

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ

ФАРҒОНА ДАВЛАТ УНИВЕРСИТЕТИ

**FarDU.
ILMIY
XABARLAR-**

1995 йилдан нашр этилади
Йилда 6 марта чиқади

1-2019

**НАУЧНЫЙ
ВЕСТНИК.
ФерГУ**

Издаётся с 1995 года
Выходит 6 раз в год

А.Тожалиев Инновацион ривожланиш – жамиятнинг янги тараққиёт босқичида муҳим омил	66
АДАБИЁТШУНОСЛИК	
Н.Каримов Исҳоқхон Иброт: янги маълумотлар.....	69
Ҳ. Худоймуродова “Рўзи Чориевнинг сўнгги васияти”да биографик метод.....	74
О.Абобакирова Ўзбек болалар ҳикоячилигининг услубий хусусиятлари	77
ТИЛШУНОСЛИК	
М.Ҳакимов, М.Ғозиева Овоз тембрининг функционал хусусиятлари.....	81
Р.Шукуров, Г.Жўрабоева Исҳоқхон Ибротнинг «Фарғона тарихи» асарида водий топонимлари таҳлили	87
О.Бегимов Қўшма таркибли оронимларнинг ясалишига доир	92
ПЕДАГОГИКА, ПСИХОЛОГИЯ	
Л.Ахмедова Инновацион таълим технологиялари орқали олийгоҳ талабаларини инглиз тилида сўзлашга ўргатиш	96
Ж.Жалолов Чет тили ўқитиш мазмунини тайёрлаш ва ўргатиш методикаси (методологик нуқтаи назар).....	101
ИЛМИЙ АХБОРОТ	
А. Ўринов, Г.Собиржонова Функция ҳосиласининг тенгламалар ечишга татбиқи.....	105
Д.Орипов Қаср тартибли оддий дифференциал тенглама учун локал ва нолокал шартли чегаравий масала ҳақида	108
Н.Тўхтасинова Псевдоқавариқ соҳалар ва уларнинг хоссалари	111
Ф.Исматуллаев, С.Ахмедова Ўзбекистон – Италия ҳамкорлигининг айрим масалалари	113
М.Усманов Фуқаролик жамиятининг маданий ва гуманитар жабҳалари.....	115
М. Раджабова Фарғона вилояти шаҳарларида аҳолига тиббий хизмат кўрсатишнинг аҳволи (1917 – 1924 йиллар)	118
Б.Бахриддинова Билвосита ва бевосита таржимада реалиялар.....	121
З.Жўраева, Н.Ўсарова, Н.Дўлтаева Салиҳ Бишакчи томонидан Абдурауф Фитрат асарларининг қиёсий таҳлили	124
И.Ҳожалиев, И.Аҳмаджонов Термин ва талқин муаммосига доир	127
Б.Қурбонова, З.Каримова Ўзбек ва қирғиз тиллари лексикасида макон семали лексемаларнинг ифодаланиши.....	130
Г.Икромова Шароф Бошбеков драмаларининг айрим фонетик хусусиятлари	132
ФАНИМИЗ ФИДОЙЛАРИ	
Ўзбек тилшунослигининг фозил сиймоси	135
БИБЛИОГРАФИЯ	
Библиография	137

УДК: 811.161.1:821

TEACHING OF HIGHER EDUCATION STUDENTS SPEAKING ENGLISH WITH THE USE OF INNOVATIVE EDUCATIONAL TECHNOLOGIES

Л.Ахмедова

Аннотация

Мақола инновацион таълим технологиялар орқали олийгоҳ талабаларининг инглиз тилида сўзлаш малакаларини ҳосил қилишга бағишланган. Мақолада нутқ сўзлашда маданий жиҳат, мавзуларни танлаш ва йўналтириш босқичи, мотивация масалалари ёритиб берилган. Интерактив технология "Ҳикоя харитаси", "Прогноз харитаси", "Сувдаги доиралар", "Ақл харитаси" каби усуллар ва методлардан фойдаланилган ҳолда ўқитиш методикаси тасвирланган. Қайд этилган усулларнинг таърифи ва уларнинг яратилиш тарихи ҳақида қисқача маълумот берилган ҳамда ушбу усулларни ишлатилишига оид мисоллар келтирилган.

