

**O‘ZBEKISTON RESPUBLIKASI
OLIIY TA‘LIM, FAN VA INNOVATSIYALAR VAZIRLIGI**

JIZZAX DAVLAT PEDAGOGIKA UNIVERSITETI

**PEDAGOGIK OLIIY TA‘LIM MUASSASALARIDA TA‘LIM JARAYONINI
TASHKIL ETISHDA AMALIYOT BILAN UZVIYLIGINI TA‘MINLASH
MASALALARI**

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Masalan, ta'limda qo'llanilishi mumkin bo'lgan menejmentning eng to'liq ta'rifini biz taniqli amerikalik menejment nazariyotchisi P.Drukerda ko'ramiz, u zamonaviy sharoitda menejment boshqaruv faoliyatining o'ziga xos turi bo'lib, u insonga yo'naltirilgan va birgalikda harakat qilish, ularning sa'y-harakatlarini samarali qilish va o'ziga xos zaif tomonlarini yumshatish qobiliyatiga ega bo'lishga qaratilgan, chunki insonning jamiyatga hissa qo'shish qobiliyati korxonani boshqarish samaradorligiga, xuddi o'z sa'y-harakatlari va qayta ishlashga bog'liq[2].

Xulosa qilib aytganimizda, boshqaruv jarayoni uzluksiz jarayon. Boshqaruvda bilim va ko'nikmalarni rivojlantirish tashkilotning samaradorligini oshirish va uning maqsadlariga erishish muhim ahamiyatga ega. Shunday ekan biz yuqorida keltirilgan usullarni boshqaruv jarayonida qo'llasak ijobiy natija beradi.

Foydalanilgan adabiyotlar ro'yxati

1. O'zbekiston Respublikasi Prezidentining 2018 yil 5 sentyabrdagi "Xalq ta'limini boshqarish tizimini takomillashtirish bo'yicha qo'shimcha chora-tadbirlar to'g'risida"gi PF-5538-son farmoni
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APPLICATION OF THE INDIVIDUALLY DIFFERENTIATED METHOD IN ORGANIZING INDEPENDENT WORK OF STUDENTS IN TEACHING ENGLISH IN TECHNICAL INSTITUTIONS

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Abstract:

This article examines the effectiveness of the application of an individually differentiated method in the organization of independent work of students of technical universities in Uzbekistan. The analysis of existing research and methods aimed at improving the quality of independent work of students is carried out. The results of the implementation of an individually differentiated approach in the educational process are presented.

Keywords: *independent work, individually differentiated method, technical universities, Uzbekistan, higher education*

Annotatsiya:

Ushbu maqolada O'zbekiston texnik oliy o'quv yurtlari talabalarining mustaqil ishlarini tashkil etishda alohida tabaqalashtirilgan usuldan foydalanish samaradorligi ko'rib chiqiladi. Talabalarning mustaqil ish sifatini oshirishga qaratilgan mavjud tadqiqotlar va usullar tahlili o'tkazildi. O'quv jarayoniga individual tabaqalashtirilgan yondashuvni joriy etish natijalari keltirilgan.

Kalit so'zlar: *mustaqil ish, alohida tabaqalashtirilgan usul, texnik oliy o'quv yurtlari, O'zbekiston, oliy ta'lim*

Аннотация:

В данной статье рассматривается эффективность применения индивидуально-дифференцированного метода при организации самостоятельной работы студентов технических вузов Узбекистана. Проведен анализ существующих исследований и методов,

направленных на повышение качества самостоятельной работы студентов. Представлены результаты внедрения индивидуально-дифференцированного подхода в учебный процесс.

Ключевые слова: самостоятельная работа, индивидуально-дифференцированный метод, технические вузы, Узбекистан, высшее образование

INTRODUCTION. In today's globalized world, proficiency in foreign languages is becoming increasingly important for technical students. While traditional classroom instruction has its merits, fostering independent work can significantly enhance language acquisition, particularly in technical contexts. Independent work of students is an integral part of the educational process in higher education institutions. This is especially relevant for technical universities, where the volume of independent work is significantly higher than in other areas of training [Abdullaev A.A., 2020. P. 55-58]. Effective organization of independent work of students contributes to the development of their professional competencies, creative thinking and independence [Sharipov Sh.S., 2019. P. 24-26]. Independent work allows students to take ownership of their learning. For technical students, who often have specialized areas of study, integrating foreign language skills with their technical knowledge is essential. Independent work encourages learners to apply language skills in practical situations, thereby enhancing their communicative competence and understanding of technical terminology in a foreign language. Moreover, independent learning cultivates critical thinking and self-discipline. Students need to develop the ability to set goals, manage their time effectively, and seek resources independently, which are all crucial skills in both academic and professional settings.

