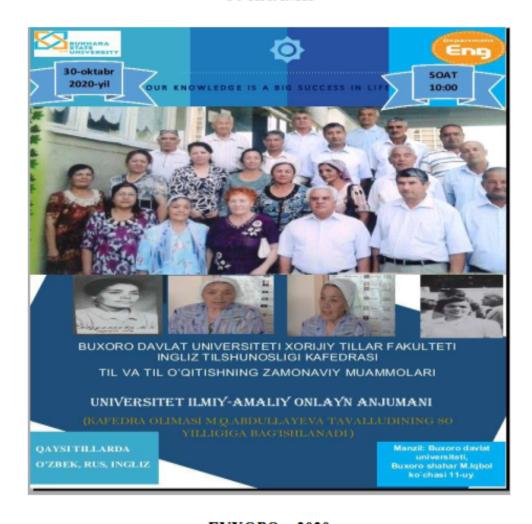# ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ ИНГЛИЗ ТИЛШУНОСЛИГИ КАФЕДРАСИ

ТИЛ ВА ТИЛ ЎҚИТИШНИНГ ЗАМОНАВИЙ МУАММОЛАРИ

(Инглиз тилшунослиги кафедраси олимаси М.Қ.Абдуллаева таваллудининг 80 йиллигига бағишланади)

мавзусидаги Университет миқёсидаги ОНЛАЙН
илмий-амалий анжумани материаллари
ТЎПЛАМИ

БУХОРО – 2020

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ
ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
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БУХОРО – 2020

Тил ва тил ўқитишнинг замонавий муаммолари (Инглиз тилшунослиги кафедраси олимаси М.Қ.Абдуллаева таваллудининг 80 йиллигига бағишланади): мақола ва тезислар тўплами, тўпловчи ва нашрга тайёрловчи: М.А.Шукурова, О.И.Жумаева, И.И.Акрамов; Бухоро; "Дурдона" нашриёти, 2020 йил, 273 бет.

Тўпламда республикамиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг хорижий тилларда ўқув ва бадиий адабиётлар, электрон дарсликлар, ихтисослаштирилган расмлар билан безатилган газеталар ва журналларни яратиш ҳамда чоп этиш самарадорлигини ошириш, ёшларда чет тилни эгаллаш даражаларининг Европа тизими (CEFR)ни ўрганишнинг ўрни, ёшларга чет тилини ўргатишнинг психологик аспектлари, чет тилини ўрганишда тил хусусиятларининг аҳамияти ва муаммолари, тил ва маданиятлараро коммуникация методлари, тилшунослик ва адабиётшунослик масалалари, услубшунос олимларнинг илғор тажрибаларининг роли каби масалалар талқинига бағишланган мақолалари ўз ифодасини топган. Тўпламда тил муаммолари билан қизиқувчи илмий ходимлар, катта илмий-ходим изланувчилар, мустақил тадқиқотчи-изланувчилар, магистрантлар ва ўқувчилар фойдаланишлари мумкин.

Тўплам БухДУ Хорижий тиллар факультети кенгашида муҳокама қилинган ва нашрга тавсия қилинган (2020 йил 29 октябрьдаги 3-сонли баённома)

reflects the interaction of the students and the teachers, their cooperation, the organization and management of the learning process focused on the planned result (achievement of the goals and tasks oftraining).

Criteria of pedagogical art in Kodzhaspirova:
- presence of deep and comprehensive knowledge and their critical processing andcomprehension;
- ability to translate theoretical and methodological positions into pedagogicalactions;
- ability to self-improvement andself-education;
- development of new methods, forms, techniques and their original combination;
- variability, dialectics, variability of the system ofactivity;
- effective application of existing experience in newconditions;
- ability to reflectively assess their own activities and theirresults;
- formation of an individual style of pedagogical activity on the basis of a combination and development of standard and individually unique features of the teacher's personality;
- ability to improvise, based on knowledge andintuition;
- ability to see differentoptions.

What qualities should an artistic teacher have?

An artistic teacher should be able to formulate and solve pedagogical problems; to build its activities taking into account changing social and other conditions; to be able to see and develop the individual abilities of their pupils; own forms and methods of heuristic activity; is self- educated, capable of personal artistic growth, reflexive activity, awareness of artistic changes.

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SKILLS SEGREGATION VERSUS SKILLS INTEGRATION IN UNIVERSITY EDUCATION

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Currently, at a time when teaching/learning of foreign languages is assumed to begin in primary schools, teaching at the university tends to be organized towards specific purposes.ESP students are usually grown-ups who are already

familiar with English. They are learning the language in order to communicate certain professional skills and to perform certain job related functions.