Аннотация

Статья посвящена обучению говорению на английском языке студентов вузов с использованием инновационных образовательных технологий. В статье раскрывается культурологический аспект в обучении говорению, этап выбора и ориентации тем, вопросы мотивации. Описывается методика обучения говорению с использованием интерактивной технологии, таких его методов и приёмов, как «Карта рассказа», «Карта прогноза», «Круги на воде», «Карта интеллекта». Дается определение перечисленных методов и краткая информация об истории их создания. Использование перечисленных методов и приёмов подкрепляется конкретными примерами.

Annotation

The article is devoted to teaching students to speak English with the use of innovative educational technologies. The article reveals the cultural aspect in teaching speaking, the topic orientation stage, the issues of motivation. The technique of teaching speaking using interactive technology, such methods and techniques as "Story Map", "Prediction Chart", "Circles on the water", "Mind-Mapping" is described. The definition of the listed methods and brief information about the history of their creation are given. The use of these methods and techniques are supported by specific examples.

Таянч сўз ва иборалар: гапириш, ўргатиш, инновацион таълим технология, метод, усул, маданий жиҳат, мотивация.

Ключевые слова и выражения: говорение, обучение, инновационная образовательная технология, метод, приём, культурологический аспект, мотивация.

Key words and expressions: speaking, teaching, innovative educational technology, method, technique, cultural aspect, motivation.

The present stage of social and economic progress of our republic is characterized all by wider information and a computerization of its various areas. Qualitatively new step in modernization of educational system is development and introduction of innovative educational and information-communication technologies in educational process.

Today it is impossible to imagine educational process without use of innovative educational technologies, which are a necessary condition of intellectual, creative and moral progress trained. Also it is necessary to note, that technologies, methods, it is a lot of receptions of training and it is necessary for modern teacher to know a procedure of their use to have a possibility to choose what conform to features of its outlook and an operational experience.

In each specific situation before the teacher, there is a problem: how to provide an optimality

and efficiency of the decision of a training problem. In addition, it is necessary to be able to choose those technologies, methods and technics of training which in the certain situation will be most appropriate, and, the main thing, – are effective in work on a specific student.

In given article we shall consider teaching of higher education students speaking English with the use of innovative educational technologies.

Speaking is a productive speech activity. Speaking is a skill of oral communication in sending an oral message. The main goal of teaching to speak is developing learners' abilities in accordance with their real needs and interests to communicate orally in different social and culture situations.

First of all it is necessary to take notice at culture aspect in teaching to speak.

Л.Ахмедова – Ўзбекистон давлат жаҳон тиллари университети инглиз тили ўқитиш методикаси кафедраси профессори, педагогика фанлари доктори.

Teachers organizing speaking lesson must keep in mind that different cultures talk about different things in their everyday lives. That is why both teachers and learners need to develop a sense of taboo subjects if they are to avoid offence.

If we accept the fact that language is embedded in culture, then some elements of crosscultural training are inevitable and the inclusion of some cross-cultural work in the teaching of communicative skills would seem to offer the following advantages:

- crosscultural issue can generate discussion in their own right;
- knowledge of why people in the English culture behave in certain ways should make native speakers easier to interpret;
- a sensitivity to the ways social norms operate in other languages should make the learning of certain areas of language (such as *politeness formulae*) easier;
- if learners become aware of issues such as social taboos, they are less likely to cause offence by breaking them. Besides, they would begin to fall into the category of foreigner that native speakers find easy to talk to.

In our opinion, topic orientation stage is also very important in teaching to speak. Learners may need to be orientated to the speaking task. The general rule is to formulate tasks in terms learners can understand and make sure that the instructions are clear.

Before the lesson, teachers should record themselves while they are giving instructions for a speaking activity. Then they should listen for checking if the instructions are clear and how instructions may be modified.

