International

scientific and practical conference

DECEMBER 6
2024

2024



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The main directions of socio-economic development of New Uzbekistan: problems and solutions

MINISTRY OF HIGHER EDUCATION, SCIENCE AND INNOVATION OF THE REPUBLIC OF UZBEKISTAN

JIZZAKH BRANCH OF THE NATIONAL UNIVERSITY OF UZBEKISTAN NAMED AFTER MIRZO ULUGBEK

Scientific journal of Science technology & Digital finance

The main directions of socio-economic development of New Uzbekistan: problems and solutions collection of materials of the international scientific and practical conference on the topic

(December 6, 2024)

(Part 2)

Jizzakh-2024

Department of Economics and tourism of Jizzakh branch of the National University of Uzbekistan named after Mirzo Ulugbek
6.12.2024

The main directions of socio-economic development of New Uzbekistan: problems and solutions collection of materials of the international scientific and practical conference on the topic – Jizzahk: Department of economics and tourism of Jizzakh branch of the national university of Uzbekistan named after Mirzo Ulugbek, December 6, 2024, 450 pp.

Editors in charge: DSc.prof. Turakulov O.X., PhD. O'ralov A.I.

In the collection of materials of the conference, the role and role of Science, Education and production in the era of globalization, the pressing problems of the issues of interaction of these processes, feedback on their solutions were presented by mature specialists of the field.

In addition, research on the scientific and practical topic, carried out in the economics, Exact Sciences, Natural Sciences and socio-humanities during the globalization period, information is presented in the scientific and practical fields, which includes the latest innovative technologies in the fields of production.

It can be argued that this collection is one of the specific intersections of current thoughts and innovative ideas of the world of science. This scientific and practical conference was actively attended by professors and scientific researchers engaged in scientific research in Uzbekistan and foreign countries. In increasing the position of the scientific and practical conference, the professors and teachers of domestic and foreign higher educational institutions made a significant contribution.

Professors and teachers of foreign higher educational institutions who actively participated in the work of the conference made a worthy contribution to the high level of interaction with scientists of our country. The processes of international cooperation with foreign countries and exchange with them in the field of Science in the era of globalization have a positive effect on the development of Higher Education, the fields of Science and production. The materials of this conference are special in that they include a wide range of research, from theoretical developments to practical solutions, demonstrating the diversity of approaches and directions in this area.

In conclusion, it should be noted that this scientific and practical conference will be a very useful collection for everyone who is interested in modern research in the fields of further development of Higher Education, Science, Education and production in the era of globalization. The authors are responsible for the content and quality of the articles and abstracts included in the collection.

CHET TILI DARSLARINI SAMARASINI OSHIRISHNING INNOVATSION USULLARI



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Annotatsiya: Ushbu maqolada chet tili darslarini o`qitishda pedagogik texnologiyalardan foydalangan holda ta’lim samaradorligini oshirish, dars jarayonini o‘yinlar orqali samarasini oshirish, talabalarni faol ishtirokiga erishish yo‘llari ko‘rsatilgan.

Kalit so‘zlar: o‘yinlar, innovatsion texnologiyalar, interfaol metodlar, talaba faolligi.

Talabalarning chet tilini o‘rganishga yetarlicha ishtiyoqi va qiziqishi yo‘qligining bir qancha sabablari borki, har bir o‘qituvchining vazifasi “talabalarning darsga bo‘lgan qiziqishini doimo saqlab turish va oshirish”dir. Maktab talabalarining e’tiborini jalb qilish usullaridan biri o‘qitishning nostandart shakllari - ular “talabalarning e’tiborini jalb qiladi, fanga qiziqishini oshiradi va materialni yaxshiroq o‘zlashtirishga hissa qo‘shadi”. Darsning nostandart shakllariga -ekskursiya darslari, tematik darslar, didaktik o‘yinlar va albatta, guruhlarda ishlash kiradi. Bu erda tobora ommalashib borayotgan til o‘rgatishning faol usullari muhim o‘rin tutadi. Faol o‘qitish usullari –“talabalarni o‘quv materialini o‘zlashtirish jarayonida faol fikrlash va amaliyotga undaydigan" usullardir.

Chet tilini o‘rgatish samarali bo‘lishi uchun darsni boshqacha tashkil etish, talabalar e’tiborini jalb qilish, eng muhimi, tilni mustaqil o‘rganishga undash zarurligi ko‘rinib turibdi.