The term English for Specific Purpose has been applied to situations where students have some specific reason for wanting to learn the language. It is an alternative of possible educational perspective for language teaching. It provides a break with the long tradition of English as part of general education. ESP is the name given to the course and it is used in circumstances in which the kind of English being imparted relates to a specific job, or subject or purpose .[1] The aims and course are not determined by the criteria of general education but by functional and practical English language requirement of the learners. ESP may be occupational and educational. They incorporate a great extent of scientific English. To design a ESP course, teachers need to consider the diversity of the courses that condition course preparation, the content of the course and the principle of the communicative purpose of the learner. An ESP program, may promote the development of reading skills in students who are preparing for graduate work in business administration; or spoken skills in students who are studying English in order to become tourist guides.

ESP focuses on language in context rather than on teaching grammar and language structures. It covers subjects varying from accounting or computer science to tourism, business management, nursing, technology and so on. What makes ESP special is that English is taught in conformity with students' preferences. A foreign language teacher should make use of her experience in language teaching to adapt her teaching skills to the teaching of English for Specific Purposes. The advantages of segregated classrooms, i.e., specialized training of special teachers, more individualized attention, less pressure to keep up with typical students, and financial efficiency, will be critiqued in a later section. We turn now to a discussion of the disadvantages of segregated classrooms. Probably the most significant criticism of segregated classrooms is that they marginalize students with disabilities. Students' disabilities become the focus of their education they are placed in classrooms because they have autism, Downs, cerebral palsy, etc., rather than they attend neighbourhood schools because they are of school age. Children with disabilities are diagnosed, labeled, and then whisked in toone set of services or another. In general, these services remove children from the natural environments of childhood to segregated settings, where experts work on their bodies and brains, to the detriment of their hearts and souls. Interventions and treatments to "help children reach their full potential" are provided and, in the process, our children are dehumanized, reduced to defective body parts. They're known more by their labels than their names.

When the attention is focused on students' disabilities rather than who they

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[1]Honeyfield, J. (1988). Guidelines: A Periodical for Classroom. Language Teachers, 10(2), pp. 25-33

are as people, the focus is usually on their deficits, not on their strengths. Returning to the example of my daughter Katie, she can be perceived as a little girl who doesn't speak, who doesn't usually initiate social interaction, and who exhibits odd behaviour fairly often. However, Katie has numerous strengths that typical children could learn from; i.e., her unabashed happiness (which is the flipside to the tantrums), her excitement over little things, her lack of concern for personal possessions, her novel way of pursuing many activities, and her lack of concern for the way things are usually done are qualities that if more people possessed, society would be the better for it.[1] A disadvantage of segregated classrooms then, is that not only do the students with disabilities lose out on many of the activities of childhood experienced by typical children, typical students lose out on what their fellow students with disabilities have to offer them. Not only do students with disabilities offer their individual strengths to students in regular education, having a diverse mix of students will better prepare all students for life in a diverse society. Granted, an advocate of segregated schooling could also advocate for segregated work placements, segregated housing, etc. for people with disabilities; hence, keeping this aspect of the diverse nature of society out of sight. However, as will be argued later in this paper, the diverse nature of society is part of what it means to be human and the differences as well as commonalities exhibited by all members of society should be respected. Integrated classrooms might be considered a happy medium between segregated and inclusive classrooms; that is, students with disabilities spend some time with typical students but part of the day is still spent in special ed (i.e., segregated environments). "Mainstreaming removes students who are not functioning well in general education classes and returns them when they are able to function academically and socially".[2]

Advocates of integration would argue that including students with disabilities when they are "academically and socially ready" is advantageous for the students with disabilities as well as their typical peers. Waiting until students with disabilities are "ready" will avoid the disadvantage of these students feeling pressured to keep up with their typical peers. When students with disabilities are removed until they are "ready", the classroom teacher does not have to "spread her/himself as thin" as she/he would if the students with disabilities were in his/her class 100% of the time.