One possible paradigm for teaching instruction giving is as follows:

- Teacher should think through instructions from the point of view of the learner.
- Teacher should include only the essential information in simple, clear language.
- Teacher should insist on silence and make sure he/she can be seen. Teacher should make eye-contact.
- Teacher should use demonstration and gestures where possible to go with your explanation.
- Teacher should make sure the learners have understood what to do. Teacher should do this by asking for a demonstration or for an answer to a question, which proves

understanding. A yes/no answer to a question like *Do you understand? Are you with me?* is not particularly revealing.

We agree with the point of scientists, that motivation is main part in teaching to speak. A great deal of motivating language practice can be generated by asking learners to talk about themselves, to share their private store of experience with one another, providing they have a framework in which to do so. The framework, especially in the early stages, should limit the exchanges to quite simple factual information. Such exchanges constitute a natural information gap activity in which all learners are able to participate [1].

Last but not least is the choice of the topic to discuss. Learners are sometimes not motivated to talk because they lack involvement in the topic. However, even where learners admit interest, they may be unwilling to talk about it in English because they lack the linguistic resources. It is a good idea to talk about things which are within the learners' experience or which they think they might influence their future lives or attitudes. One idea to help learners go is finding the topic to discuss but instead of discussing it under a general perspective, teacher could try setting a specific related problem.

In our opinion, it is important for teachers to correct mistakes made during speaking activities in a different way from the mistakes made during a study exercise. When learners are repeating sentences trying to get their pronunciation right, then the teacher will often correct (appropriately) every time there is a problem. But if learners are involved in a passionate discussion about whether smoking should be banned anywhere, the effect of constant interruption from the teacher will destroy the conversational flow, thus mining the purpose of the speaking activity.

There a lot of different innovative methods and techniques for teaching speaking that the teacher can use in practice. Now let us stop at the some of them the teacher may exploit while working with English language.

“Scheme theory”. R.S. Anderson invented “scheme theory”. According to this theory as R.S. Anderson highlights, the understanding of a text occurs through activating individual scheme (Personal Schemata) of a student, carrying his previous experience received as a result of given

activity. While integrating new information with earlier obtained one a new more advanced scheme appears, i.e. students understand a text better when they understand its structure (Story Structure) or (Story Schema), and this understanding coincide with expectation of what should happen in the story [2].

An interaction theory asserts that students absorb language better if they interact with all aspects of their environment. That is why it is essential to switch in thoughts and feelings of each student and use personal, social and cultural context of their activity. Understanding of a content of a certain story in many ways depends of how the reader interprets the author, the way how he interacts with him. So R.S. Anderson invented the «story map» and the «prediction chart».

STORY MAP

After reading or listening a story students fill out a map, prepared by the teacher in advance, where essential elements of given text are reflected. This exercise may be accomplished both individually and in groups. Filled story chart is a good graphic organizer for further discussion, composing a story, and retelling.

It is necessary to note that filling the chart may be performed both in writing and in verbal form: it depends on the goal that is set by a teacher at each lesson. If the group is fluent in English language there is no reason to waste time for writing because students can easily accomplish such an exercise verbally. This chart will be used as an elementary graphic organizer for constructing logically literate elocution.

Story map

The setting	
The main characters	
Statement of the problem	
Event 1	
Event 2	
Event 3	
Event 4	ë
Event 5	
Statement of the solution	
Story theme (What is the story about?)	
Values brought out of the story	

PREDICTION CHART

The «prediction chart» just like the previous ones develops students’ speech and thinking and forming ability foresee, analyze and compare different events and acts. At the beginning before reading the story a teacher discusses a name of the story with students (if the illustration is provided it is also can be discussed). Students try to predict story content by its title. They can rise up their suggestions

about principle characters and events. Then, after reading, they compare suggestions with what happened in the story indeed. On the way of reading students more and more pay attention to certain details, correlate description of events. The aim of such exercise is to arouse students’ interest to read, their inner motivation. The «prediction chart» can be looked like this:

	What I predict will happen?	What actually happen?
Chapter 1		
Chapter 2		

Filling out this chart the students learn to analyze similarities and differences in characters behavior, compare similar descriptions and events. This chart filling out individually or in groups with subsequent discussion out front, id est collectively. It is also possible to use this task for subsequent essay on certain given theme. A teacher can suggest the theme for composition, as

well as a student himself can choose the theme on his discretion. A teacher supposes to discuss certain questions that can help students to form their own opinion.

