional self-development the teacher, as a result of which the skills of research activities are developed.

Conceptual foundations of the organization of the educational process with children of senior preschool age (5-7 years) to build the continuous content of preschool and primary general education They are focused on solving the problem of ensuring equal starting opportunities for preschool children when entering school.

It is proposed to focus the attention of teachers on the following principles of working with children:

- use of the cyclical nature and project organization of the content of the educational process;
- departure from the school type of education;
- extensive use of methods that activate the search activity of children;
- formation of children's community, etc.

Analysis of existing approaches to the definition of professional competency of the teacher of preschool education (A. M. Borodich, R. S. Storm, A. I. Vasil'eva, E. A. Grebenshikova, M. I. Lisin, V. S. Mukhina, E. A. Panko, V. A. Petrovsky, L. V. Pozdnyakov, L. G. Semushina, V. I. Adasko, etc.) allows to distinguish several of the qualities that should have the modern teacher:

- ✓ motivation and willingness to innovate;
- ✓ understanding the current priorities of preschool education;
- ✓ striving for personal development and creativity;

- ✓ ability and need for reflection.

The modern practice of education is characterized by the active involvement of teachers in innovative activities, the process of implementation fresh programs and technologies, methods and techniques of interaction with children. Special importance is attached to the state of professional activity, first of all, the level of competence of teachers, their professional development, the desire for self-education, self-improvement. A teacher who is free-thinking, predicts the results of his activity and models the educational process is a guarantor achieving the goals of modern education. That is why the demand for a qualified, competitive, creative-minded person has now increased dramatically. We can consider the criteria for the effectiveness of research results from two positions:

first, the criteria for effectiveness are related to its results, expressed in the level of qualification of teachers;

second, the performance criteria are related to the impact of the level teachers' qualifications on the results of pedagogical activity, expressed as the comprehensive development of children.

Readiness of teachers of preschool educational system to the development of their professional competence can be considered through such indicators as:

- high level of motivation to transform professional teaching activities;
- the ability to master new professional competencies, update the forms and methods of pedagogical activity;
- adaptability to changes in the professional pedagogical environment (restructuring of their own activities in connection with changes in the preschool education and the expansion of the variability of educational services);
- the ability to solve professional pedagogical tasks not according to a stereotypical pattern, but on the basis of a reflexive analysis of the situation;
- the ability to analyze their own professional teaching activities and rebuild it based on the development of new scientific information;

The specific conditions of the activities of educational institutions and teachers themselves make it necessary to comply with the following rules:

1. The study of professional competence should be a continuous process and cover all employees, rather than being tied only to personnel certification.

2. Diagnostics of level of professional competence of the employee important and necessary as a means of identification of level of professionalism of the entire staff of educational institutions, opportunities of the team in implement advanced purposes, its pedagogical potential and development companies.

3. When diagnosing professional competency, it is important to take into account the individual characteristics of the employee.

The basic principles underlying the diagnosis:

- a) The principle of humanism and optimism, which involves relying on the strong qualities of the individual, on the dignity of the person;
- b) The principle of unity of personality and activity;
- c) The principle of complexity, which involves taking into account all the components of professional competency, its components;
- d) The principle of reliability and validity of diagnostic methods;

All of the above allows us to conclude that the professional competency of a teacher is structurally a combination of the following components:

Cognitive - professional skills, experience, knowledge;

personal- motivational - personal qualities of the teacher, experience in the unity and interrelation of his spiritual, value, interactive and creative manifestations, motivation, professional value orientations of the teacher.

Each component of professional competency is characterized by the quality of its manifestation is considered in the context of the implementation of professional activity.

E. B. Tesley identifies a number of psychological and pedagogical conditions for improving professional competence, which include: the readiness of participants in the educational process to work together; the level of the material and technical base of the institution; the availability of dialogue communication in the "teacher-pupil" system; creating conditions for establishing feedback through this system and adjusting the teacher's activities to form professional interest [9,101].

The problem of the quality of preschool education is very serious relevant in the modern conditions of the educational system. Interest in this issue reflects the attempts of society to restructure the system of transferring the vast experience of human knowledge to the younger generation. At the same time, considerable attention is paid to the content part of the quality.

Defining the conditions that ensure the quality of preschool education, it is necessary to highlight the most important of them:

- ✓ a high level of quality of educational programs and their methodological support, the content of which will allow teachers to build the educational process in accordance with modern requirements and levels of development of society;
- ✓ the use of health-saving technologies that will allow you to organize the educational process in such a way that the child can develop without physical and mental stress that undermines his health;
- ✓ enriching the developing subject-spatial environment, the content of which will provide the child with an opportunity for his self-development;
- ✓ a high level of competence of the teacher, whose main function is - to help the child successfully socialize in the world around him, developing such significant abilities as the ability to know the world, to act in the world, to show an attitude to the world.

In order to create the necessary conditions for achieving modern .It is necessary to develop technologies aimed at changing the internal position of the teacher, his value-semantic definition as a necessary condition for the adoption and development of new pedagogical ideas. Need for updates and upgrades the quality of preschool education, the introduction of various models inevitably leads to the renewal of the functionality of preschool teachers.

At the same time, in the theory and practice of preschool education the question of modern technologies for the development of professional competence is one of the most time-consuming and undeveloped, which is explained:

First, by the fact that in the history of the development of preschool education at various historical stages, various and often directly reverse methodological approaches and concepts for the development of preschool children, and hence to the professional competence of teachers;

Secondly, the idea of teaching staff that the development of preschool children should be based on the subject-information model of training in the same type of educational systems.

The normative requirements for professional activity are reflected in the qualification characteristics of the teacher. The structure of the characteristic includes the pedagogical knowledge, skills and abilities necessary to successfully organize the educational activities of the teacher. There is no doubt that in a dynamically developing world .It is impossible to achieve a certain level of development once and for all in society qualifications. This implies the need to improve the skills of teachers of preschool education as a form of value-semantic, meaningful and technological enrichment of the system of professional activity [8,122].

The analysis of modern scientific research gives reason to believe, that in the works under consideration, attention is focused mainly on the problems of basic and vocational education. Research, It is obvious that there are few people who are interested in the development of professional competence of preschool workers in the conditions of professional development. Today, there are forms and methods of professional development for preschool teachers, but they are not united at the level of goal setting, are not subordinated to the tasks of providing professional training competence to meet the modern requirements for pre-school education.

Thus, the existing model of professional development of teachers has revealed a number of serious shortcomings:

- the purpose of professional development of teachers is not determined by employers, but is set by the system itself;
- the content of professional development does not meet the needs of teachers and specific types of preschool educational institutions;
- existing forms of professional development, with all their advantages, have a number of imperfections: irregular study, weak focus on the unity and individuality of the process of forming professional competence;
- technologies and methods of professional development do not always meet modern requirements;
- the integration of science, education and production also affects the system of professional development, the main functions of which include: compensatory, adaptive, corrective, developing, innovative, integrative. The modern system of promotion the qualification is more focused on the first three functions. Most of the common forms of professional development are focused on the growth of the theoretical level, and not on the development of professional competency.

There is also a need to develop an individual plan for the professional development of the teacher, which includes the following areas:

- ✓ study of psychological and pedagogical literature;
- ✓ work on the topic of self-education;
- ✓ training in courses in the system of advanced training outside the educational organization;
- ✓ development of software and methodological support for the educational process;
- ✓ guidance on the professional development of other teachers;
- ✓ participation in the system of methodological work of the education preschool system;
- ✓ work as a part of the management bodies of a preschool organization, etc..

Traditionally, in the system of preschool education, the solution of the problems of professional development of teachers is carried out in the interaction of the methodological services of kindergartens, municipal methodological services, institutions of additional

professional education, other educational institutions engaged in advanced training and professional retraining of teachers of educational institutions.

According to L. N. Astakhova, the development of professional competence of pre-school teachers is facilitated by the activity of the methodological service, which functions in the relationship of the three management levels with the corresponding structural components:

- ✓ planning and prognostic (scientific and methodological council);
- ✓ organizational and activity (pedagogical cycles, methodological sections, creative workshops, scientific and methodological groups);
- ✓ information and analytical (expert commission).

The author also notes that " the methodological service, in the process of the organization of its activities purposefully trains teachers by improving the cognitive, activity and professional-personal components of professional competence, takes into account the expectations in the content of training, such as of a particular educational institution, as well as the individual capabilities of teachers" [10, p. 79].

In the context of the modernization of the preschool education system, the competent organization of methodological services in educational organizations is becoming increasingly important. The growth of the species diversity of organizations engaged in the education of preschool children, the introduction of new programs, standards, changes in the requirements for the professional competence of the teacher determines the need for systematic work of methodological services at the level of the educational organization.

According to A. I. Vasilyeva, methodological work in pre-school organizations is a complex and creative process, in which teachers are trained in practical methods and techniques of working with preschoolers [11].

K. Yu. Belaya suggests understanding: "methodological work is a holistic system of activities aimed at ensuring the most effective the quality of implementation of the strategic objectives of the preschool education system" [12, p. 114].