Teaching that recognizes the needs of learners who have disabilities is sound instruction for all children. That is the theory we all know. In reality, even our best trained and most willing teachers have difficulty meeting the diverse needs of their heterogeneously grouped classes, let alone the special requirements of students with moderate to severe disabilities. "I have twenty-five children in my second grade class, and you can't expect me to take on more students with special needs," has become the oft-heard plea in school after school. This sentiment carries some

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[1]Kebede, D. (2013). The Implementation of Language Skills Integration in English pp. 86.
[2] (Snyder, Garriott, & Taylor, 2001, p. 199).

grain of truth to even the most hard-core supporters of inclusion and clearly illustrates one of the legitimate road blocks to a full inclusionary program. [1](Chesley & Calaluce, Jr., 1997, p. 489)

In many instances where an ESL or EFL course is labeled by a single skill, the segregation of language skills might be only partial or even illusory. If the teacher is creative, a course bearing a discrete-skill title might actually involve multiple, integrated skills. For example, in a course on intermediate reading, the teacher probably gives all of the directions orally in English, thus causing students to use their listening ability to understand the assignment. In this course, students might discuss their readings, thus employing speaking and listening skills and certain associated skills, such as pronunciation, syntax, and social usage. Students might be asked to summarize or analyze readings in written form, thus activating their writing skills. In a real sense, then, some courses that are labeled according to one specific skill might actually reflect an integrated-skill approach after all. The same can be said for ESL/EFL textbooks. A particular series might highlight certain skills in one book or another, but all the language skills might nevertheless be present in the tasks in each book. In this way, students have the benefit of practicing all the language skills in an integrated, natural, communicative way, even if one skill is the main focus of a given volume.   In task-based instruction, students participate in communicative tasks in English. Tasks are defined as activities that can stand alone as fundamental units and that require comprehending, producing, manipulating, or interacting in authentic language while attention is principally paid to meaning rather than form.

The task-based model is beginning to influence the measurement of learning strategies, not just the teaching of ESL and EFL. In task-based instruction, basic pair work and group work are often used to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. More structured cooperative learning formats can also be used in task-based instruction. Task-based instruction is relevant to all levels of language proficiency, but the nature of the task varies from one level to the other. Tasks become increasingly complex at higher proficiency levels. For instance, beginners might be asked to introduce each other and share one item of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university, or a shopping mall.

In order to integrate the language skills in ESL/EFL instruction, teachers should consider taking these steps: Learn more about the various ways to integrate language skills in the classroom (e.g., content-based, task-based, or a combination). Reflect on their current approach and evaluate the extent to which

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[1]Chesley & Calaluce, Jr., 1997, p. 489

the skills are integrated. Choose instructional materials, textbooks, and technologies that promote the integration of listening, reading, speaking, and writing, as well as the associated skills of syntax, vocabulary, and so on.

Even if a given course is labeled according to just one skill, remember that it is possible to integrate the other language skills through appropriate tasks. Teach language learning strategies and emphasize that a given strategy can often enhance performance in multiple skills. The integrated-skill approach, as contrasted with the purely segregated approach, exposes English language learners to authentic language and challenges them to interact naturally in the language. Learners rapidly gain a true picture of the richness and complexity of the English language as employed for communication. Moreover, this approach stresses that English is not just an object of academic interest nor merely a key to passing an examination; instead, English becomes a real means of interaction and sharing among people.

This approach allows teachers to track students' progress in multiple skills at the same time. Integrating the language skills also promotes the learning of real content, not just the dissection of language forms.

Finally, the integrated-skill approach, whether found in content-based or task-based language instruction or some hybrid form, can be highly motivating to students of all ages.

The list of used literature:

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IMPORTANT FACTORS IN CHOOSING AUTHENTIC READING MATERIAL

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Reading means different things to different people, for some it is recognizing written words, while for others it is an opportunity to teach pronunciation and practice speaking. However reading always has a purpose. It is something that we do everyday, it is an integral part of our daily lives, taken very much for granted and generally assumed to be something that everyone can do. The reason for

reading depends very much on the purpose for reading. The use of authentic materials in the classroom is discussed, with the student benefiting from the exposure to real language being used in a real context. Other aspects which prove positive when using authentic materials are that they are highly motivating, giving a sense of achievement when understood and encourage further reading. They also reflect the changes in the use of language, there is a wide variety of text types, they are also very versatile (they can be used in different ways to promote different skills) and can be used more than once as well as be updated. Anything can be used as authentic material but for developing reading one of the most useful resources is the Internet, with large amounts of varied material being easily accessible. One of the main reason for using authentic materials in the classroom is once outside the "safe", controlled language learning environment, the learner will not encounter the artificial language of the classroom but the real world and language how it is really used. The role of the teacher is not to delude the language learner but to prepare him, giving the awareness and necessary skills so as to understand how the language is actually used. When considering the use of authentic materials, Widdowson wrote: "It has been traditionally supposed that the language presented to learners should be simplified in some way for easy access and acquisition. Nowadays there are recommendations that the language presented should be authentic. Reading can have three main purposes, for survival, for learning or for pleasure. Reading for survival is considered to be in response to our environment, to find out information and can include street signs, advertising, and timetables. It depends very much on the day-to-day needs of the reader and often involves an immediate response to a situation. In contrast reading for learning is considered to be the type of reading done in the classroom and is goal orientated. While reading for pleasure is something that does not have to be done. For researchers the central ideas behind reading are: the idea of meaning; the transfer of meaning from one mind to another; the transfer of a message from writer to reader; how we get meaning by reading; how the reader, the writer and the text all contribute to the process. Authentic texts have been defined as "…real-life texts, not written for pedagogic purposes" They are therefore written for native speakers and contain "real" language. They are "…materials that have been produced to fulfil some social purpose in the language community". In contrast to non-authentic texts that are especially designed for language learning purposes. The language in non-authentic texts is artificial and unvaried, concentrating on something that has to be taught and often containing a series of "false-text indicators" that include:

