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Ish jarayonida talabalar o'qituvchilar bilan maslahatlashdilar. Etarli miqdordagi materiallar to'plangach, ilmiy jamiyat yig'ilishi bo'lib o'tdi, unda har bir guruh bajarilgan ishlar to'g'risida hisobot berdi.

So'ngra qaysi so'zlar ko'proq ilmiy, kognitiv va badiiy adabiyotlarda ko'proq ishlatilishini tekshirishga qaror qilindi.

Ilmiy, kognitiv va badiiy matnlarda mahalliy rus va o'zlashtirilgan so'zlarni miqdoriy taqqoslash uchun siz darslikdagi matnlardan 1 kurs uchun foydalanishingiz mumkin. Qabul qilingan so'zlarni va ona rus tilini hisoblang va qaysi so'zlar ko'proq ekanligini aniqlang.

Talabalar jumboqlarni echishadi va olingan so'zlarning belgilariga tayanib, so'zlarning kelib chiqishini - taxminlarni aniqlaydilar.

Amaliyot shuni ko'rsatadiki, boshlang'ich maktab yoshidagi bolalar, o'qituvchilar va ota-onalarning bunday birgalikdagi faoliyati muvaffaqiyat, quvonch, qoniqish holatini yaratadi, bolada ijobiy o'zini o'zi qadrlash va ijobiy rangli, qulay psixologik holatni shakllantirishga hissa qo'shadi va natijada hissiy zaryad keyingi harakatlar uchun rag'bat bo'lib xizmat qiladi, ijod ufqlarini ochadi. Talaba nuqtai nazaridan loyiha - bu o'zingizning imkoniyatlaringizdan maksimal darajada foydalangan holda, o'zingizning, guruhingizda yoki o'zingizning xohishingiz bilan qiziqarli narsa qilish imkoniyatidir; bu sizga o'zingizni namoyon etish, qo'lingizni sinab ko'rish, bilimingizni qo'llash, o'z manfaatingizni etkazish va jamoatchilik erishgan natijani ko'rsatishga imkon beruvchi faoliyat; Bu o'qituvchilar o'zlari tomonidan maqsad va vazifa shaklida shakllangan qiziqarli muammoni echishga qaratilgan mashg'ulot, agar ushbu faoliyat natijasi - muammoni hal qilishning topilgan usuli amaliy xarakterga ega bo'lsa, qiymat va bu juda muhim, kashfiyotchilarning o'zi uchun qiziqarli va ahamiyatlidir.

O'qituvchi nuqtai nazaridan loyiha - bu muayyan vaziyatda ko'rib chiqishda ushbu muammolaning kelib chiqadigan muammolarni echish orqali muammoni hal qilish yo'lini topishga, maqsadga muvofiq faoliyatni o'rgatishga imkon beradigan didaktik vosita.

Demak, bu talabalar uchun ham muammo shaklida shakllangan vazifa, ham ularning maqsadga muvofiq faoliyati, ham o'zaro munosabatlarni tashkil etish shakli, talabalar o'qituvchi va talabalar bilan o'zaro, hamda hal qilish usuli sifatida faoliyat natijasi ular topgan loyiha muammosi.

Mahalliy va xorijiy o'qituvchilar va psixologlarning fikriga qo'shilmaslik mumkin emas, unga ko'ra loyiha asosida o'qitish sinf-dars tizimini o'rnatish bosmasligi va o'ziga xos davoga aylanmasligi kerak, bu to'g'ridan-to'g'ri va boshqa turlarga qo'shimcha sifatida ishlatilishi kerak. bilvosita o'qitish. Tajriba ko'rsatib turibdiki, ijodiy loyihalar uslubi boshqa faol o'qitish usullari qatori boshlang'ich sinflarda ham samarali qo'llanilishi mumkin. Shu bilan birga, loyiha usuli bo'yicha o'quv jarayoni an'anaviy o'qitishdan sezilarli darajada farq qiladi.

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UDC 81-13

THE QUALITY OF MIND MAP TECHNOLOGY IN ENGLISH CLASSES

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Annotatsiya. Maqola bolalarning yosh xususiyatlarini inobatga olgan holda ingliz tili darslarida aql-idrok xaritasidan foydalanishning dolzarbligini aks ettiradi, siz darsning turli bosqichlarida ularni foydalanish usulini ko'rishingiz mumkin, bu tizim-faoliyat yondashuvida yaratilgan bo'lib, o'rganishga imkon beradi.. Zamonaviy dunyoda tobora o'sib borayotgan axborot oqimiga qarshi kurashish va shu bilan birga ma'lumotlarni qayta ishlashga ko'p vaqt sarflamaslik uchun o'quv jarayonida aql-idrok xaritalarini yaratish usuli qo'llanilmoqda. Ushbu uslubni ingliz tili darslarida qo'llash natijasida chet tilini o'zlashtirish uchun ijobiy turtki yaratiladi.