The relevance of the model of the professional development process is due to the adoption of new targets for the development of preschool education in the educational space of preschool organizations of various types that require teachers of preschool organizations:

- the development of the regulatory framework of preschool education (standard level);
- mastering the new content of education;
- changes in the organization of the educational process, taking into account the contingent of pupils;
- a significant change in the professional position of teachers pre-school education.

All this determines certain requirements for the content of the process of professional development of preschool education workers.

CONCLUSION. Thus, the development of professional competency of teachers preschool educational organization is a continuous process that consists of forming a list of teachers ' deficient competencies, determining educational trajectories for teachers of a particular type of preschool organization, and providing methodological support for improving the quality of education qualifications of teachers, organization of professional training and evaluation of the effectiveness of the implementation of professional competencies in the activities of teachers.

The two dominant perspectives, a relative and an objective approach to quality, are discussed in this section as an introduction to a pedagogical approach to quality. A pedagogical perspective of quality has its base in the objective approach, which means that quality can be defined and evaluated. To understand the complexity of aspects and processes that influence the quality in preschool and school, a pedagogical perspective includes the subjective experience of the teacher and the child. This approach to quality will be defined and described in the second section of this thesis. The relative approach emanates from quality perceived as a relative and dynamic concept, which is always associated with a particular situation, a particular period of time and a specific social and cultural context. A relative approach to quality is often based on an ecological framework in which micro systems (family), meso-systems (preschool and school) and macro-systems (economic and social policies) of cultures and societies influence and affect children's development. All systems must be taken into consideration to fully understand children's experiences and possibilities for learning in early childhood education.

The objective approach to quality emanates from the standpoint that there can be a common core of qualities and a shared knowledge of characteristics that constitute the concept of quality. To define what is meant by good quality, it is necessary to develop a shared understanding of what those qualities are and reach a consensus on how they are rooted in pedagogical processes in early childhood education. A shared understanding that is built on knowledge, which originates both from gathered research into theories of learning and proven experience in preschool, and that is based on theoretical and practical knowledge of what characterizes a high quality environment for children's learning and development. This knowledge can be distinguished and formulated as overall goals for what children should have the opportunity to learn in preschool, and as various strategies for how to do it. In contrast to a relative perspective of quality, this approach can be both defined and evaluated. The level of quality is valued in relation to the impact a certain programme's content and working methods has on children's possibilities for learning and developing in the direction of its overall goals.

According to the objective approach to quality, there can also be a diversity of preschools and schools within an educational system, and they can be organized in various ways. The difference from a relative approach to quality is the demand for an equal level of quality and certain standards. Independent of a preschool's (or a school's) profile, its content and pedagogical approach should lead to children feeling good, developing self-esteem, having fun, learning and developing in the direction of the overall goals. The extent to which this occurs distinguishes the level of quality in that specific preschool or school.

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ADVANTAGES OF APPLYING INTERNET- BASED MATERIALS IN TEACHING READING

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Annotation. This article is planned to introduce possible advantages of utilizing internet-based materials in the process of teaching reading in EFL classes. A case of utilizing digital learning for training English to elementary level learners is likewise acted in this paper. At that point, this paper closes with a desire for future Internet-based training in Uzbekistan.

Key language: Internet, teaching English, e-books, reading comprehension, digital texts, innovative teaching, motivation.

For many years, technology has become a relevant assistant among educators as a good and effective tool for teaching learners. Realizing the importance of reading, its development was seen as the top priority in EFL and print texts have played an essential role in EFL classes.

However, increasing the use of digital text in learning and teaching English as a foreign language due to the incorporation of digital tools has resulted in a fundamental change in the way students read today. [Pardede, 2019]. The internet has changed not only the way people communicate, the way business is conducted, the way entertainment is received and the way information is shared and received. It also had an extensive effect on people's reading habits. Pardede even stated that digital reading "is a new type of reading habit in which EFL students prefer reading on the Internet over reading on paper" and "digital information available, people, especially young adults, spend more time reading electronic materials".

Digital texts have two main types: those that are accessible from the Internet and those that are recorded on screen readers, computers or portable devices. Both are electronically generated and multimodal (mixing text with audio, video, image and hypertext). These features make them more interactive than printed text and require the reader to explore in a nonlinear way. Hypertext, in particular, creates digital text interconnected with many other texts that provide readers with various directional options which can meet their interests. Thus, a single text can provide different ways and therefore different reading options. In this context, the hypertext nature promotes a flexible discovery model that encourages greater cognitive effort from readers as they have to construct information frameworks based on the nature of the routes chosen [Sudiran, 2015].

Digital reading has advantages and disadvantages for students. On the one hand, it makes reading and accessing information easier and more enjoyable. On the other hand, it poses a threat to the reading culture. One of the advantages of reading on the internet is that now, the reading is not concentrated in one place, silent and start reading. Students can read anywhere and anytime as long as they feel comfortable and enjoying it. Another advantage is that the use of media technology connected to the Internet (computer) can generate great motivation and

enthusiasm for reading. This fact shows that students have a favorable perception of the use of the Internet in learning reading comprehension subjects. Sudiran [2015] listed several advantages of reading on the Internet: motivating students, improve the quality of learning processes, reduce misunderstandings among students, increase the curiosity of students and increase the competitiveness of students to achieve their goals ". Currently, most people believe that the success of graduates from every university or school depends on how they learn to apply or use the Internet as a source to collect information As a means of increasing knowledge, the Internet plays a key role in learning reading comprehension, as it helps students to acquire a lot of information from which they have developed their skills. Using the Internet to learn English makes students more capable and creative in the course of training.

In some ways, research into the use of e-books as learning material in classrooms and especially in schools is still in its early stages. E-books are still seen as a novelty in classrooms as they have just found their place in teaching and learning environment in some countries. There is no doubt that e-books have particular characteristics and criteria, which make many contributions to the learning process [Sasson, n.d.]. However, there are some advantages of using e-books for students, school administrators, and parents.

For students, e-books can benefit physically, academically and psychologically. An electronic book reader can compress the contents of a conventional textbook. Since students often have to carry multiple textbooks to schools on a daily basis, the compressed versions of the textbooks ease the burden. Physically, weight reduction allows students to grow healthily without adverse effects such as low back pain, poor posture, spinal deformity over time, and back problems in adulthood [Anderson, 2007]. In terms of learning, students who engage in e-books may find the process fun due to the attractive features of e-books (i.e., easy-to-use features; attractive graphics; a size of extended text; plug-in speakers) which support learning autonomy.

For education administrators, e-books make the management process easier. Electronic books allow them to keep track of class activities performed by each student at the same time. Student development can be closely and conveniently monitored, documented, categorized, and consulted [David, 2011]. By integrating technology into the classroom, curriculum designers and teachers can improve teaching methods to improve the learning process of students in classrooms.

From a parent perspective, using e-books in classrooms will be inexpensive. Most e-book readers are subsidized by schools, loaned to students, and maintained by technologists. The grants will minimize the education expenses of parents whose children attend school [Hellman, 2010]. Borrowed e-books eliminate the need to purchase textbooks that have a shorter shelf life than e-books. Students often pay little attention to traditional book care to enable them to deliver the books to younger students.

E-books have the potential to provide teachers with an educational tool that can help them effectively conduct lessons to their students. However, this document recognizes that e-books can never replace teachers. Homework for elementary school students is very complex, as it requires the teacher to have a thorough understanding of children's mental abilities as well as their emotional needs. Furthermore, the effectiveness of a child's education also depends on the kinds of feedback, guidance, and encouragement that only teachers with the knowledge and passion can provide.

E-books can feature any type of auditory or visual material, including voice, text, music, animation, photos, or videos on their own or in different combinations. E-books can relate

different types of representations such as pictures with sounds, oral readings with written text, videos with subtitles or any other combination that can reinforce teaching and learning [Casey, 1994]. They can also offer tremendous flexibility, allowing students to adjust the speed of speech, decide whether written text should also be read aloud, choose the language presented in text and speech, or decide to repeat the presentation.

The ability to present information and activities in a variety of formats also means that e-books can accept a variety of student input, from mouse clicks to written text to spoken words. It can be programmed to verify a student's work. A good e-book is highly capable of recording and organizing information, as well as reporting that information in multiple formats. The e-book can, for example, record responses from all students in a class, then immediately report errors made by each student individually as well as common mistakes made by the whole class to the teacher. In more complex tasks, e-books can serve as convenient recording and reporting devices for teachers, helping them track student progress much more easily than other means of data collection [Casey, 1994]. This ability can be used to inform teachers' pedagogical decisions and make documenting student progress much more effective.

While e-books facilitate assessment, they must also be interactive to ensure effective teaching. For example, when students answer questions or read aloud, they need: feedback to see if they are right, instructions to help them learn more, and opportunities to engage in assignments additional at appropriate levels to promote their learning. When tasks require simple entry, such as selecting from the options presented or entering a word, the e-book can be programmed to immediately assess each response and provide appropriate feedback. This feedback can take the form of positive messages when the child is right, and suggestions, additional opportunities, or corrected responses when the child is wrong. More importantly, the e-book can be programmed to adjust submitted tasks based on feedback from previous performance.

