

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ФАНЛАР
АКАДЕМИЯСИ МИНТАҚАВИЙ БЎЛИМИ
ХОРАЗМ МАЪМУН АКАДЕМИЯСИ**

**ХОРАЗМ МАЪМУН
АКАДЕМИЯСИ
АХБОРОТНОМАСИ**

Ахборотнома ОАК Раёсатининг 2016-йил 29-декабрдаги 223/4-сон қарори билан биология, қишлоқ хўжалиги, тарих, иқтисодиёт, филология ва архитектура фанлари бўйича докторлик диссертациялари асосий илмий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган

2021-МАХСУС СОН-3
Вестник Хорезмской академии Маъмуна
Издается с 2006 года

Хива-2021

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Хоразм Маъмун академияси ахборотномаси: илмий журнал.-№МАХСУС СОН-3 (84),
Хоразм Маъмун академияси, 2021 й. – 348 б. – Босма нашрнинг электрон варианты -
<http://mamun.uz/uz/page/56>

ISSN 2091-573 X

Муассис: Ўзбекистон Республикаси Фанлар академияси минтақавий бўлими – Хоразм Маъмун академияси

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Topic and aims interview must be chosen according to learners or teachers interest. We should name our interview and show the reason why we have chosen this one. The time and the date of the interview must be fixed beforehand. The interview should be very beneficial if it is recorded. After this ceremony, we can discuss about what we have learnt according to the interview. The same time every participant can follow his or her own reflection on video. They can easily find themselves comfortably and uncomfortably while watching and analyzing their interview. In the end teachers, learners must be thanked for their giving information and sharing some problems with the participants. One way of finding out about learners' and teachers' opinions is to ask them to respond to a questionnaire. Teachers can consult classes of learners of their choice about the topic selected by writing a brief questionnaire in small groups, giving it to the learners, and then presenting and evaluating the resulting data in a future training session. It will be very fruitful, if teachers or learners can lead a brief general discussion, focusing on the topic. Teachers must pay particular attention to the clarity of aims of each questionnaire.

Learners, sometimes, teachers also are very shy to take a microphone before camera. But time by time we should teach them to be very confident and self-esteem to express their ideas, opinions, and their point of view. Every interview has to think of a way of summing up at the end. Speech of the presenter must be slow and understandable. We can use different types of visual aids such as the blackboard, projector, phonographs, posters, etc., which will help you to bring your work to life. In the conclusion section we would like to comment on the advantages and beneficial sides of interviewing. Also we want to share some opinions about interviewing and presenting. Decide what to do about questions from the audience, and tell the audience about your policy at the beginning of your presentation or interview. Be always sure before presenting. Please, practice beforehand, checking your timing in particular. Below we can add much more recommendations about interviewing what to do or what not to do. You can use cards as prompts in case you forget your lines. Please practice in front of a mirror and tape record yourself. Talking a long time is not adapted, because nobody can concentrate for that long. Your speech should be brief, understandable, and clear to listen, supplying very useful information. Please, vary sound of your voice, the position of your body and mind your body-language. For each presentation, interview please, pick out and discuss what was effective about it. It is the best way to share and compare ideas with those of your trainer and other participants, and discuss.

In our teaching period we, as teachers are often interviewed by our colleagues and learners. We are very grateful about this process.

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UDC 37.02

THE ROLE OF METHOD PROJECTS IN FOREIGN LANGUAGE LESSONS

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Annotatsiya. Ushbu maqolada innovatsion ta'lim metodlari, xususan "loyiha" usuli va ushbu uslubni xorijiy tillarni o'qitishda qo'llash zaruriyati, uning xususiyatlari va afzalliklari yoritib berilgan.

Kalit so'zlar: loyiha usuli, kasbiy tayyorgarlik, talabalarning faol pozitsiyasi, ijodiy potensial, til ko'nikmasi.

Аннотация. В данной работе является изучения инновационные методы, а так же метод проектов и необходимость применения этого метода в преподавании иностранного языка, его особенности и преимущества.