One of the promising methods of organizing independent work of students is an individually differentiated approach. It allows taking into account the individual characteristics and needs of each student, which helps to increase motivation and quality of education [Polat E.S., 2010. P 224]. However, despite the obvious advantages, this method is not yet widely used in technical universities of Uzbekistan.

MATERIALS AND METHODOLOGY. The problem of organizing independent work of students in higher education is actively studied by both domestic and foreign scientists. In the works of A.A. Abdullaev [Abdullaev A.A., 2020. P. 35-38], Sh.S. Sharipov [Sharipov Sh.S., 2021. P. 21-24], M.G. Davlyatova [Davlyatova M.G., 2018.P. 156-161] various aspects of independent work of students, its role in the formation of professional competencies are considered.

Foreign studies also pay much attention to the problem of organizing independent work of students. In particular, the works of P. Ramsden [Ramsden P., 2003. P 288], D. A. Kolb [Kolb D.A., 2014. P 416] emphasize the importance of taking into account the individual characteristics of students when organizing their independent work. However, despite the fairly wide coverage of the problem in the scientific literature, the issues of the effective use of the individually differentiated method in organizing independent work of students of technical universities in Uzbekistan require further study.

RESULTS. To study the effectiveness of using the individually differentiated method in organizing independent work of students, an analysis was conducted of the experience of its implementation in the educational process of a number of technical universities in Uzbekistan.

The results showed that the use of this method allows: To increase the motivation and activity of students in the process of independent work. Taking into account the individual characteristics and needs of students helps to form a positive attitude towards independent work, awareness of its importance for professional development.

Ensure differentiation of tasks by level of complexity and volume in accordance with the capabilities and interests of students. This allows creating a situation of success for each student, which is an important factor in increasing the effectiveness of independent work.

Organize effective feedback and control over the implementation of independent work. An individual approach allows the teacher to promptly identify and eliminate students' difficulties, and adjust their activities .

Develop self-organization, planning and control skills in students. Independent completion of differentiated tasks helps students develop the ability to rationally organize their activities, distribute time and effort.

ANALYSIS AND DISCUSSION. The obtained results indicate high efficiency of using the individually differentiated method in organizing independent work of students of technical universities of Uzbekistan. This method allows to take into account individual characteristics and needs of students as much as possible, which contributes to increasing their motivation and academic performance.

At the same time, the use of an individually differentiated approach requires the teacher to spend a lot of time on developing differentiated tasks and organizing individual work with students. In addition, the possibilities of using this method are limited by the large number of academic groups in universities in Uzbekistan. In this regard, it is advisable to use the individually differentiated method in combination with other methods and forms of organizing independent work of students (project method, work in small groups, etc.). This will optimize the workload of the teacher and ensure variability of independent work of students.

CONCLUSIONS. Thus, the individually differentiated method is an effective means of organizing independent work of students of technical universities of Uzbekistan. Its use allows increasing the motivation and activity of students, ensuring differentiation of tasks in accordance with their capabilities and needs, organizing effective feedback and control, developing self-organization and planning skills.

At the same time, the effectiveness of this method is determined by the creation of the necessary organizational and pedagogical conditions: optimization of the teacher's workload, combination with other methods and forms of organizing independent work, and special training of the teaching staff.

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NEMIS TILINII O'QITISHDA PEDAGOGIK USLUBLARNING AHAMIYATI**Boymatov Abdujabbor Eshqobilovich***JizzaxDPU, Fakul'tetlararo xorijiy tillar kafedrasining o'qituvchisi
fil.fan.nomzodi, dotsent.***Farsaxonova Sabohat Anvar qizi***JizzaxDPU qoshidagi Akademik litsey o'qituvchisi***Annotatsiya:**

Mazkur maqola bevosita chet tillar (xususan nemis tili) ni o'rgatishda turli usullardan foydalanish masalasiga bag'ishlangan.