Additionally, the display offered by e-book programs and devices can provide reading scaffolding for many students with its ability to change the size of displayed text. Students who have trouble in reading, for any reason, may benefit from switching to larger font sizes. The reason for using large print is not necessarily because these children have visual difficulties. The larger font sizes and spacing actually make the eyes move slower while reading, which makes it easier for students to follow their reading and gives them more processing time. It was found that all students, especially those at risk of visual stress, made more mistakes using smaller texts than larger texts [Cavanaugh, 2006]. For most e-book programs, creating a large text format is simply a matter of sliding a text size bar to a larger setting.

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6.

“ON” ПРЕДЛОГИНИНГ КОГНИТИВ-СЕМАНТИК ТАЛҚИНИ

ЖДПИ ўқитувчиси
Рустамов Абдушукур Алибоевич

Инглиз тилидаги “on” предлогининг рус тилидаги эквиваленти бўлган “на” предлоги маънолари асосида шаклланадиган образли схемалар (imagery schemes) борасида О.Н.Селиверстова [29, 189-242.) ҳам фикр юритади. Образли схема атамасини муаллиф когнитив тилшуносликдаги мавжуд атамдан ўзлаштирган бўлса-да, мазкур атама наздида бошқа мазмун билан боглиқ қўлланишни ҳам учратиш мумкин.

Калит сўзлар: эквиваленти, образ, схема, когнитив, схематик, ассосиатив, маъноларга, элемент, ериархик, прототип, параметр, метафоризация, полисемия

Бу француз олими Д.Пайра томонидан қўлланилган “схематик шакл” тушунчасига ўхшаб кетади. Аммо тўлалигича мос келмайди. Берилган атамада О.Ю. Селиверстова объектларни мазмуни очилмаган ҳолда ўша объектлар ўртасидаги боглиқликни тушунади. Унга кўра ўша предлог бир неча турли маъноларда қўлланиши мумкин. Қўлланиш жааёнида ҳар бир маъно бир бирини инкор этиши мумкин. О.Н. Селиверстованинг таъкидлашича “на” предлоги ёрдамида ясаладиган образли схемалардан бири сифатида бирор объектни бошқасига жойлаштириш орқали қатламли структура тасвирини ҳосил қилиш саналади. Муаллифнинг ёзишича “на” предлогини ушбу маънода қўлланиши, яъни объектни бирор бошқа объект устига жойлаштириш маъноси объектларни турига қараб ўзгариб боради. Шунинг учун ҳам улар бир бирини инкор этади. Мазкур тасаввурни ассосиатив тасаввур деб номлаш мумкин, чунки унинг маънолари бошқа маъноларга қай даражада мос тушиши ноаниқ ҳисобланади [29, 206]. Муаллиф бу борада қуйидаги мисолларни келтириб ўтади: *На каждого человека приходится по буханке хлеба. Смазят буханку на масле.*

Семантик маъноларни анъанавий талқиндан фарқлашда элементлар тузулмаси маълум семантик гуруҳларга бирлаштирилади ва уларнинг иериархик тартиби келтирилади. Бунинг натижасида ушбу маъноларнинг бири, яъни энг асосийси прототип, қолганлари эса ясама эканлиги аниқланади. Шу билан бирга марказий бўлмаган маънолар марказий ёки асосий маъноларга таккосланади ҳамда образли схемалар трансформация орқали аниқланади, метафорик ўзгаришлар юзага келади. Жумладан, макон маъноси билан алоқадор предлогларда асосий прототип маъно объект ва макон ўртасидаги асосий маънони англатувчи сўзнинг марказий образи саналади. Қолган маънолар маълум қонун қоидалар ёрдамида, яъни вазиятнинг параметрларини ўзгартириш ёки метафоризациялаш орқали прототип маънолардан ажратилади [25, 115-134]. Маълум ишларда, предлогларнинг полисемияга оидмасалаларини тасвишлашдаги марказий масала сифатида предметларнинг жойлашув чегараларини аниқлаш деб билишади [24, 5-6].

Инглиз тилидаги on предлоги турли бирикмалар доирасида қуйидаги схемани ташкил қилиш имкониятлари аниқланди:

I - on NpN, II - on Nven, III – withon Nving, IV - on NA, V- on ND, VI - on N to V, VII - on N (as/for)N), отнинг лексик-грамматик таркибидан аниқлвшда (Npers;Nobj; Npart; Nabstr).

on+noun with + adjective +noun	on +noun or with +verb	on +noun with +noun	on +noun with +pronoun with +adjective
on a certain morning -	bend one's eyes on	on the march – марш	on one's account –

bir kuni ertalab	smb – бирор кишига кўз қирини ташламоқ	бўйича ҳаракатда	birov haqqi hurmati
on a cold day in a hell-tuyaning dumi erga tekkanda	fix one's eyes on smb / smth – диққатини жалб қилиш учун тикилиб қарамок	on the move – ҳаракатда	on one's Jack/on one's own account/on one's own authority – o'z kuchi bilan; mustaqil; o'ziga suyanib; tashabbusiga ko'ra
on a commercial basis –tijorat asosida	rivet one's eyes – нигоҳини ташламоқ, нигоҳ қаратмоқ	on the rise – кўтарилишда	on one's tod –yakka-yolg'iz on one's toes - 1. Bo'shashmagan; 2. Tayyor turmoq; shay

Предлоглар грамматик категория сифатида функционал-семантик майдондаги от, сифат, феъл семантикасининг турли маъноларини трансформация қилиши билан боглик ҳисобланади. Ишда инглиз тилидаги предлоглар юклама вазифасида феъл майдонини семантик, грамматик ва ҳатто лексик ўзгаришини ташкил қилади ва улар феъл семантикаси тараққиётида муҳим ўрин тутди.

Инглиз тилидаги предлоглар феъл билан бирикиши орқали адвербиал равиш функциясида процессуаллик, давомий маънони билдир олиш имконияти мавжуд. Инглиз тилидаги предлоглар тахлили натижасида инглиз тилидаги турли семантик маъноларини юзага келишида предлогларнинг маълум даражада ўз ўрни мавжудлиги аниқланди ва қуйидаги хулосаларга келинди:

1. Макон ва йўналиш билан алоқадорлик маънолар *in, into, out, out of, to, towards, along, from, forward, down, toward* предлоглари билан амалга ошиш жиҳатлари аниқланди.

2. Вақт маъноси *in, on, at, from, for, since, till, until* ва бошқа шу каби предлогларнинг асосий семаси сналади.

3. Инглиз тилидаги *on* предлогининг асосий прототипи предмет, маконнинг юзаки қисмида жойлашганлик хусусиятини англатувчи маъно эканлиги кузатилади.

4. Инглиз тилидаги *on* предлоги бошқа сўз туркумлари билан бирикиши орқали тургун бирикмалар, фразеологик бирикмалар ҳосил қила олади ва турли маъноларни ифодалайди ҳамда бу ўзига хос тил қонуниятга ҳам эга.

5. Таҳлил этилга предлог ўз ифодалайдиган маъно ва функционал имкониятига кўра прагматик ва когнитив доирада ҳам тадқиқ этилиш имкониятига эга.

5. Инглиз тилидаги *on* феъл юкламалари, яъни адвербилан равиш вазифасида феълли бирикмалар ҳосил қилиш имкониятига эга. Мазкур ҳолларда ушбу предлог локативликни кўрсатади ва аспектиал нуқтаи назардан процессуаллик юзага келади.

6. Инглиз тилидаги *on* юкламаси турли позицияда, турли семантик гуруҳга тегишли феъллар билан келаолиш имкониятига эга бўлиб, у билдирадиган турли маънолар феъллар, отлар билан бирикиши натижасида семантик гуруҳларга таснифлаш имконияти мавжудлиги аниқланди.

Инглиз тилидаги предлогларнинг потенциали тахлили шуни кўрсатадики, улар билдирадиган маънолари фақатгина лексик бўлиб қолмасдан, балки ушбу предлогларнинг қўлланилиш имкониятлари, матндаги маъноларидан келиб чиққан ҳолда грамматик вазифаларни бажариши ва уларнинг инглиз тили гап шаклланишида муҳим ўрин тутиши кузатилди.

Инглиз тилидаги предлогларнинг асосий қисми кўп маъноли ва кўп компонентли жиҳатларга эга.

Инглиз тилидаги он предлоги инсон танасининг турли позицияларда маълум ҳолатда бўлиш маъносида метаномик боғлиқликни юзага келтиради.

Бериладиган вазиятда он предлоги ёки ушбу предлогли бирикмалар агентив белги сифатида интеграл вазифаларни бажаради.

Он предлогини адвербиал равиш вазифасида феълларнинг маъно таркибини бутунлай ўзгартиради ёки баъзи феълларнинг ҳаракат белгисига давомийлик семантик компонент сифатида амал қилади.

Он предлогининг прототип семаси устки қисмда мавжудлик маъноси билан белгиланади. Ушбу предлог билан ифодаланадиган бошқа маънолар метафорик кўчма хусусият сифатида қабул қилиниши мумкин.