Kalit so'zlar: aql-idrok xaritasi, markaziy tasvir, radial tarmoqlar, ish bosqichlari, differentsial yondashuv, dars.

Аннотация. в статье отражена актуальность применения интеллектуальных карт на уроках английского языка, с учетом возрастных особенностей детей, вы сможете увидеть методику использования их на различных этапах урока, построенного в системно-деятельностном подходе, позволяющую осуществлять обучение дифференцированно. В современном мире для того, чтобы справиться с постоянно растущим потоком информации и при этом не тратить много времени на обработку данных, в образовательном процессе применяется метод создания интеллектуальных карт. В результате использования данного метода на уроках английского языка создается положительная мотивация к овладению иностранным языком.

Ключевые слова: интеллектуальная карта, центральный образ, радиальные ветви, этапы работы, дифференцированный подход, урок.

Abstract. The article reflects the relevance of using intelligence cards in English lessons, taking into account the age characteristics of children, you can see the method of using them at different stages of the lesson, built in a system-activity approach, which allows learning in a differentiated manner. In the modern world, in order to cope with the constantly growing flow of information and at the same time not spend a lot of time

processing data, the method of creating mind maps is used in the educational process. As a result of using this method in English lessons, a positive motivation for mastering a foreign language is created.

Key words: intelligence map, central image, radial branches, stages of work, differentiated approach, lesson.

A foreign language, as an academic subject, has great opportunities for creating conditions for the cultural and personal development of schoolchildren. The social order of society in the field of teaching foreign language puts forward the task of developing the personality of students, strengthening the humanistic content of education, more fully realizing the educational, educational and developmental potential of the subject in relation to the individuality of each student. Therefore, the main goal of teaching a foreign language at the present stage of the development of education is the student's personality, a person who is capable and willing to participate in intercultural communication in the target language and independently improve in foreign language speech activity, which the student masters in the learning process. The challenge facing the school is primarily in the introduction and effective use of new educational technologies. Among all the variety of innovative pedagogical technologies that I successfully use in my lessons, I want to highlight the mind map technology (the technology of using mind maps).

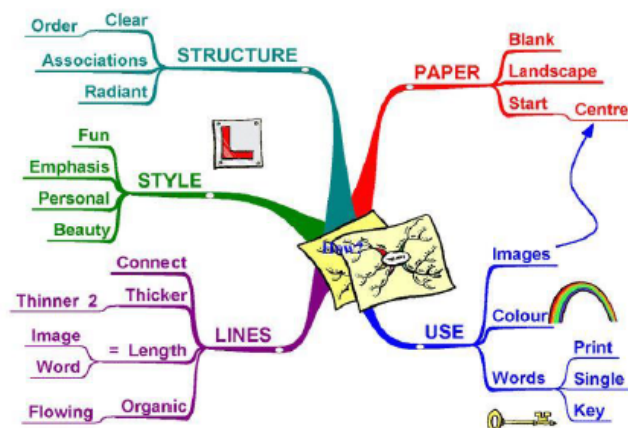
Mind - map is a convenient and effective technique for visualizing thinking and alternative notation.[1,25]. Mind maps are a way to effectively structure and process information, as well as to think using all your creativity and intellectual potential. This way of working with information in various varieties and under other names existed long before Tony Buzan. [1,36]. But it was Tony Buzan (English psychologist, writer, lecturer and consultant on intelligence, learning psychology and thinking problems) who began to popularize the ideas of mind maps as an effective way of working with information.

Mind map is an expression of how a child's brain works. This is in the literal sense a map of the intellect, since its compilation involves the direct memory, associative and creative thinking of the student.[3,704]. Within the framework of communicative teaching of a foreign language, the main attention is paid to the development of students' skills in writing and speaking in a foreign language. The ability of reasoning, expressing one's attitude on any problem is highly valued; methodological techniques aimed specifically at organizing student communication with each other and with the teacher in the educational process are becoming more wide-spread.[4,63]. One of the most important moments in the disclosure of a problem, a topic is the search for an idea, a basic idea, which will then be developed, argued and illustrated.[2,44]. Associations are free flowing, turning into keywords, the first relationships are outlined. At this stage, based on the main word, the topic, history is revealed in associations. Only after that a sentence is formed, the text is structured. With this approach to solving the problem, a full-fledged manifestation of the abilities of students and their individuality is possible.