CIRCLES ON THE WATER

Work on the text is maybe organized through search of key concepts and disclosing of their essential signs. The keyword or concept is recorded on a vertical, and then steal up on each letter of a word of the characteristic. The given reception develops capacities to see in general private and in private the general. For example, after reading the novel O'Henry «The Last Leaf» we give task to students - make up «Circles on the water» choosing fraise «Last Hope» and answering to the question: What is told in the novel «The Last Leaf» about?

Little poor district was full of painters.

At the top of 3-store building lived Johnsy and Sue.

Sue was unhappy by Johnny's sudden illness.

To tell the truth, they have lots problems with money and health.

Her, i.e. Johnny's diagnosis was pneumonia.

Old Behrman – a painter and neighbor dreamed to be famous.

Poor Behrman saved Johnny's life by drawing the leaf on the wall.

Eventually, he died because he had to draw on a dreadful cold weather.

«MIND- MAPS» OR «MIND-MAPPING»

British physiologist Tony Buzan invented «Mind- Maps» or «Mind-Mapping» in 1970. «Mind-Maps» is a method of a graphic representation, processing and storing of the information, creative problems, the tool of progress of memory and thinking. All we in the childhood loved books with pictures, and many love and now. And it is proper, because it is useful for progress of mind as psychologists approve. And on this preference - it is better to see once — the techniques «Mind-Mapping» is based [3].

How to make «Mind-Mapping»? Choose any certain basic subject matter, and then from it as beams from the sun or branches from a tree trunk, are under construction the various ideas anyhow connected with the basic subject matter undertakes. Communications between various branches are established also. Each new idea (branch) becomes an initial point for extension of this process that is again the ideas connected by it depart from it. Basically, this process maybe endless. So, we have decided to draw «Mind-Mapping». The sequence of our actions is those:

1. We take a sheet of paper of format A4 or A3 and color pencils, handles or felt-tip pens.

2. We put a sheet of paper horizontally and in its center by a picture or one-two, words it is designated the basic concept or an analyzed problem (business-plan, rest in summer, a healthy way of life, the plan of performance, a content of article, etc.). It is led round this concept of a framework or in a circle.

