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«РОЛЬ ОБЕСПЕЧЕНИЯ ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА ВЗАИМОСВЯЗИ С ПРАКТИКОЙ В ПЕДАГОГИЧЕСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ»,
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Additionally, inviting guest speakers, such as professional athletes or sports journalists who are fluent in French, can inspire students and provide them with role models who demonstrate the value of language skills in the sports industry.

Overcoming Cultural Barriers and Promoting Integration

For many sports students, especially those from non-francophone countries, learning French is not only about mastering a new language but also about understanding and integrating into a new culture. The cultural aspect is particularly important when athletes are preparing to compete or live in French-speaking regions. However, if language programs do not address these cultural dimensions, students may struggle to fully adapt or communicate effectively.

Solution: Incorporating Cultural Competency into Language Lessons

To overcome cultural barriers, French language programs for sports students should include cultural competency components. Lessons on French sports culture, etiquette, and common expressions can help students navigate interactions both on and off the field. Exploring the history of sports in French-speaking countries, watching French sports documentaries, or engaging in discussions about famous French athletes can provide cultural context and make language lessons more engaging.

Furthermore, offering immersion experiences, such as attending French-speaking sports events or participating in exchange programs with francophone athletes, can deepen students' understanding and appreciation of French culture. These experiences not only improve language skills but also help athletes develop the cultural sensitivity needed for successful integration. [J. Martin, 2019: 45-47]

Conclusion

Teaching French to sports students involve addressing unique challenges related to time constraints, motivation, physical and mental fatigue, skill diversity, and cultural integration. By developing flexible, sports-specific programs that prioritize practical language use, educators can create a supportive and engaging learning environment. Through collaboration with sports professionals and continuous adaptation to meet students' needs, French language instruction can become a valuable tool that empowers sports students to thrive both on and off the field, enhancing their careers and personal growth.

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THE INTEGRATION OF TECHNOLOGY IN SCIENCE EDUCATION

Valieva Nargizakhon Zamir kizi
Teacher of Teaching English Methodology Department №3
Uzbekistan State World Languages University

Abstract:

The integration of technology in science education has revolutionized the way students learn and apply theoretical knowledge in real-world contexts. This article explores the role of digital tools in enhancing students' ability to bridge the gap between theory and practice. It discusses the

benefits of using technology in science education, including increased engagement, improved critical thinking skills, and enhanced scientific literacy.

Keywords: technology integration, science education, digital tools, theoretical knowledge, real-world contexts.

Annotatsiya:

Fan ta'limida texnologiyaning integratsiyalashuvi o'quvchilarning nazariy bilimlarni real sharoitlarda o'zlashtirish va qo'llash usullarini tubdan o'zgartirdi. Ushbu maqola talabalarning nazariya va amaliyot o'rtasidagi tafovutni bartaraf etish qobiliyatini oshirishda raqamli vositalarning rolini o'rganadi. Unda fan ta'limida texnologiyadan foydalanishning afzalliklari, jumladan faollikni oshirish, tanqidiy fikrlash qobiliyatlarini oshirish va ilmiy savodxonlikni oshirish masalalari muhokama qilinadi.

Kalit so'zlar: texnologiya integratsiyasi, fan ta'limi, raqamli vositalar, nazariy bilimlar, real dunyo kontekstlari.

Science education aims to equip students with a deep understanding of scientific concepts and their applications in real-world situations. However, many students struggle to bridge the gap between theoretical knowledge gained in the classroom and its practical application. The integration of technology in science education offers promising opportunities to address this challenge. This article explores the ways in which digital tools facilitate the application of theoretical knowledge in real-world contexts and enhance students' learning experiences.

Benefits of Technology Integration:

- Increased Engagement

Technology integration in science education enhances student engagement by providing interactive and immersive learning experiences. Digital tools such as simulations, virtual laboratories, and multimedia resources capture students' attention and make abstract concepts more tangible and relatable.

- Improved Critical Thinking Skills

Digital tools encourage students to think critically and analyze scientific phenomena. Through data collection and analysis software, students can explore real-world data, formulate hypotheses, and draw evidence-based conclusions. These tools promote higher-order thinking skills, such as problem-solving, decision-making, and scientific reasoning [Boujaoude & Al-Hassan, 2019].

- Enhanced Scientific Literacy

Technology integration enhances students' scientific literacy by providing access to vast amounts of information and resources. Online databases, scientific journals, and educational websites offer up-to-date information, enabling students to explore the latest research and developments in their field of study. Digital tools also facilitate communication and collaboration with scientists and experts worldwide, expanding students' understanding of scientific concepts and their applications.