Ключевые слова: метод проектов, профессиональная подготовка, активная позиция обучаемого, творческий потенциал, языковая компетенция.

Abstract. In this paper highlights of the subject of study innovation methods, so the method of projects and the need to apply this method in the teaching of a foreign language, its features and advantages.

Key words: project method, vocational training, student's active position, creative potential, language competence.

One of the most effective methods of foreign language teaching today is the project method. The project method is a student activity aimed at solving a research or socially significant pragmatic problem. This method allows students to focus not on the language itself, but on the problem, to shift the focus from the linguistic aspect to the informative: to single out the problem, to formulate a hypothesis for its solution, search for the necessary information using various information resources. Identifies the following requirements that must be taken into account when working with the project method:

- study of the problem of the demographic growth of the population of the planet;
- consideration of a significant problem that requires the presence of integrated knowledge for its solution (for example, the creation of a number of reports from different parts of the world, united by a common theme);
- influence of precipitation; the influence of slang on the state of modern English);
- theoretical, practical, moral, cognitive significance of the results obtained after the application of the method of projects (for example, publication of a newspaper, magazine or other printed publication with reports; writing an essay);
- independent work of students;
- structuring the main part of the work on the project with an indication of the results;
- the application in practice of research methods that are based on the use of a specific sequence of actions: finding the problem and determining the resulting research tasks (it is possible to use such methods as a round table and brainstorming);
- putting forward possible hypotheses for solving these problems; joint discussion of research methods (statistical, observations, experimental);
- discussion and selection of the outcome of the work (protection of the abstract, presentation, report, etc.);
- systematization of the collected results and their analysis; presentation of results, summing up; the sounding of the conclusions obtained as a result of the work done [3]. It should also be noted that the project work is divided into preparatory exercises, which serve as a bridge to the implementation of the project, and to work on the projects themselves.

Many teachers are trying to create situations in the classroom that are as close to reality as possible and that enable students to apply the knowledge gained in the learning process. They can be used at any stage of training and provide an opportunity to teach students unprepared speech in inter-thematic terms. When carrying out project work, the teacher needs to ensure that the children are interested in working on the project, the motivation that will become a continuous source of energy for independent activities and creative activity. How to do it? For this there are mechanisms laid down in the project method.

First, the solution to the problem of the project for practical and public benefit. Such practical application of existing knowledge or knowledge gained during the project is attractive for adolescents who, by virtue of their age, are seeking early socialization.

Secondly, the activity itself and self-activity is attractive for children, since it is possible to manifest, show, test oneself in action.

Thirdly, “according to the laws of the genre” in the work on a project, students take an active part in setting the project’s goals and objectives, which the teacher sometimes has the right to help formulate, but in an incomplete form. Specifying the goal and objectives of the project arising from its problems, students, having already accepted the problematics as their personal one, become even more interested in their solution. This creates a motivation for personal participation in the work.

Fourthly, a competent consideration of age characteristics in the selection of topics, problems and the storyline of the project should provide another type of motivation (for example, my school schedule, favorite pet).

Thus, the motivation is ensured by the available, selected theme, subject to plot and the problem of the educational project, in accordance with the interests and possibilities of age. And finally, one cannot name another motive. This is a planned, summarizing project work presentation of the results. Project assignments involve a large amount of work for the teacher. He can propose a project topic himself, but students most often offer it, and the teacher needs to think about what language material will need to be repeated or discussed with students in advance, which questions will be considered during the work on the project (the longer the project, the more detailed it requires). The time spent working on a project depends on its theme and how the teacher decided to work on the project: in each lesson for two to three weeks or one hour a week for a longer time.

The use of the project methodology contributes to the development of organizational qualities of the project participants, the unification of their interests, the identification of children prone to leadership and organizational activities. Self-esteem and self-confidence are growing. The participants' activity increases: they begin to read more, especially reference and special literature, communicate with each other more often, lead discussions. The process of protecting projects, public speaking develops thinking, culture of speech and communication, the ability to argue to defend their ideas, self-control.