Chet tili darslarida o‘yinlar odatda, dars yakuniga hali bir necha daqiqa qolgan bo‘lsa, bo‘shliqni to‘ldirish uchun ishlatiladi. Ammo chet tilini o‘rganish birinchi navbatda, mashg‘ulot bo‘lib, unda mashq shakli sifatida o‘ynash katta ahamiyatga ega.

O‘rganilgan materialni mashq qilish va qo‘llash asosiy muammolardan biridir. Chet tilini o‘rgatishda gap, faqat o‘rganilayotgan tilni bilish emas, balki undan yetarlicha foydalana olishdir. Gans Aebli aytganidek, "Mashq qilish-takrorlash demakdir".

Unutishga qarshi kurashish kerak, o‘rganilgan narsalarni mustahkamlash va uni avtomatlashtirish kerak. Agar yozma mashqlar talaba uchun zerikarli bo‘lsa, unda hilma-hil amaliy mashqlarni qo‘llash kerak. Buning uchun mashqlarning turli va rag‘batlantiruvchi shakllaridan foydalanish zarurdir. Ta’lim o‘yinlari bu yerda muhim qo‘shimcha hisoblanadi. Chet tilini o‘rganishda har bir metod muhim ahamiyatga egadir: xotira o‘yinlaridan tortib keng ko‘lamli ro‘lli o‘yinlargacha.

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Darslarni innovasion texnologiyalardan foydalanish asosida tashkil etish ijobiy natija beradi, chunki oqituvchi innovasion faoliyat yuritgandagina ta’lim mazmuni o‘zgaradi.

Chet tili fanidan mashg‘ulotlarni olib borishda pedagog xodimlarning ixtisosi, bilimi va ko‘nikmalari, kasbiy mahorat darajasi, uni dunyo qarashi, shaxsiy psixologik xususiyatlarni hisobga olgan holda, innovasion texnologiyalardan foydalanish zamonaviy dars berishning asoslarini yaratishdek ulkan pedagogik g‘oyalarga zamin bo‘lishi mumkin. Bugungi kunda o‘quv mashg‘ulotlari samaradorligini oshirish maqsadida quyidagi usullar qo‘llanilmoqda: "Klaster", "Aqliy hujum", "Kichik guruhlarda ishlash", "Rolli o‘yin", "Press usuli", "BBB", "Orfografik estafeta", "Yumaloqlangan hor","Sinkveyn", "Zigzag", "Yozma bahslar", "Qarorlar shajarasi", "Baholovchi munozara","Oxirgi so‘zni menga bering", "Modelli dars", "Yakun chiqaruvchi plakat", "Yelpig‘ich","Charxpalak", "Fikrlovchi qalpoqcha" kabi.

Chet tili darsida interfaol metodlar va ta’limiy o‘yinlardan foydalanish talabalarni mustaqil fikrlashga, ijodiy izlanish va mantiqiy fikrlash doiralarini kengaytirish bilan bir qatorda ularni fanga bo‘lgan qiziqishlarini ham orttiradi.Quyida biz ana shunday metodlardan ayrimlari haqida fikr yuritib, ulardan namunalar keltiramiz:

Mashg‘ulotni o‘tkazish tartibi, muammo o‘zi nima degan savol asosida mavzuga kirib boriladi. Muammo bilish va bilmaslikning o‘rtasi bo‘lib, bunda muammoning dolzarbligi va o‘ziga xosligi nazarda tutiladi. Bir mavzuga oid qator muammolar olinib, undan eng dolzarblari ajratiladi. Mashg‘ulotda o‘qituvchi ishtirokchilarni guruhlarga ajratib, darsni o‘tkazish tartib-qoidalari va talablarini tushuntiradi. Chunki, ushbu texnologiyani amalga oshirish jarayoni bosqichli ketma-ketlik asosida olib boriladi.Ishtirokchilar dars davomida yakka, juftlikda va kichik guruhda faoliyat olib borishlari tushuntiriladi.