Он предлогининг “фаоллик” семантик белгилари у билан бирикадиган динамик хусусиятли феълларнинг синтагматик маъно хусусиятлари билан алоқадорликка киришган ҳолда юзага келади.

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INCLUSIVE EDUCATION IN FRANCE AND IN UZBEKISTAN

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Resume: This article is devoted to the study of the French experience in inclusive education and its introduction into the education system of the Republic of Uzbekistan. The development of inclusive education has become one of the main directions of the policy of our state, because this form of education is designed to guarantee children with special needs in acquiring their worthy place in society.

According to statistics from the World Health Organization, about 15% of the world's population has a limited development opportunity (the so-called disability), and this figure is constantly growing. This fact encourages everyone to feel equal with others and to work effectively to create opportunities for self-realization for all people without exception.

It is no coincidence that since 2014, the main theme of the International Day of Persons with Disabilities has been “the unity of all ages and equal rights”. Thereby, the goal is to create equal opportunities for all people, regardless of their physical condition. The level of development of the protection system for children in need of social protection reflects the level of humane and spiritual and moral development of society. Naturally, caring for the younger generation has become one of the most important values of our society. The development of inclusive education has become one of the main directions of the policy of our state, because this form of education is designed to guarantee children with special needs in acquiring their worthy place in society.

Inclusive education is inherently a complex process of change and improvement and general education, ensuring that all children can use it and adapt to their different needs. This is how the rights and needs of children with disabilities in obtaining a quality education are implemented. Inclusive education provides an opportunity to develop a methodology that recognizes that all children are people with different needs. Our national legislation gives children with special needs the right to fulfill their potential. Therefore, the main goal of all programs on inclusive education for children with special needs in Uzbekistan should be aimed at improving the quality of inclusive services and increasing public awareness on this issue. Inclusive education has been operating in Uzbekistan since 1996. In the schools of our country that accept children with minor physical and mental disabilities, there are corresponding rules that give parents of children with disabilities the options to choose an educational institution, taking into account the child's capabilities and abilities. Nowadays, there are many examples of such children being educated in regular schools.

One of the principles of this education is that it should not be one-sided and that society should create all conditions for inclusive education. Coverage of persons with disabilities with secondary and higher education is one of the priority directions of the state policy of Uzbekistan. Proceeding from this, the country's leadership has recently paid great attention to the introduction of an inclusive education form into the national education system, aimed at providing quality education to all children, regardless of their physical capabilities and social status.

At the same time, it is necessary to study and critically comprehend the advanced experience of developed countries in the field of inclusive education. In the Jizzakh State Pedagogical Institute, where the relevant direction for the training of specialists with higher education in this area functions, a working group has been created and is conducting systematic activities. In order to study the experience of leading French higher educational institutions, on June 4-11, 2019 and February 5-12, 2020, our delegation visited France within the framework of a cooperation agreement between the Jizzakh State Pedagogical Institute and the National Institute for Teacher Training in Inclusive Education (INSHEA).

Acquaintance with the activities of INSHEA gives, we believe, the following useful points from the experience of French specialists in organizing the methodology and practice of inclusive education:

- Availability of resource centers on operating special sites. The resource center has collected a large number of scientific journals, special literature and relevant documents, which

are expediently used by researchers of the INSHEA Institute, as well as specialists undergoing advanced training and retraining, local and foreign doctoral students and undergraduates who conduct research systematically and regularly. At the same time, access to this resource center is extensive; there is also the possibility of remote access to scientific publications, collections of scientific articles at international scientific conferences.

We got acquainted with the activities of the INSHEA distance learning department. Engagement in socially inclusive education is done in a much more complex way;

- well-organized scientific activity. Another area of activity of the institute is engaged in professionals oriented to people with disabilities, and there is also a 2-year master's and doctoral programs.

In general, the system of inclusive education and rehabilitation in France has the following features that deserve careful study:

First, the French inclusive education system has a stable and well-established legal framework and many years of experience. In France, the law on inclusive education was passed back in 2005. In 2013, a new law was adopted that provides for research in the field of inclusive education, training and retraining of personnel. As a result, the demand for inclusive education teachers in the system has increased markedly. An integrated approach to education and health care for those in need is being implemented.

Secondly, the very structure of education and employment of persons with disabilities has the character of universal involvement of these persons of all ages, as well as cooperation in the activities of various government agencies, business structures and public organizations.

Currently, between JSPI and INSHEA, as well as IFME, have been established mutually beneficial relations on the basis of a cooperation agreement. Work is underway to implement an international project on inclusive education. It is planned to conduct joint research, publish articles in international journals and translate French literature on inclusive education into Uzbek. Samples of teaching products are used in the process of teaching JSPI students in inclusive education courses, where they are provided with access to the electronic databases.

Physical Education and Physical literacy

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Physical literacy is a significantly important goal of physical education. An understanding of physical literacy helps to appreciate the special nature of physical education. It is not specifically about teaching children and young people to play sport; nor is it purely about finding those with the potential to become elite performers. Physical education is about encouraging every child and young person to become a lifelong participant in physical activity and supporting every child and young person on their physical literacy journey. Physical literacy entails a commitment to the holistic nature of the individual with interaction of capabilities. As defined by Whitehead (2010) „As appropriate to each individual’s endowment, physical literacy can be described as the motivation, confidence, physical

competence, knowledge and understanding to maintain physical activity throughout the life course” (p.5), each attribute of which is as important as the other. It is the nurturing of a blend of the attributes that enables individuals to develop their physical literacy. Key to understanding physical literacy is to appreciate that movement is a fundamental part of being human and movement is essential for good health and making most of our lives. Being physically active facilitates maintenance and development of capacity to move and is, therefore, important from cradle to grave, i.e. physical literacy involves a life-long process: it is not just something that we ‘do’ in school physical education lessons. Physical education plays a vital part in the process, because this is the only time we can guarantee all children will be given the opportunity to receive guidance and encouragement to learn and practise, thereby developing their physical literacy. Every person is on a personal physical literacy journey and no two journeys are identical because of genetic make-up, socioeconomic, socio-cultural and environmental factors, opportunity and a whole host of other factors. Promoting physical literacy is not about finding individuals with the best skills, giving them extra tuition and ignoring the rest. Physical literacy as the goal of all physical activity recognises each individual will be travelling in different contexts, at different speeds and often in different directions. The role of the teacher, and/or significant others, is to guide the child or young person to make progress on his/her journey, giving support and direction where needed. In schools, physical education curricula need to be based on the vision that the knowledge, skills and understanding acquired should benefit students throughout their lives and help them thrive in an ever-changing world by enabling them to attain physical and health literacy, as well as the comprehension, capacity and commitment needed to lead healthy, active lives and to promote the benefits of healthy active living. Physical literacy (the ability to move with competence in a variety of physical activities) and health literacy (the skills needed to obtain, understand and use the information to make good decisions for health) are key in curriculum development, which should be about helping students develop the necessary skills to make healthy choices! In essence this is a recipe which comprises competence(s) and positive attitudes and behaviours! An important element of physical literacy is breadth of experience. Individuals who reach a high level of performance in one activity with no experience whatsoever of other spheres of activity and on say retirement thereafter drop out of any physical activity will not have travelled a particularly holistically challenging or satisfying journey. It is important that children and young people are provided with as wide a range of experiences as possible whilst they are at school. The wider the platform, the more stable it is, not forgetting that sufficient time is devoted to each experience to

allow competence to develop. Good teachers want the best for the children and young people in their care. They want the children and young people to learn, to make progress and to fulfil their potential. This being the case, then the same teachers will want to play a significant role in helping the children and young people to develop their physical literacy. Everyone has the capacity to develop their physical literacy and hence, all school pupils have the potential to develop their physical literacy and being the best they can be. ‘Significant others’ play an essential part in the physical literacy journey in which movement competence enables individuals to participate effectively in multiple contexts or social fields, which contribute to an overall successful life for individuals and to a well-functioning society. It is a part of health care and disease prevention. It is connected not only with sport and recreation but also with everyday life activities and only secondarily with specific sports skills. Physical literacy development is unlikely to occur naturally as part of normal growth and movement education should be properly coordinated in order that everyone becomes both able to accommodate and capable of accommodating changing human and ecological environments and managing active lifestyles and risks. It needs to be recognised that the development of physical literacy is not confined to one particular setting or indeed the responsibility of one particular provider. A range of individuals and organisations are required to:

- Encourage children to participate in all of these different opportunities in order for them to achieve their full potential; and
- Create and sustain a range of different opportunities for developing physical literacy.

