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«РОЛЬ ОБЕСПЕЧЕНИЯ ОРГАНИЗАЦИИ УЧЕБНОГО ПРОЦЕССА ВЗАИМОСВЯЗИ С ПРАКТИКОЙ В ПЕДАГОГИЧЕСКИХ ВЫСШИХ УЧЕБНЫХ ЗАВЕДЕНИЯХ»,
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XVIII asrning ikkinchi yarimi va XIX asr davomida frantsuz tili, XX asrda esa ingliz tili va nihoyat nemis tili tarjima orqali o'rganilib kelindi.

Ayni kunlarda ham tarjima usullaridan samarali foydalanib kelinmoqda. Matnni og'zaki tarjima qilish – bu g'ayri usuldir. Berilgan matnning ayrim jumlalari yoki bir-ikki bo'lagini muayyan maqsadda tarjima qilish man etilmaydi. Bu borada nemisch-o'zbekcha lug'atlardan foydalangan holda yangi so'zlarning anglatgan ma'nolarini ochish maqsadida tarjima qilish uchun mo'ljallangan kichikroq matnlar berilishi mumkin.

Xulosa o'rnida shuni aytishimiz mumkinki, chet tilini (har qanday chet tili) o'rganishda har qanday usullardan foydalanishlar, deyarlik ijobiy natija beravermaydi. Chet tilini o'rganishda so'z, jumlalarni tarjima jarayonida ona tili bilan qiyosiy o'rganish maqsadga muvofiq bo'ladi. Nemis tilini o'rganishda, albatta "Nemischa-o'zbekcha" lug'at asqotadi. Afsuski, bunday lug'atlar keyingi yillarda juda ham kamayib ketganligi, bu haqiqat. Chunki, barcha til o'rganuvcilar faqat ingliz tiliga katta e'tibor berib kelish bilan cheklanib qolmoqdalar. Nemischa-o'zbekcha lug'atlar bor, lekin ular endilikda ma'nan eskirib, muddatini o'tab bo'lgan. Tarjima sohasida lug'atlardan foydalanishning samarasi muhim o'rinni egallaydi. Chunki, chet tillarni organishda, lug'atlarda berilgan so'zlarning ona tilida anglatgan ma'nolari, tarjimada muhim rol o'ynaydi.

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THE EFFECTIVE TECHNIQUES FOR RAISIING LEARNERS' LANGUAGE AWARENESS

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Abstract:

The paper outlines the importance of Language Awareness in teaching Foreign Languages, the essence and implementation of awareness-raising techniques for developing learners' language awareness and the role of teachers in designing activities.

Key words: applied linguistics, language awareness, approach, strategies, techniques

Annotatsiya:

Bu maqolada til xabardorligining chet tilarni o'qitichdagi ahamiyati, o'rganuvchilar til xabardorligining yuksalishi uchun til xabardorligini rivojlandiruvchi mashqlarning ahamiyat va tadbiq etilishi, o'qituvchilarning mashqlarni yaratishdagi ro'li haqida bayon etiladi.

Kalit so'zlar: amaliy tilshunoslik, tilni bilish, yondashuv, strategiyalar, texnikalar

Language Awareness is a branch of Applied Linguistics which provides cognitive strategies for learners explore and gain the understanding of target language and help teachers enable the students to notice the language. Language Awareness is an effective approach of learning and teaching the language as it gives an opportunity for leaners to acquire and produce the language themselves and teachers motivate students to obtain different aspects of the language.

Language awareness is aimed to raise learners' awareness of important linguistic features and help students construct their own grammar using personal exploration. As Language Awareness is

essential in teaching, learning and using the language, there will be a need for increasing students' language awareness. In this case language awareness activities help to raise their own language awareness. Schmidt has explained the importance of language awareness as following: Students have to explore structured input and develop an awareness of certain linguistic features by performing some activities [Schmidt, 1993:206-226]. Every language is learnt, taught and used completely by practicing more, doing various exercise and activities. Through activities learners raise their awareness of language that they are learning. The more do activities, the more aware of the language.

It is effective to focus on techniques, presented by Bourke [Bourke, 2008: 15-19], in order to raise leaners' language awareness and maintain productive teaching process:

1. Linguistic problem-solving – The essence of this technique is that learner notice the grammar rule by reading, guessing and analyzing the given dialogue, narrative or text. In the task problem and instruction should be clearly stated as learner follow the instruction and find solution to the given problem. Teacher can choose any grammar topic and design the task taking into account learners' level, interests and needs.