The main principle of this technology is that we abandon the traditional form of notation in a clear linear order.[5,64]. Linear writing usually uses text with headings, words, paragraphs, lists. What is written down is difficult to remember and even more difficult to recall. This is because visually, such a recording looks monotonous, with constantly repeating elements.

How to create an intelligence map?

Picture 1



1. In order to create an intelligence - a map, we need a white sheet of A4 or A3 paper, multi-colored felt-tip pens, pencils or markers.

2. Use radial instead of linear recording. This means that the main topic on which our attention will be focused is placed in the center of the sheet. It can be a drawing, clippings from old magazines, someone else's drawings, etc. The main thing is to show your imagination.

3. We remove branches from the central image and write down not everything in a row, but only keywords. The most characteristic, vivid, memorable, "speaking" words are selected as keywords. Use keywords! There should be few of them so that they do not add up to a complete sentence. Information presented in the form of

keywords visually connected with each other makes the brain work as quickly as possible. When you only read keywords, you have a feeling of incompleteness, which triggers many new associations that continue the mind map.

4. Each branch should contain one word or thought. To emphasize the importance of these branches, we make them thicker. We write in block letters. I pay special attention to the use of colors. Tony Buzan recommends using at least three. Analyzing this table, we can conclude that it is better to highlight key concepts in red, yellow or orange colors, since the degree of perception of these colors is quite high.

5. From thick branches we draw thinner branches, clarifying the main ideas. Associations that are known to be very helpful in memorization can

supported by symbolic drawings. The number of thin branches is not limited - there can be as many as ideas arise. The more branches, the smaller the font!

6. I advise you to link your thoughts! The use of connecting branches (or connecting arrows) helps our brain to structure information as quickly as possible and create a holistic image.

7. Use no more than 7 ± 2 branches from each object, and better - no more than 5-7, since even a tired person can easily perceive such a map.

8. All emerging new associations refer to further branches of the map or enter in the comments around the objects of the map (topics), which when writing on paper are convenient to do on stickers.

9. Use grouping to indicate single-meaning groups.

10. Sometimes you understand that you need to add more, for example, two branches, but you just can't formulate their name. In this case, it is recommended to draw branches and leave them empty. At this point, you will have an unfinished action and your brain will become over-motivated to fill in these branches and come up with the necessary ideas.

"A child may not be a great scientist, but an independent person, capable of analyzing his actions, behavior, self-improvement, realizing himself in the world around him, he needs to learn."

As a rule, a foreign language is treated as a very difficult subject. This situation can be changed by creating a positive motivation for students to learn a foreign language. It is not enough to generate initial interest; it must be constantly maintained and expanded. Keeping students willing to work day after day, from lesson to lesson, moving forward in small steps, is not easy.

The goal of each teacher is to interest students in their subject, to make them want to master it. The student's need to study the subject also depends on what technology the teacher uses in teaching, i.e. how he teaches.

I believe that this technology is ideal for teaching students a foreign language. Mind maps can be modified and adapted depending on the goals and objectives set for the students. We do the work on creating maps not only in the classroom, but also at home.

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COMPUTER-ASSISTED LANGUAGE LEARNING (CALL) AND LANGUAGE SKILLS

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Аннотация. Ушбу мақолада компьютер ёрдамида тилни ўрганиш (КЎТЎ) нинг қисқача тарихи муҳокама қилинади. Дастлаб КЎТЎ ва унинг асосий тушунчалари аниқланади, сўнг КЎТЎ тарихи ҳақида қисқача маълумот берилди. КЎТЎ ҳар бир фазасининг хусусиятлари тегишли лисоний ва афзалликлари ишлаб чиқилган. Тил қўникмаларини ўқитишда КЎТЎ -дан қандай фойдаланиш ҳақида тез ва қисқа қўлланма берилган. Охир-оқибат, келажак истиқболлари тасвирланади ва мумкин бўлган тадқиқот соҳалари жорий этилади.

Калит сўзлар: Тил ўрганиш, КЎТЎ, тилни билиш, ўрганиш ва ўқитиш, компьютер технологиялари, сунъий интеллект

Аннотация: В этой статье обсуждается краткая история компьютерного обучения языку (CALL). Сначала дается определение CALL и его ключевые концепции, затем дается краткое изложение истории CALL. Характеристики каждой фазы CALL, разработаны соответствующие лингвистические и преимущества. Предлагается краткое и краткое руководство по использованию CALL для обучения языку. В конце отображается перспектива на будущее и представлены возможные области исследования.