So in the pursuit of competencies development and attitudes and behaviours shaping, as a newly qualified, enthusiastic, committed young professional PE teacher do I turn up at school on my first day, dressed in my all-weather track-suit, worn over my swimming trunks, games kit, driving my go-kart with a trailer containing clothing and equipment for American rules football, badminton, basketball, cricket, handball, hockey, netball, petanque, rugby, squash, soccer, tennis, volleyball and multifarious other games, for dance, gymnastics and track and field activities, martial arts, combat sports as well as my mountain bike, inline skates and roller blades, cross-country and downhill skis, snow and sail boards, sand yacht, kayak, sailing dinghy, snorkel and deep-sea diving equipment, parachute, micro-light craft and ICT facilitation, carrying my manuals on old and new teaching and learning methods, legislation and litigation with guidance on risk assessments, empowerment of children, communication and interpersonal communication skills, especially on negotiation with students about what they are to do that day etc., texts on research and its application and armed with information to raise awareness of out-of-school and beyond school opportunities

and providers? No! Of course this is both unrealistic and impossible. What I need to be armed with is a range of generic and specific competencies and strategies to optimise the holistic (including physical, personal and social) development of all pupils and enable them to make informed decisions on the need for, and relevance of, continuing physical activity engagement and choices as to when and where this can be continued in the wider community of which they are destined to be part. In essence, these competences and strategies relate to development of subject knowledge and application of teaching interventions, which are typical of an analytically reflective and professionally effective teacher. The role of a teacher has changed/is changing. A physical education teacher should concentrate on the overall holistic development of motor (motor development), cognitive (moral, social and intellectual development) and behavioural patterns (attitudes and habits). In the teaching/learning process, a choice of content, use of a range of resources, variety of activities and teaching approaches needs to be employed more effectively and extensively than hitherto. However, it should be remembered that too many changes can make pupils (who are used to 'traditional' teaching) feel uncomfortable and incapable of accomplishing the task. This may influence the progression of acquiring a skill or skills and eventually break down the structure of a process. A structured framework gives the pupil a sense of security and guidance, which provides physical and mental support. However, this does not challenge monotonous routines, which, when coupled with poor quality (i.e. unattractive content delivered in a command teaching style), results in children dropping out of afterschool physical activity.

In the future, civilization, technology and employment opportunities will require skills as well as qualifications that today some may not even think of. Preparation for this must come through education. The educated person is the one „who has learned how to learn; ...how to adapt to change; ...has realized that no knowledge is secure, that only the process of seeking knowledge gives a basis for security” (Rogers, 1983, p.120). Education is about developing values and character within learners (Claxton, 2002). It is not limited to the acquisition of measurable behaviours, understanding and knowledge reduced to implied components of competences and educators being turned into technicians (Pring, 1995). Essentially, competencies are 'can do' statements. The world is full of people with sets of competencies, but how many of them are actually competent? What is useful sometimes obscures what is valuable. Intrinsic values are often overlooked. In our domain, i.e. Education, emphasis should perhaps be more on shaping attitudes and encouraging positive active healthy lifestyle behaviours. Changes in attitudes and behaviours should of course emanate from development of knowledge, skills and understanding in the form of accumulatively acquired

competencies. These competencies, which are appropriately adjustable and over time adjusted, are derived from experiences provided by high quality teaching, defined by informed reflective practice attuned to ideals and values fostering true learning experiences in a dynamically changing world, and high quality physical education programmes in which learning is incremental.

If physical education is to sustain its presence both in formal and informal educational and socio-cultural settings, and continue to have a positive role as an instrument of socialisation, then practitioners should respond to the needs of optimally developing individuals' capabilities and provide opportunities for personal fulfilment and social interactions, essential in human co-existence. With the knowledge that educational experiences have a propensity to facilitate and help enhancement of life-span welfare and well-being, physical education should be focally involved with the process of personal fulfilment in the future. It is worth remembering, however, that it is not the activity, but the reason for taking part that sustains participation.

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“ТАЪЛИМНИ РАҚАМЛАШТИРИШ”ДА МОБИЛ ВА АХБОРОТ ТЕХНОЛОГИЯЛАРИ АФЗАЛЛИКЛАРИ

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Аннотация: ушбу мақолада таълимни рақамлаштириш муҳитига мобил ва ахборот технологияларни жорий қилиш, мобил қурилмалардан самарали фойдаланишнинг етакчи қурилмалари ва уларга ражаарадиган функционал вазифалар, модели тизимга ўтишнинг мақсадлари, шунингдек, замонавий таълимда рақамли технологиялардан фойдаланишнинг истиқболлари ҳақида сўз юритилган.

Калит сўзлар: *“таълимни рақамлаштириш”, мобил таълим, “рақамли таълим”, таълимда интеграция тамойили, “рақамли технологиялар”, миллий таълим, ахборот технологиялари.*

Миллий таълимда зудлик билан амалга ошириладиган датлабки вазифа “*таълимни рақамлаштириш муҳити*”ни яратиш босқичидаги ва сўнгра “*рақамли таълим муҳити*”га ўтиб, уни янада такомиллаштиришда иштирок қиладиган фаол таълим технологиялари ва уларнинг структурасидаги моделларини аниқлаб олиш ниҳоятда долзарб масалалар ҳисобланади. Биз назарда тутаётган таълим технологиялари асосан қуйидаги структурадан иборат: а) анъанавий таълим; б) электрон (масофавий) таълим; в) мобиль таълим; г) аралаш таълим. Улар орасида электрон ва мобиль таълим жаҳон миқёсида кенг масштабда тарқалган ва ҳозирги вақтда фаол қўлланилмоқда.

Дунё педагогик таълимида таълим олувчиларнинг ахборот саводхонлигини ошириш бўйича олимлар томонидан қатор илмий тадқиқотлар яратилган. Бу борада рақамли таълим доирасида, хусусан, информатика фанига дахлдор Web технологиялар, интернет технологиялар ва Web дастурлаш бўйича муайян мавзуларни ўқитиш самарадорлигини ошириш борасидаги изланишлар эътиборга молик.

Таълимни рақамлаштириш муҳитига мобиль технологияларни жорий этиш “таълим олувчилар” ва “таълим берувчилар” учун қуйидаги бир қатор афзалликларга эга эканлигини бугунги кун яна бир тасдиқламоқда:

- хоҳлаган вақтда, ихтиёрий жойда ўқиш ва ўрганиш имконияти мавжуд, фақат мобиллик орқали амалга оширилади;

- ўқув материалларини хилма-хил кўринишларда, масалан, аудио, видео, расм, графика каби мультимедик имкониятларга эга визуал тарзда тақдим этиш имконияти мавжудлиги, яъни мультимедияли тарзда амалга ошириш мумкинлиги;

- мобиль таълим кўпинча ўйин шаклида амалга оширилганлиги боис улар геймификацион характерга эгалиги билан ажралиб туриши;

- ўқув жараёни иштирокчилари ўртасида тегишли ахборот алмашувини жадаллаштириш имкониятига эга эканлиги;

- ўқув жараёнига иштирок этишни назорат қилиш ва у орқали мониторинг олиб бориш имкониятининг мавжудлиги;

- “таълим олувчилар”ининг шахсий психологик ва физиологик хусусиятларидан келиб чиқиб, индивидуал ёндашишда мобиль қурилмаларнинг мослашувчанлиги, яъни, индивидуал ёндошувининг етакчилик қилиши.

Таълимни рақамлаштириш муҳитида мобиль таълим имкониятларидан фойдаланиш бир қатор илмий-методик ва ташкилий асосларни ўз ичига олади. Масалан, педагогика олий таълимнинг профессор-ўқитувчилари “таълим олувчи”лар учун таълимнинг анъанавий шаклидаги ўқув машгулотларини лойиҳалаштиришда рақамли таълимдаги мобиль технологиялардан фойдаланиш жараёнида хилма-хил ёндошиш мумкин. Хусусан, ўқув жараёнида мобиль қурилмалардан самарали фойдаланишнинг етакчи усуллари қуйидагилардан иборат, десак бўлади:

а) муайян мавзу мазмунига дахлдор аудио файллар, видеофильмлар, графика, харита ва тасвирларни намойиш этиш усули;

б) ўқув сайтлари, электрон ва рақамли ресурслар, хилма-хил мазмундаги маълумотномалар, икки ёкки уч тилли лугатларга тезкор киришни таъминлаш усули;

в) рақамли таълим жараёнидаги муайян мулоқотни таъминлаш мақсадида СМС хабарлар, телеграм, Web семинарлар ва бошқалардан фойдаланиш усули каби.

Бу ўринда шунини ҳисобга олиш зарурки, рақамли таълим муҳитида мобиль қурилмалардан “таълим бериш” ёки “таълим олиш” мақсадларида фойдаланишнинг бир

неча педагогик омиллари ҳам мавжудки, биз уларнинг айримларини таъкидлашни ва муаллифлик ёндошув асосида қисқача изоҳлашни ўринли, деб билдик:

1. Мобиль таълим технологиялари асосида бир қатор умумпедагогик тамойиллар, хусусан, лисоний матнлардан фойдаланишнинг қулайлиги ва соддалиги, интерактив ҳамда ўз-ўзини бошқариш ва ўз-ўзини баҳолаш имконини берувчи махсус иловалар ётади. Айни шу омил “таълим олувчилар” учун қулайлик тугдиради ва мустақил таълим олиш имкониятини яратади.

2. Мобиль таълим технологияларининг гоёлари таълимнинг барча босқичларида, айниқса, олий таълим муассасаларидаги анъанавий ўқув жараёнида ҳам бирдек қўлланилиши мумкин.