2. Error detection and correction – It is a common state to make mistakes while producing the language. Mostly learners make mistakes because they are not aware of the rule. On the other hand errors should be accepted as learners' progress as they are practicing the language but not the lack of knowledge. It will be better if learners correct their mistakes themselves by being aware of the rules and language.

3. Restoring C-texts – The use of C-texts for measuring general language proficiency has by now become quite common. The standard C-text consist of four to six short texts which have been altered by deleting the second half of every second word and replacing it with a blank. The task is to restore the missing pieces by using a variety of conscious strategies.

4. Cloze procedure – This technique creates an awareness of word order, collocation and dependency relations between elements. Specific language items (parts of speech, morphemes) can be deleted in the text and learner should find them. Close procedure can be used for testing learners' understanding and also it helps leaners consolidate and restructure their grammar.

5. Paraphrase – When learners use this technique, they restate the text or sentences in different words in order to clarify the meaning. Paraphrasing is very useful for learner to grasp the meaning and identify it with their own words. It helps learners to enrich vocabulary, consolidate grammar and improve critical thinking.

6. Propositional cluster – Learner should make sentences and text from given words arranging them into correct order and form in order to balance the coherence and cohesion of the text. Learner should figure out the selection of the parts of the speech and formation of the sentence. The complementation of the task requires learners' grammatical awareness and helps them to form the structure and meaning.

7. Sentence combining – This technique is vital for developing learners' writing. It helps to avoid redundancy in writing and construct a complex sentence from several simple sentences. It covers an enormous area of English grammar, ranging from coordination to subordination and various types of sentence connectives that signal a wide range of semantic relationship.

8. Grammaring – Grammar is a system of rules and principles for speaking and writing the language whereas grammaring is using grammar effectively to make the meaning. While using the grammar devices learners should understand why they have chosen and how they utilized the particular grammar device. It is an ability of using grammar by grasping the reason of its usage in the particular situation.

9. Dictogloss – It is a technique that involves the teacher and learner in communicative interaction, text reconstruction and error analysis. There are four stages in the procedure: preparation learners become aware of the topic; dictation as learner hears the text and takes

fragmentary notes; reconstruction as learners in pair or small groups pool their resources to reconstruct their own version or the original text; analysis and correction as learners analyze and correct their texts. This technique develops not only awareness of language skills and items but also raises the learners' consciousness of textual organization.

10. Language games – Teaching the language through games gives an opportunity for teachers to motivate and involve the learners to be active and energetic during the lesson. While choosing the games teacher should focus on the aim of the lesson: the topic, language skill which need to be taught, level, age and interests of the learners. The game should be relevant to the language that is being in the process.

We have found that learners' language awareness should be raised by several appropriate activities and techniques that have particular purpose of developing the language. The task of the language teacher is to select relevant technique for improvement of learner language awareness. In our further work we continue to design awareness raising activities and techniques for raising learners' language awareness.

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YANGI PEDAGOGIK TEXNOLOGIYALAR ASOSIDA TALABALARDA ZIYORAT TURIZMIGA OID BILIMLARNI O'STIRISHNING AYRIM JIHATLARI

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Annotatsiya:

Maqolada ta'lim tizimida yangi pedagogik texnologiyalardan foydalangan holda "Guruhlarda ishlash" metodi bo'yicha darslarni tashkil etishning ahamiyati, ularning afzalliklari xususida so'z yuritilgan. Unda ushbu metod orqali tashkil etilgan darslarning ta'lim sifatiga ta'siri bayon qilingan. Maqolada mazkur metod orqali o'qituvchi va talabalarning o'zaro birgalikdagi faoliyatlari natijasida talabalarni fikrlashga, o'z fikrlarini erkin holda bayon eta olishga hamda ularda bahslashish madaniyatini tarbiyalashga qaratilganligi yoritilgan.

Kalit so'zlar: pedagogika, ta'lim, texnologiya, tizim, metod, ta'sir, guruh, talaba, o'quvchi, qobiliyat, fikr, hamkorlik, savol, topshiriq, ijodiy fikrlash.

Abstract:

The article talks about the importance of organizing classes using the new pedagogical technologies in the educational system and their advantages. It describes the impact of classes organized by this method on the quality of education. The article explains that through this method, as a result of mutual activities of teachers and students, it is aimed at students to think, express their opinions freely, and educate them in the culture of debate.

Key words: pedagogy, education, technology, system, method, effect, group, student, learner, ability, idea, collaboration, question, task, creative thinking.