Digital Tools in Science Education:

- Simulation Software and Virtual Laboratories

Simulation software and virtual laboratories allow students to conduct experiments in virtual environments, replicating real-world scenarios. These tools provide a safe and cost-effective alternative to traditional hands-on experiments, enabling students to explore complex concepts, manipulate variables, and observe the outcomes. Simulations also facilitate repeated trials and instant feedback, promoting iterative learning and experimentation.

- Data Collection and Analysis Tools

Digital tools for data collection and analysis empower students to gather, organize, and interpret data efficiently. Graphing software, sensors, and probeware enable students to collect real-time data, analyze trends, and draw meaningful conclusions. These tools encourage students to engage in authentic scientific practices, such as data-driven inquiry and evidence-based reasoning [Cavas et al., 2016].

- Augmented Reality and Virtual Reality

Augmented reality (AR) and virtual reality (VR) technologies provide immersive and interactive experiences, enabling students to visualize and explore complex scientific phenomena. AR overlays digital information onto the real world, while VR creates fully immersive virtual environments. These technologies enhance students' understanding of abstract concepts, spatial relationships, and three-dimensional structures, making learning more engaging and memorable.

- Mobile Applications

Mobile applications offer convenient access to scientific information, resources, and tools. Students can use apps for data collection, research, simulations, and concept reinforcement. Mobile apps also support collaborative learning, as students can work together on projects, share ideas, and provide feedback using their smartphones or tablets.

Facilitating Application of Theoretical Knowledge:

- Promoting Active Learning

Digital tools promote active learning by providing interactive experiences that encourage students to explore, experiment, and make connections between theoretical concepts and real-world applications. Through hands-on activities facilitated by technology, students actively engage with scientific phenomena, develop hypotheses, test their ideas, and reflect on their findings. This active learning approach fosters a deeper understanding of theoretical knowledge and its practical implications.

- Fostering Collaboration and Communication

Digital tools facilitate collaboration and communication among students, allowing them to work together on projects, share ideas, and exchange feedback. Online platforms, discussion boards, and collaborative documents enable students to engage in scientific discourse, collaborate on data analysis, and collectively solve problems. By working collaboratively, students learn to negotiate ideas, consider multiple perspectives, and build upon each other's knowledge, enhancing their ability to apply theoretical concepts in practical contexts.

- Enabling Authentic Experiences

Digital tools provide students with opportunities to engage in authentic experiences that closely resemble real-world scientific practices. For example, virtual field trips allow students to explore remote or inaccessible environments, conducting virtual investigations and data collection. Online citizen science projects enable students to contribute to real scientific research by analyzing data and making meaningful contributions to scientific knowledge. By participating in these authentic experiences, students develop the skills and confidence to apply theoretical knowledge in real-world situations [Chiu, 2014].

Effective Integration Strategies:

- Aligning Technology with Curriculum Goals

Effective integration of technology in science education requires aligning digital tools with curriculum goals and learning outcomes. Educators should identify specific concepts or skills where technology can enhance students' understanding and provide relevant resources and activities accordingly. By aligning technology integration with curriculum goals, educators ensure that digital tools serve as a means to facilitate the application of theoretical knowledge in real-world contexts.

- Providing Adequate Training and Support

Educators and students need adequate training and support to effectively use digital tools in science education. Professional development programs, workshops, and ongoing support can help educators gain confidence in incorporating technology into their instruction. Students should receive guidance on how to navigate and utilize digital tools to maximize their learning experiences. Providing training and support ensures that educators and students are equipped with the necessary skills to leverage technology for the application of theoretical knowledge.

- Considering Access and Equity

When integrating technology in science education, it is crucial to consider access and equity issues. Not all students may have equal access to technology outside the classroom, so educators should ensure that resources and tools are available to all students, regardless of their socioeconomic background. Additionally, educators should be mindful of potential technological barriers and provide alternative options to ensure equitable learning opportunities [Hoban et al., 2018].

- Evaluating and Assessing Technological Integration

Regular evaluation and assessment of the integration of technology in science education help educators gauge its effectiveness in facilitating the application of theoretical knowledge. Educators should consider both qualitative and quantitative measures, such as student feedback, performance assessments, and evidence of improved understanding and application of concepts. Based on the evaluation outcomes, adjustments can be made to further optimize technology integration and its impact on students' learning experiences.