3. Мобиль таълим масофавий ёки корпоратив ўқув курсларига самарали тўлдирувчи вазифасини бажариши мумкин.

Таълимни рақамлаштириш муҳотида ва электрон таълимни ривожлантиришда мобиль таълимнинг кундалик ҳаётдаги амалий аҳамияти беқиёс. Мобиль таълим – мобиль ҳисоблаш ва электрон ўқув муҳитларини кесиш нуқтаси бўлиб, у ҳар қандай жойда рақамли таълим амалиётига олиб келади ва бир қатор функционал хусусиятларга эга, улардан айримларини муаллифлик ёндошуви асосида қисқача таъкидлаймиз ва таснифлаймиз.

а) мобиль таълимни ўрганишнинг динамиклиги. У моҳиятига кўра эскирган янгликларни эмас, бугунги энг сўнгги янги-янги ахборот материалларини “таълим олувчилар”га тақдим эта олади. Бу таълим орқали талабалар ўзига зарур бўлган маълумотларни қабул қила олади ва бошқа шерикларига улашиши ҳам мумкин. Талабаларни фан ўқитувчилари билан профессионал даражада боғлашга хизмат қилади, шу боисдан мобиль таълимни индивидуал даражада ўрганиш ҳам мумкин. Ҳар бир талабанинг ҳозирги вақтда ўз билими даражасига мос бўлган хилма-хил тарздаги барча материалларни олиш имкониятлари мавжуд, улар менюдан исталган фаолият турини танлай олади.

в) мобиль таълимнинг кўп қирралиги. Талабалар ўзларига тегишли фанлардан назарий ва амалий аҳамиятга эга маълумотни ёки ўқув усули ёки ўқув жараёнини ташкил этувчи муҳим таълим мутахассисини танлаб олиш имкониятини берадиган кўплаб манбалардан таълим фаолияти учун шугулланади. Мазкур таълимни ўрганиш агрессив тарзда олдинга силжийдиган таълим жамиятларини яратади. Унинг яна бир кучли томони шундаки, талабаларда тегишли муаммо бўйича муайян фикр-мулоҳазаларни дарҳол шакллантиради, фикрлаш қобилиятини янада ривожлантиришга хизмат қилади. Масалан, бирор ихтисосликдан фан машгулотларини олиб борувчи инновацион устоз профессор-ўқитувчи муайян мустақил ишларни бажартириш мақсадида шахсийлаштирилган мобиль веб сайтлар яратиш вазифасини топшириқ сифатида берсалар, талабалар ўзлари ёзиш, таҳрир қилиш, кўриб чиқиш ва нашр этишда иштирок этадиган ахборот материаллари билан ишлайдилар. Айни ҳол талабаларда рақамли таълим муҳотида мустақил ишлашига қизиқишини янада кучайтиради, ўзига хос “янгилик” кашф этишга ҳаракат қилади.

Мобиль таълим ўз вазифасига кўра, талабаларга махсус ўқув машгулотнинг ягона тўғри усулини аниқламайди, балки, у мустақил ўрганиш учун бир неча мумкин бўлган усулларни тақдим этиб, муваффақиятли эришиш имконини оширади. Шу сабабли ҳам мобиль таълим аудиториядаги таълимнинг ўрнини боса олмаса-да, унинг бажарган вазифасини муайян фаннинг мустақил таълимини ташкиллаштиришда энг қўл келадиган технология сифатида қараш мумкин.

Янги Ўзбекистон таълимида дастлаб “*таълимни рақамлаштириш муҳити*”ни яратиш ва сўнгра “*рақамли таълим*” босқичини изчиллик билан ривожлантириш, модулли тизимга ўтиш ва ундаги ўқув жараёнини ташкиллаштириш, “таълим олувчи” ва “таълим берувчи”ларнинг ахборот ва компьютер саводхонлигини такомиллаштиришнинг ўрни бениҳоятда катта.

2020-2021 ўқув йилида барча олий таълим муассасаларининг Moodle тизимга ўтишдан асосий мақсад профессор-ўқитувчилар билан талабалар ўртасида таълимга оид хилма-хил электрон ресурсларнинг алмашишини ташкил қилиш, тегишли вазифа ва топшириқларни Moodle тизимига жойлаштириш орқали мавжуд таълим бериш самарасини оширишдан иборат.

Moodle тизимида ўқув жараёнини ташкиллаштиришда ундаги қатнашувчиларнинг бир қатор вазифалари борлигини таъкидлаш лозим. Биз назарда тутаяётган вазифаларни муаллифлик ёндошув асосида қуйидаги тартибда тавсифласак, мақсадга мувофиқ бўлади:

1. *Глобал администраторнинг вазифалари:* мажмуа фаолиятини умумий назорати олиб бориш; статистик маълумотларни жамлаш ва вазирлик маъмуриятига тақдим этиш; мажмуа фаолиятини олиб боришда амалий ёрдам кўрсатиш каби.

2. *ОТМ администраторининг вазифалари:* ОТМда мажмуа фаолиятини умумий назорати олиб бориш; статистик маълумотларни жамлаш ва раҳбариятга тақдим этиш; мажмуага бирламчи маълумотлар (Факультет, кафедра ва гуруҳлар)ни киритиш; профессор-ўқитувчиларга логин ва калитлар тақдим этиш.

3. *Профессор-ўқитувчиларнинг вазифалари:* фанлар кесимида электрон ресурсларни жойлаштиради; талабаларни тегишли ресурслардан фойдаланиш учун рухсат беради; ресурсларни мунтазам янгилаб боради; тугалланган фанларни базадан ўчириб ташлайди.

4. *Талабаларнинг вазифалари:* мустақил тарзда мажмуа жойлашган веб-сайтда рўйхатдан ўтади; қидирув тизими орқали зарур фан ёки профессор-ўқитувчинини излаб топиб, ресурслардан фойдаланишга рухсат сўрайди; профессор-ўқитувчининг тегишли рухсатидан сўнг очик ресурслардан фойдаланиш имкониятга эга бўлади.

ОТМ Администратори серверга бирламчи маълумотларни киритиб, профессор-ўқитувчиларга логин ва калитларни тарқатади ҳамда ҳисоботларни йигади.

Профессор-ўқитувчи ресурсларни мажмуага жойлаштирида ҳамда талабалардан тушган мурожаатга рухсат беради. Талабалар тегишли рухсатдан олгандан сўнг ресурслардан фойдаланишни бошлайдилар.

Таълимда интеграция тамойили халқаро муҳитда рўй берадиган интеграция жараёнлари таъсири остида шаклланади ва улар қуйидагиларга йўналтирилади: таълимнинг шахсий йўналтирилганлиги; умумий предметли структуралар ва фаолият усуллари яратиш; таълимда мотивация мазмун аҳамиятининг устуворлиги; таълимда тизимлилик; ўқитиш жараёнининг муаммоли характери; рефлексив фаолият ва ҳ.к.

“Рақамли таълим” ёки “таълимни рақамлаштириш муҳити” учун миллий кадрлар тайёрлашнинг замонавий технологияларига қуйидаги омиллар хос: келажак учун очиклик; инсон томонидан дунёни ўзлаштиришнинг барча усуллари интеграцияси; дунёнинг очиклиги, тўлақонлилиги, инсон, табиат ва жамият ўзаро алоқалари ҳақида синергетика тасавурларини ривожлантириш; бугунги кунда кадрлар тайёрлашда муҳим роль ўйнайдиган, лекин ҳеч қачон ўқитувчининг ўрнини боса олмайдиган турли ахборот тизимлари, глобал интернет тармоги, булут технологияларидан эркин фойдаланиш.

Бошқача айтганда, таъкидланаётган ушбу технологиялар ахборотни сақлаш, маълумотларни қайта ишлаш учун виртуал омборни, дунёнинг исталган нуқтасидан ва исталган қурилмадан кириш имкониятини ифодалайди; кадрлар тайёрлаш технологияларининг муайян талабага, муайян талабалар гуруҳига, муайян ўқитувчига шахсий йўналтирилганлиги; кадрлар тайёрлаш технологияларининг ўйин табиати; ўқувчини муҳим вазифага психологик йўналтириш: мустақил ривожланиш, шахсни мулоқотга мослаштириш, шу муносабат билан иқтисодиёт учун кадрлар тайёрлаш технологиялари доимий ўзгаришлар жараёнида бўлади, доимо янги мақсад ва мўлжаллар шакллантиради; ўқитувчининг роли ўзгариши, хусусан, янгича, ноодатий вазиятларда, тармоқ ўзаро алоқалари шароитларида “таълим оловчилар” билан биргаликдаги ҳаракатларга ўтиш.

Бугунги давр миллий таълимида рақамли технологияларни ўқитиш сифатини сақлаб қолган ҳолда самарали қўллаш учун нималар қилиш керак? Бу борада бир қатор таклифларни таъкидлаш лозим, деб ҳисобладик:

Биринчидан, албатта мамлакатимизда зудлик билан интернет инфратузилмасини яхшилашимиз, мобиль операторлар томонидан кўрсатилаётган хизматлар сифатини оширишимиз ва энг муҳими, кўпчилик аҳолининг, айниқса талаба ёшларни замонавий ахборот-коммуникация технологияларининг сўнг ютуқларини ўзлаштиришга шарт-шароитлар ҳамда имтиёзлар яратиш беришимиз лозим.