Kalit so'zlar: *Chet tili, nemis tili, didaktika, bevosita, predmet, mazmun, sistema, maqsad, leksika, umlaut.*

Annotatsiya: *Данная статья посвящается изучению иностранных языков в частности обучению немецкому языку различными методами.*

Ключевые слова: *иностраный язык, немецкий язык, дидактический, непосредственно, предмет, содержание, система, цель, лексика, утяют*

Annotation: *This article is dedicated to the study of foreign languages, particularly to learning the German language using various methods.*

Key words: *Foreign language, the German language, directly, object, maintenance, system, aim, vocabulary.*

Jahon miqyisida o'zgarishsiz qoladigan narsaning o'zi yo'q, chunonchi chet tillardan birortasini o'rganish bundan mustasno emas. Til–bir tomondan ijtimoiy hodisa va ma'lum tizim sifatida kundan-kun rivojlanib, takomillashib borsa, ikkinchi tomondan bunday hodisalarni o'rganuvchi fan ham katta odimlar bilan olidinga qarab harakat qilib borishi muqarar. Shu boisdan, o'zligimizni anglash ichki va tashqi hissiyotimizni tushunish, ularni ifoda etish ham tilimizga berilgan imkoniyatlarga bevosita bog'liqdir. Jamiyatning taraqqiy etishini, rivojini, gullab-yashnashini ta'minlovchi vosita – bu tildir.

Chet tilining, xususan nemis tilining o'quv predmeti ekanligini didaktik rejada aniqlanmaganidan uslubchilar ushbu tilni didaktika ajratgan predmetlarning goh birinchi, goh ikkinchi guruhga qo'shib kelmoqdalar, ammo uning xususiyatuni yoritib bera olmaydilar. Masalan, bir qator uslubiy qo'llanmalarda chet tilini o'qitishning mazmuni ximiya yoki tarixni oqitish mazmunidan farq qilmasligiga, ishora qiladilar. Bu borada N. A. Bergman o'z fikrini quyidagicha bayon qiladi, ya'ni : "O'qitish mazmuni deganda avvalo, o'qitish jarayonida o'quvchi bilib olishi kerak bo'lgan nemis tili nazariyasiga doir bilimlar sistemasini tushunish lozim" [1;24].

Bizning ona tilimizdan tashqari barcha tillar - nemis, ingliz, fransuz, xitoy, koreys va boshqa chet tillar hisoblanadi. Bu tillardan birortasini o'rganish uchun aniq bir maqsadni ko'zlash lozim bo'ladi. Xususan, nemis tilini o'qib-o'rganishning o'ziga xos maqsadlari, jamiyat va davlat manfaatlaridan kelib chiqqan holda belgilanadi, shuning uchun ham nemis tilini o'rganishga mo'ljallangan o'quv va darsliklar, dasturlari jamiyat, davlat manfaatlari, talablariga mos kelmog'i hamda javob bermog'i kerak. Har qanday chet tillardan birini o'rganishning o'ziga xos qiyinchiliklari va murakkab tomonlari bor. Til leksikasining, grammatik fonetika va morfologik qurilishining, shuningdek, o'rganilayotgan tilning orfografiyasi xususiyatlari, tegishli usullarning ahamiyatini oshirib, o'qitish usullariga bevosita ta'sir etadi. Masalan, so'zlarni o'zlashtirib olish uchun ularning tarkibini tahlil qilish usulini, nemis tilini o'rganishda qo'llash, bu tilning o'ziga xos xususiyatga ega bo'lishi, ya'ni unda kompozitsiya va affiksatsiya yo'li bilan yasalgan so'zlarning ko'p bo'lishi sababli, leksik tarkibiga amorflik xos bo'lgan fransuz yoki ingliz tilini o'rgatishda qo'llashdan ko'ra ancha samara beradi. Nemis tilining boy morfologik sistemasi gapning asosiy grammatik variantlari bo'yicha ko'p ish olib borishni taqoza etadi. Ingliz tilida esa gapning asosiy shakllari osongina oz'lashtiriladi, shuning uchun bu tilda nutq boshqa tillarga nisbatan tez o'zlashtiriladi. Ingliz va fransuz tillarining eng qiyin tomoni tovush – harf munosabatlaridir.