Muammoli ta’lim texnologiyasi bo‘yicha amalga oshiriladigan ishlar va bosqichlar ketma-ketligi:

- talabalarni kichik guruhlarga ajratish;
- mavzular matnini guruh ishtirokchilariga tarqatish;
- tanlangan mavzudagi asosiy muammoni ajratib olish;
- shu muammoning kelib chiqish sabablarini o‘zaro o‘rganish va bir to‘xtamga kelish;
- muammoning yechim yo‘llarini ishlab chiqish;
- bajarilgan ishni o‘zaro guruhda ko‘rib chiqish va taqdimot qilish uchun tayyorlash;
- guruhlar taqdimotini o‘tkazish;
- yondosh guruhlarning bajargan ishlarini tahlil qilish va munosabat bildirish;
- muammoli ta’lim texnologiyasi bo‘yicha umumiy xulosa chiqarish.

Muammoli vaziyat yaratish usullari:

-o‘qituvchi talabalarga dars mavzusi bilan bog‘liq ziddiyatli holatni tushuntiradi va uni yechish yo‘lini topishni taklif qiladi;

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-bir masalaga doir turli nuqtai-nazarlarni bayon qiladi;

-hal etish uchun yetarli bo‘lmagan, ortiqcha ma’lumotlar bo‘lgan yoki savolning qo‘yilishi noto‘g‘ri bo‘lgan masalalarni yechishni taklif etadi va boshqalar.

Muammoli vaziyatni hal etish darajalari:

-o‘qituvchi muammoni qo‘yadi va o‘zi yechadi;

-o‘qituvchi muammoni qo‘yadi va uning yechimini talabalar bilan birgalikda topadi;

-talabalarning o‘zlari muammoni qo‘yadilar va uning yechimini topadilar.

Muammoli vaziyatni yechishda qo‘llaniladigan usullar:

-muammoni turli nuqtai-nazardan o‘rganish, tahlil qilish;

-solishtirish, umumlashtirish;

-faktlarni aniqlash va qiyoslash;

-vaziyatga bog‘liq xulosalar chiqarish;

-talabalarning o‘zlari aniq savollar qo‘yishi va boshqalar.

Bu amaliy mashg‘ulotda tinglovchilar quyidagi vazifalarni bajarishlari tavsiya qilinadi:

- O‘qituvchilar o‘z mutaxassislik fanlari bo‘yicha o‘zlari tanlagan mavzuda darsni eng maqsadga muvofiq muammoli o‘qitish turlaridan foydalanib o‘tkazish yuzasidan dars ishlanmasi tayyorlaydilar va uning asosida guruh ishtirokida shu mashg‘ulotni qisqa bayon qilib beradilar va tegishli muhokama o‘tkaziladi.

- Bunda talabalarning quyidagi masalalar bo‘yicha bilim, ko‘nikma malakalarini yanada mustahkamlash nazarda tutiladi:

- O‘quv fani va darslar mavzusini o‘rgatishda ular bilan bog‘liq muammoli masalalarni belgilash, ulardan muammoli vaziyatlar hosil qilish va amalda foydalanishni oldindan rejalashtirib borish. Talabalarning tayyorgarlik darajasini hisobga olish. Zarur o‘quv vositalarini tayyorlash. Muammoli vaziyatdagi mavjud ziddiyatni ko‘rsatish, topshiriqni va uni yechish uchun yetarli shartlarni aniq bayon qilish.

Xulosa qilib shuni aytish mumkinki chet tili darslarida Muammoli ta’lim texnologiyasidan foydalanib talabalarda ijodiy va mustaqil fikr yuritishni rivojlantirishda innovatsion yondashish talaba va o‘qituvchining izlanishlariga poydevor sanaladi, hamda ta’lim sifatining natijaviyligini ta’minlaydi. Biroq, ko‘pincha aniq maqsad uchun to‘g‘ri o‘yinni topish oson emas. Darhaqiqat, mashg‘ulotga u yoki bu o‘yin omilini kiritish orqali o‘yinlarni o‘zingiz o‘ylab ko‘rish odatda oddiyroq va maqsadga muvofiqdir. Boshlash uchun siz o‘yinni auditoriyadagi muayyan vaziyatlarga moslashtirish uchun ularni “ovqatga tayyor” o‘yin sifatida ishlatmasdan, shablon sifatida taqdim etilgan o‘yinlardan foydalanishga harakat qilishingiz mumkin. Shunday qilib, siz zerikmasdan ba’zi o‘yin turlaridan qayta-qayta foydalanishingiz mumkin

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