The integration of technology in science education has transformed the way students learn and apply theoretical knowledge in real-world contexts. Digital tools offer numerous benefits, including increased engagement, improved critical thinking skills, and enhanced scientific literacy. By leveraging simulation software, virtual laboratories, data collection and analysis tools, augmented reality, virtual reality, and mobile applications, educators can facilitate active learning, foster collaboration, enable authentic experiences, and support inquiry-based learning. These digital tools empower students to bridge the gap between theory and practice, developing the skills and competencies necessary for success in the modern world.

To effectively integrate technology into science education, educators should align digital tools with curriculum goals and learning outcomes. By identifying specific concepts or skills where technology can enhance students' understanding, educators can provide targeted resources and activities. Professional development programs and ongoing support are essential to ensure that educators have the necessary skills and confidence to incorporate technology into their instruction.

However, it is crucial to consider access and equity when integrating technology. Educators should strive to provide equal access to digital tools, considering students' socioeconomic backgrounds and addressing potential barriers. Alternative options should be available to ensure that all students have equitable learning opportunities [Delgado-Almonte & Jurik, 2021].

Regular evaluation and assessment of technology integration are vital to measure its effectiveness. Student feedback, performance assessments, and evidence of improved understanding and application of concepts can inform adjustments and optimizations. By continuously evaluating and refining the integration of technology, educators can enhance students' learning experiences and promote the application of theoretical knowledge in real-world contexts.

In conclusion, the integration of technology in science education offers exciting opportunities to bridge the gap between theoretical knowledge and practical application. Digital tools facilitate active learning, foster collaboration, enable authentic experiences, and support inquiry-based learning. By aligning technology integration with curriculum goals, providing adequate training and support, considering access and equity, and evaluating its effectiveness, educators can leverage digital tools to optimize students' learning experiences, preparing them for the challenges of the modern world. As technology continues to advance, ongoing research and collaboration among educators, researchers, and technology developers will further enhance the integration of technology in science education, ensuring its continuous evolution and impact.

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PHONETIC AND GRAMMATICAL ASSIMILATION OF BORROWED WORDS

Yuldoshev Samad Tojiyevich
Denov tadbirkorlik va pedagogika instituti o'qituvchisi
Samad@inbox.ru

Annotatsiya

Ushbu maqolada ingliz tilida mavjud bo'lgan olinma so'zlarning fonetik, grammatik va leksik assimiliyatsiyaga uchrashi va ularga misollar keltirilgan.

Kalit so'zlar: qarzlar, chet el kelib chiqishi, assimilyatsiya, morfologik, leksik, grammatik.

Abstract

This article presents examples of phonetic, grammatical and lexical assimilation of loanwords in the English language.

Keywords: borrowings,foreign origin,assimilation,morphological,lexical, grammatical

It is now our task to see what changes borrowings have undergone in the English language and how they have adapted themselves to its peculiarities.

All the changes that borrowed elements undergo may be divided into two large groups.

On the one hand there are changes specific of borrowed words only. These changes aim at adapting words of foreign origin to the norms of the borrowing language,

e. g. the constant combinations [p n] , [p s], [t p t] in the words "pneumatics", "psychology", "ptolomey" of Greek origin were simplified into [n], [s], [t], since the consonant combinations [p s], [pt], [p n] very frequent at the end of English words (as in "sleeps", "stopped") were never used in the initial position.

It is very important to discriminate between the two processes the adaptation of borrowed material to the norms of the language and the development of these words according to the laws of the language. This differentiation is not always easily discernible. In most cases we must resort to historical analysis before we can draw any definite conclusions. There is nothing in the form of the words "procession" and "progression" to show that the former was already used in England in the 11th century, the latter not till the 15th century. The history of these words reveals that the word procession has undergone a number of changes along side with other English words change in declension, accentuation, structure, sounds, whereas the word "progression" underwent some changes by analogy with the word "procession" and other similar words already at the time of its appearance in the language.

Since the process of assimilation of borrowings includes changes in sound-form, morphological structure, grammar characteristics, meaning and usage linguists distinguish phonetic, grammatical and lexical assimilation of borrowings.

Phonetic assimilation, comprising changes in sound-form and stress, is perhaps the most conspicuous. Sounds that were alien to the English language were fitted into its scheme of sounds. For instance, the long [e] and [E] in recent French borrowings, quite strange to English speech, are