Projects can be voluminous and long in terms of the amount of time they work on them. These projects usually have a research or informational nature and are often designed to prepare and conduct extracurricular activities, especially in high school. While working on such projects it is advisable to create voluminous text

works and multimedia presentations using the most interesting material and video sequence of their accompaniment. Projects of this type can be used in full as well as fragmentary. Text materials can be used by students for independent preparation for lessons and final attestations in extracurricular time.

In foreign language lessons, educational projects are more common. Their development requires less time and, they are small in volume. These projects are intended for use in a specific lesson and have specific objectives. Projects of this type are relevant for use in generalizing and final lessons on course topics. Projects can be executed not only in writing, but also orally. The main forms of mini-projects: monologue and dialogical statements, tables, drawings. Thus, the importance of using the method of project work as one of the most effective methods of developing communication skills in a foreign language lesson, and the use of various types of projects help the teacher to make project training diverse, new and interesting for students of any age.

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UDC 37.02

DEVELOPMENT OF COMMUNICATIVE COMPETENCE IN TEACHING FOREIGN LANGUAGE FOR PROFESSIONAL PURPOSES

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Annotatsiya. Maqolada jahon va rus ta'limining umumiy tendentsiyalari, shuningdek, muhandislik, iqtisodiy va boshqa lingvistik bo'lmagan mutaxassisliklar sharoitida professional, kommunikativ, madaniyatlararo kompetentsiyalarni shakllantirishning asosiy printsiplari va usullari hamda professional maqsadlarda chet tilini o'qitish jarayonida ko'rib chiqiladi. texnik universitet. Maqolada ushbu kompetentsiyaning ba'zi muhim masalalari ko'rib chiqiladi, shu jumladan pedagogik qadriyatlarini bilish, pedagogik jarayonning qurilishi, pedagogik muloqot va xulq; pedagogik texnologiya, uning mohiyati, tarkibiy tarkibiy qismlari, kasbiy faoliyatning innovatsion komponentlarini tushunish, pedagogik texnologiyalarni loyihalash va muhandislik qilish talablari.

Kalit so'zlar: ta'lim, pedagogik jarayon, til o'rgatish, kommunikativ kompetentsiya, professional maqsadlar uchun chet tili.

Аннотация. В статье рассматриваются общие тенденции в мировом и российском образовании, а также принципы и методы формирования профессиональных, коммуникативных, межкультурных компетенций и в процессе обучения иностранному языку в профессиональных целях в условиях инженерных, экономических и других неязыковых специальностей на технический университет. В статье рассматриваются некоторые существенные вопросы этой компетенции, включая осознание педагогических ценностей, построение педагогического процесса, педагогическое общение и поведение; педагогическая технология, ее сущность, структурные составляющие, понимание инновационных составляющих профессиональной деятельности, требования к проектированию и разработке педагогических технологий.

Ключевые слова: образование, педагогический процесс, обучение языку, коммуникативная компетенция, иностранный язык для профессиональных целей.

Abstract. The article considers general tendencies in world and Russian education, and also both principles and methods of forming professional, communicative, intercultural competences and in the process of teaching foreign language for professional purposes in the conditions of engineering, economic and other non-linguistic specialties at technical university. The article views some essential issues of this competence including awareness of pedagogical values, the construction of the pedagogical process, pedagogical communication and behavior; pedagogical technology, its essence, structural components, understanding of innovative components of professional activity, requirements for the design and engineering of pedagogical technologies.

Key words: Education, pedagogical process, language teaching, communicative competence, foreign language for professional purposes.

In modern society, specialists with abilities and skills that allow a professional to be more maneuverable and successful in present conditions of market relations, carrying out effectively lots of labor activity, being at the same time quite socially adapted, is in great demand. The purpose of the article is the need to determine the scientific and practical importance of the professional competence of the student and