1)perfectly formed sentences (all the time);

2)question using a grammatical structure, gets a full answer;

3)repetition of structures;

4)very often does not "read" well.

The artificial nature of the language and structures used, make them very unlike anything that the learner will encounter in the real world and very often they

do not reflect how the language is really used. They are useful for teaching structures but are not very good for improving reading skills (for the simple fact that they read unnaturally). They can be useful for preparing the learner for the eventual reading of "real" texts. If authentic texts have been written not for language learning purposes but for completely different ones, where do they come from and how are they selected? The sources of authentic materials that can be used in the classroom are infinite, but the most common are newspapers, magazines, TV programs, movies, songs and literature. One of the most useful is the Internet. Whereas newspapers and any other printed material date very quickly, the Internet is continuously updated, more visually stimulating as well as being interactive, therefore promoting a more active approach to reading rather than a passive one. From a more practical point of view, the Internet is a modern day reality, most students use it and for teachers, there is easier access to endless amounts of many different types of material. From a even more practical/economical point of view, trying to obtain authentic materials abroad can be very expensive, an English paper/magazine can cost up to 3-4 times the price that it usually is and sometimes is not very good. Often by having unlimited access in the work place, looking for materials costs nothing, only time. Authentic materials should be the kind of material that students will need and want to be able to read when travelling, studying abroad, or using the language in other contexts outside the classro. Authentic materials enable learners to interact with the real language and content rather than the form. Learners feel that they are learning a target language as it is used outside the classroom. When choosing materials from the various sources, it is therefore worth taking into consideration that the aim should be to understand meaning and not form, especially when using literary texts with the emphasis being on what is being said and not necessarily on the literary form or stylistics. Nuttall gives three main criteria when choosing texts to be used in the classroom suitability of content, exploitability and readability. Suitability of content can be considered to be the most important of the three, in that the reading material should interest the students as well as be relevant to their needs. The texts should motivate as well as. Exploitability refers to how the text can be used to develop the students' competence as readers. A text that can not be exploited for teaching purposes has no use in the classroom. Just because it is in English does not mean that it can be useful. Readability is used to describe the combination of structural and lexical difficulty of a text, as well as referring to the amount of new vocabulary and any new grammatical forms present. It is important to assess the right level for the right students.Variety and presentation also influence the choice of authentic materials. A reading course can be made more interesting if a variety of texts is used. Students very often find it very boring when dealing with only one subject area, as can be the case when dealing with English for Specific Purposes (ESP). One of the advantages of using texts dealing with the same subject area is that they use the same vocabulary, with the student having to make very little conscious effort to learn it. While on the contrary, the student becomes highly

specialized in that particular area and not in others. Whether the text looks authentic or not, is also very important when presenting it to the student. The "authentic" presentation, through the use of pictures, diagrams, photographs, helps put the text into a context. This helps the reader not only understand the meaning of the text better but also how it would be used. A more "attractive" text will appeal to the student and motivate them into reading. It may seem to be a very superficial aspect but the appearance of any article is the first thing that the student notices. An "attractive" looking article is more likely to grab the reader's attention rather than a page full of type. Very often it is so easy to just download an article from the Internet and present the student a page full of impersonal print, without taking any of these factors into consideration. Other factors worth taking into consideration when choosing authentic material for the classroom can include whether the text challenges the students' intelligence without making unreasonable linguistic demands, does the language reflect written or spoken usage, is the language in the text natural or has it been distorted in order to try and include examples of a particular teaching point?

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PEER EVALUATION IN PROCESS WRITING

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In the field of English language teaching there exist four basic skill areas namely reading, writing, listening and speaking. Each area plays a significant role