Иккинчидан, ўқув жараёнини ташкил этишда рақамли технологиялардан фойдаланиш кўламини кенгайтириш ва ахборот ресурслари, ўқитиш воситалари ва масофавий ўқитиш технологияларини ривожлантириш, ижодкор ва салоҳиятли талабаларни олий таълим муассасасининг рақамлаштириш лойиҳаларига жалб қилиш билан улар фаолиятини тартибга солувчи норматив-ҳуқуқий ҳужжатларга ўзгартириш киритиш бўйича ваколатли органларга таклифлар бериш, юқори самарадорликка эга рақамли қурилмалар билан жиҳозланган тузилмалар, ўқув хоналари, лабораториялар, медиастудиялар ва бошқаларни ўз ичига олган марказларни ташкил этиш ҳамда унда орттирилган тажрибани Ўзбекистоннинг барча олий таълим муассасаларида кенг қамровда қўллаш лозим.

Учинчидан, замонавий ахборот-коммуникация технологиялари ва таълим технологияларининг мустаҳкам интеграциясини таъминлаш, бу борада педагог кадрларнинг касбий маҳоратини узлуксиз ривожлантириб бориш учун қўшимча шароитлар яратиш зарур.

Тўртинчидан, интерфаол тақдимот тизимларидан фойдаланиш, маъруза ва семинар дарслари учун интернет билан боглиқ ҳолда интерфаол ва мультимедиали тақдимотларни ишлаб чиқиш каби мавзулар бўйича ўқитувчиларнинг малакасини ошириш учун курсларни ташкил қилиш ва ўтказиш зарур.

Бешинчидан, реал вақт режимида интерфаол тақдимот тизимлари, видеоконференцалоқа тизимлари, виртуал заллар, электрон ресурслардан фойдаланиб исталган вақтда масофавий ўқитиш жараёнини амалга ошириш имкониятини яратиш.

Олтинчидан, булутли технологиялар, виртуал воқелик, кенгайтирилган воқеликдан фойдаланиш ҳамда дидактик материаллар ва тажриба дизайнларини ишлаб чиқишда 3D принтерини қўллаш, рақамли дидактика ва рақамли таълим моделларини қўллаш, ўқитувчилар ва талабалар учун лойиҳалар, диплом ишлари, илмий изланишлар ва бошқаларини муҳокама қилиш учун илмий веб-сайтлар ишлаб чиқиш лозим. Шундагина, биз рақамли технологиялардан фойдаланиб бугунги давр таълим сифатини

туширмаган холда талаба-ёшларга бугунги кун талаби даражасида билим олишларига эришамиз²⁹.

Хуллас, ўқитувчининг обрўси ва унинг фаолиятининг самарадорлиги факатгина курс мазмунидаги билимлар даражаси ва унинг педагогик қобилиятига эмас, балки муайян ўқув материални тўплаш, қайта ишлаш ва ўқитишда ўқитувчининг қанчалик замонавий ахборот-коммуникация технологияларини қўллаш даражасига боғлиқ бўлади.

ИНГЛИЗ ТИЛИ ЎҚИТУВЧИЛАРИДА ГРАММАТИК КОМПЕТЕНЦИЯНИНГ ШАКЛЛАНТИРИШ

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Аннотация. Мақолада бўлажак инглиз тили ўқитувчиларида грамматик компетенцияни шакллантириш босқичлари, лингвистик топшириқларнинг ўзига хос хусусиятлари, когнитив, операцион-фаоллик, мотивацион ва рефлексив мезонлар ҳақида сўз юритилган.

Калит сўзлар: грамматика, компетенция, компетентлик, лингвистика, когнитив, мотивация, мезон, даража, лингвомаданият.

Европа Кенгашининг ҳужжатларига кўра, грамматик компетенция деганда “тилнинг грамматик элементларини билиш ва уларни нутқда қўллаш қобилияти” тушунилади. Грамматик компетенция маълум бир маънони тушуниш ва ифодалаш қобилиятини ўз ичига олади, уни муайян тил қоидаларига биноан тузилган иборалар ва жумлалар шаклида расмийлаштиради (ёдланган намуналарни механик такрорлашдан фарқли уларок)³⁰. Грамматик компетенцияни бундай тушуниш унинг таркибидаги қуйидаги қисмларнинг мавжудлигини назарда тутади:

а) лексик бирликларни мазмунли нутқ сўзлашувига айлантирадиган грамматик қоидаларни билиш;

б) грамматик воситалар билан ишлаш қобилияти ва кўникмалари, коммуникатив масалаларни хал қилиш учун турли хил мулоқот вазиятларида чет тилидаги нутқ фаолиятида грамматик ҳодисаларни етарли даражада ишлатиш;

в) маълум бир маънони тушуниш ва ифодалаш қобилияти ва тайёрлиги, уни нутқий ифодасини оғзаки ва ёзма шаклда, муайян тил қоидаларига биноан тузилганлиги³¹.

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²⁹ Қаранг: Ҳошимова Д.П., Парпиева Р.А.

³⁰ Общевропейские компетенции владения иностранным языком: изучение, обучение, оценка/ Департамент по языковой политике, Страсбург. М.: МГЛУ, 2005.-107-108

³¹ Рябцева О.М.Формирование грамматической составляющей иноязычной компетенции // Изв.Юж. фед. ун-та технических науки. 2010. №10.Т. 11. 116 с.

шаклида расмийлаштиради (ёдланган намуналарни механик такрорлашдан фаркли уларок)³². Грамматик компетенцияни бундай тушуниш унинг таркибидаги қуйидаги қисмларнинг мавжудлигини назарда тутди:

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б) грамматик воситалар билан ишлаш қобилияти ва кўникмалари, коммуникатив масалаларни хал қилиш учун турли хил мулоқот вазиятларида чет тилидаги нутқ фаолиятида грамматик ходисаларни етарли даражада ишлатиш;

в) маълум бир маънони тушуниш ва ифодалаш қобилияти ва тайёрлиги, уни нутқий ифодасини огзаки ва ёзма шаклда, муайян тил қоидаларига биноан тузилганлиги³³.

Кўриниб турибдики, грамматик компетенциянинг тузилиши учта: назарий, лингвистик ва нутқ таркибий қисмларидан ташкил топган. Бироқ, бир қатор тадқиқотчилар, масалан, Л.К.Бобожанова, Р.А.Будагов, Г.В.Елизарова, Л.И.Карпова, Н.А.Кафтайлова, М.В.Лебедева, С.Г.Тер-Минасова, Т.К.Цветкова ва бошқалар ижтимоий-маданий (социокултурологик) тузилмани грамматик компетенция таркибига киритиш зарурлигини таъкидлайдилар. Лингвокултурологик ёндашувнинг ҳолатидан келиб чиқиб, лингводидактиклар грамматик жиҳат ва тилини ўрганиладиган мамлакат маданияти ўртасидаги боғлиқликнинг муҳимлигини таъкидлашади, улар нафақат когнитив асосни яратишга ҳисса қўшибгина қолмай, балки талабалар онгида турли хил линвомаъданий ташувчилар дунёси тассавурни шакллантиради, менталитет тафовутлари туфайли юзага келадиган хатоларни камайтиради, деган илмий гоёни илгари сурадилар. Методист И.В.Чернецкаянинг таъкидлаганидек, ушбу ёндашув контекстида грамматик компетенциянинг ижтимоий-маданий таркибий қисми энг аввола, бу ўрганувчиларнинг муаян коммуникатив таркибни мулоқотнинг ижтимоий-маданий контекстига етарлича етказиш учун мулоқот жараёнида турли хил грамматик воситаларни фарқлаш қобилияти ва хоҳишидан иборатдир³⁴.

Юқорида айтилган чет (инглиз) тили коммуникатив компетенциянинг таркибий қисми сифатида грамматик компетенциянинг муҳим хусусияти тушунчаси бизга грамматик компетенцияни “огзаки ва ёзма шаклларда нутқ сўзини тушуниш ва тузиш қобилияти, билиш, таҳлил қилиш ва тушуниш кўникмалари, чет эл маданий тушунчаларни она тилда ўхшаш тушунчалар ва уларнинг ифода воситалари билан таққослаш жараёнида талқин қилиш, грамматик воситалар билан ишлаш кўникмалари, уларни маданиятлараро мулоқот жараёнида коммуникатив муаммоларни қўллаш қобилияти бўйича таққослаш”³⁵ни аниқлашга имкон беради.

Грамматик компетенциянинг шаклланиш ва ривожланиш жараёни таркибий асоси чет (инглиз) тилининг амалий грамматикаси саналади, унда грамматик ходисаларни коммуникатив бирликни шакллантириш вазифалари билан биргаликда тавсифлайди.

³² Общеввропейские компетенции владения иностранным языком: изучение, обучение, оценка/ Департамент по языковой политике, Страсбург. М.: МГЛУ, 2005.-107-108

³³ Рябцева О.М.Формирование грамматической составляющей иноязычной компетенции // Изв.Юж. фед. ун-та технические науки. 2010. №10.Т. 11. 116 с.