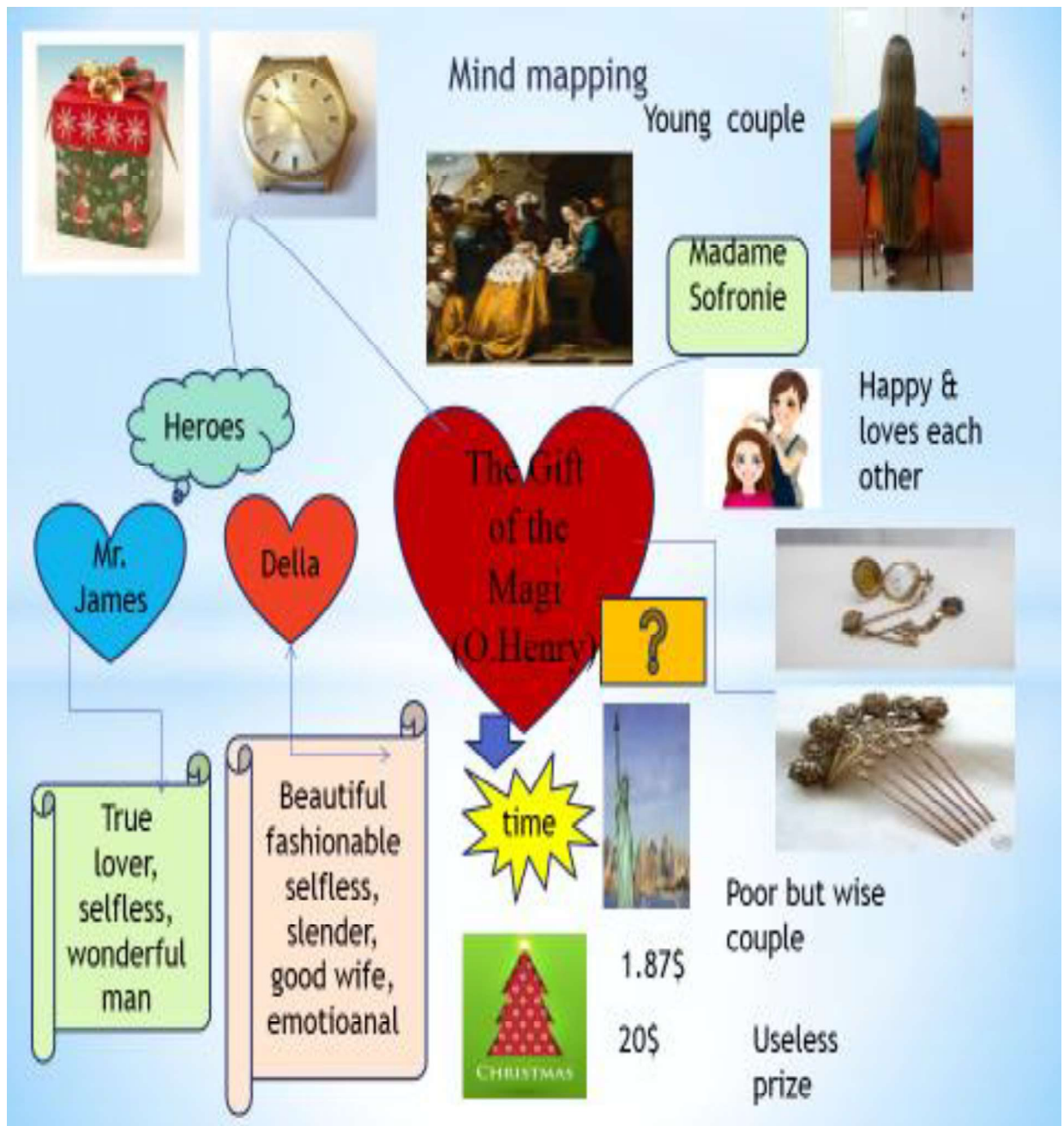
3. From the central object it is drawn in different sides of a branch — the basic related concepts, properties, associations, aspects. Branches it is drawn color. We sign everyone one-two words, it is legible; it is desirable even printed letters. Drawing «Mind-Mapping» we apply, as much as possible colors and as it is possible is more often we use pictures.

4. From each branch more thin are drawn a little branches — progress of associations, specification of concepts, detailed elaboration of properties, a concrete definition of directions.

5. Semantic blocks we separate lines, we lead round in a framework (it should not be forgotten about colors).

6. Connections between elements of Mind-Mapping we show arrows (too different color and thickness).

For example, after reading the novel O'Henry «The Gift of the Magi» we offer to students make up «Mind-Mapping» [4].



Thus, we come to conclusion, that speaking takes the important place in teaching foreign languages. Language acquisition level depends on learning efficiency to speaking. In many cases the learning efficiency to speaking depends on the chosen approach, methods, technics to teaching foreign languages.

And the main task of each teacher — to provide mastering appropriate technology that is the most important prerequisite of speaking, development students' skills and abilities to use it in communication in the learned language, mastering the technics of the doctrine necessary for successful advance in a learning of foreign language.

REFERENCES

1. Milrud R.P. English Language methodology. – Moscow, 2007.
2. Konisheva A.V. Modern methods of teaching English. – Minsk, 2007.
3. <http://www.quester1.narod.ru/mindmap/Doklad.htm>. (accessed 17.05.2007).
4. O'Henry. The Gift of the Magi. – Moscow, 2001.