³⁴ Чернецкая И.В. Профессионально-направленное обучение грамматике английского языка студентов старших курсов филологических факультетов педагогических вузов (английский язык как вторая специальность): дис. ... канд. пед. наук. СПб., 2001. – с.43.

³⁵ Кашенкова И.С. Роль грамматической компетенции при определении целей обучения грамматической стороне иноязычной речи специалистов-международников // Филологические науки. Вопросы теории и практики. 2013. № 8(26): в 2 ч. ч. I. С. 80–83.

Грамматик компетенцияни шакллантириш иш методи педагогика олий ўқув юртларининг хорижий филология факультети (йўналиши)да чет тилини ўқитишнинг анъанавий ва муқобил усулларини бирлаштириш орқали амалга оширилади. Албатта, ҳар иккаласининг ҳам ўз вазифалари ва мақсадлари бор. Масалан, анъанавий ўқитиш усуллари инглиз тили грамматик материални сунъий нутқ ўрганиш вазиятлари орқали ўрганишни таъминлайди. Ўқитишнинг алтернатив усулларига интенсив амалий машғулотлар, муаммоли ўқитиш, лойиха усули, коммуникатив вазиятларни моделлаштириш, мунозара (дискуссия) ва ўйин усуллари, замонавий ахборот технологиялари ва бошқаларни киритишни таҳлил ва тавсия этамиз.

Тадқиқотни олиб бориш жараёнида бўлажак инглиз тили ўқитувчисининг чет тили коммуникатив компетенциясининг таркибий қисми сифатида грамматик компетенцияни шакллантиришнинг *процессуал модели босқичларини* белгилаб олишга ҳаракат қилдик. Тадқиқот давомида аниқланган ва тажриба-синов ишларида тасдиқланган бу модел босқичлари қуйидагилардан иборат бўлди: а) тақдимот ва грамматик материални бирламчи мустаҳкамлаш; б) грамматик кўникмаларни шакллантириш ва автоматлаштириш; в) коммуникатив амалиёти; г) грамматик компетенция даражасини назорат қилиш ва рефлексия.

Ушбу босқичларнинг ҳар бири ўзига хос лингвистик ва педагогик хусусиятларга эга, ҳар бирида муайян қўйилган мақсад ва вазифаларни амалга ошириш учун турли хил методлар, усуллар ва воситалар қўлланилишини таъкидлаймиз. Қуйида уларнинг ҳар бирини муаллифлик ёндашуви асосида алоҳида-алоҳида тавсифлаб чиқишни лозим топдик.

1. *Бўлажак инглиз тили ўқитувчиларида грамматик компетентликни шакллантиришнинг биринчи босқичи.* Бу босқичида грамматик компетенциянинг билим таркибий қисмини ривожлантиришга, яъни чет тилида нутқни тўғри тузиш учун мўлжалланган грамматик қоидалар бўйича билимларни ўзлаштиришга ва турли хил коммуникатив вазиятларда чет тили грамматик кўникмаларини шакллантириш учун индикатив асос яратишга қаратилади. Ушбу босқичда янги грамматик материалнинг тақдмоти ўтказилади, унинг лисоний хусусиятлари ва мазмуни очиб берилади, талабалар эътиборини одатий нутқ контекстида ўрганилаётган грамматик структуранинг ишлашига қаратилади. Янги грамматик материаллар билан танишиш ўқув-нутқий вазиятларда (кўргазма (визуал), чет тилидаги контекст, ролли ўйин, таржима тил воситалари ва бошқалар талабаларнинг лингвистик муваффақияти даражасига қараб индукция ёки дедукция методлари орқали амалга оширилади. Бизнинг назаримизда, бу босқичга таъкидланган мақсад ва вазифаларни амалга ошириш билан чекланиб қолмаслик зарур, деб ҳисобладик.

Ушбу босқичнинг иккинчи вазифаси ҳам мавжудлигини қайд этиш лозим яъни талаба ўрганилаётган грамматик материални лингвистик тахлилий машқларда бирламчи манба сифатида мустаҳкамлашга хизмат қилади. Бундай машқларнинг муваффақиятли бажарилиши учун талаба олдида қуйидаги вазифалар берилса ва уларнинг бажарилиши қатъий назоратга олинса, талабада грамматик компетенциянинг биринчи босқичи шаклланади, деб ҳисоблаймиз. Тадқиқотни олиб бориш жараёнида аниқланган ва тажриба-синов ишларида қўлланилган вазифалардан айрим намуналарни бу ўринда келтиришни лозим топдик: а) тақдим этилган вазиятларни таққосланг ва грамматик шаклларнинг маъносида умумийлик ва фарқларни топинг; б) қуйидаги жумлаларда грамматик ҳодисанинг шакллари кўрсатинг; в) гапнинг таркибидаги грамматик

шаклларнинг вазифаларини айтиш; г) куйидаги гапларда грамматик тузилишларнинг ишлатилишини тушунтириш ва уларни рус тилига таржима қилиш; д) берилган бир нечта маълумотлардан тегишли грамматик шаклни танлаш; е) куйидаги мисолларни таҳлил қилиш ва грамматик ҳодисани қўллаш қоидадини асослаш ва ҳ.к.

Ушбу турдаги лингвистик машқлар талабаларнинг аналитик фикрлашларини ривожлантиради, бунинг учун энг муҳими, қўйилган мақсаддан келиб чиқиб умумлаштириш ва тиллараро трансференция қилиш қобилияти ва тайёргарлигини оширишга ёрдам беради.

2. *Бўлажак инглиз тили ўқитувчисида грамматик компетентни шакллантиришнинг иккинчи босқичи.* Бу босқичда талаба ўрганилаётган грамматик структурани унинг фаолияти учун хос бўлган нутқ вазиятларида бошқаради. Ушбу босқичда назарий билимларни амалий чет тили фаолиятига ўтказиш, грамматик кўникмаларни шакллантириш ва мустаҳкамлаш талаб қиладиган мулоқот шароитларига қараб ўзгартириш, фикрнинг грамматик бўёгининг адекватлигини талаб қилади. Белгиланган мақсад ва вазифаларини амалга ошириш учун куйидаги лингвистик машқ турлари қўлланилишини тавсия этамиз:

1. *Имитацион машқларнинг* вазифалари бўйича намунавий топшириқларнинг шартлари: а) суҳандон ортидан жумлаларни ўқинг; б) хор занжир тарзида жумлаларни ўқинг; в) грамматик шаклни белгилаб, куйидаги жумлаларни қайта ёзинг ва ҳ.к.

2. *Алмаштириш (заҳира) машқларнинг* вазифалари бўйича намунавий топшириқларнинг шартлари: а) алмаштириш (заҳира) жадвали ёрдамида гаплар тузинг; б) берилган сўзлардан гаплар тузинг; в) намуна бўйича гаплар тузинг; г) жадвал ёрдамида гаплар тузинг; д) аналог бўйича диалог тузинг; е) саволларга намуналар бўйича жавоб беринг ва ҳ.к.

3. *Трансформацион машқларнинг* вазифалари бўйича намунавий топшириқларнинг шартлари: а) иккита содда гапдан мураккаб гап тузинг; б) гапларни ўзбек тилидан инглиз тилига таржима қилиш; в) жавоблардан фойдаланиб, диалогнинг бошланғич жумлаларини беринг; г) ўрганилган грамматик структура ёрдамида матнни гапириб беринг; д) диалог / полилог мазмунини грамматик шаклда фойдаланган ҳолда монологик шаклда етказинг ва ҳ.к.

Кўрамизки, таъкидланаётган босқичда қўйилган мақсад ва вазифалар, тавсия этилган лингвистик машқларнинг амалиётда бажарилиши талабанинг лингвистик компонентлигини шакллантиришга замин тайёрлайди, муайян маънода асос сифатида хизмат қилади.

3. *Бўлажак инглиз тили ўқитувчисида грамматик компетенцияни шакллантиришнинг коммуникатив амалиёти босқичи.* Бу босқичнинг мақсади ишлаб чиқариш ва рецептив хорижий тилнинг грамматик кўникмаларини янада ривожлантириш ва такомиллаштириш, илгари босқичларида шаклланганларини мумкин бўлса тузатиш, коррекция қилиш, грамматик кўникмалардан грамматик қобилиятларга ўтишдан иборат. Ушбу босқичда нутқ ҳолатига қараб фаоллаштирилган грамматик ҳодисани ишлатиш учун коммуникатив вазифалар устунлик қилади. Айтилаётган мулоҳазаларимизни исботлаш мақсадида намунавий топшириқларнинг шартларини куйида келтирамиз ва улар ўқув жараёнида ўз тасдигини топганлигини таъкидлаймиз:

а) ҳикояни ўқинг ва диалог тарзда саҳналаштиринг;

б) интернет ресурсларидан фойдаланган ҳолда, чет эллик меҳмонлар учун шаҳар / музейга сиртдан (виртуал) экскурсия ташкил этинг;

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