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qilish, oila a'zolari o'rtasidagi o'zaru hurmat, ayniqsa ayollarga nisbatan ko'rsatiladigan kabi ijobiy fazilatlaridan namuna olib voyaga yetadilar.

Oila jamiyat hayotini olg'a suruvchi, uni yanada yuksak bosqichlarga ko'tarib, ravnaq toptiruvchi, kelajak avlodlarni tarbiyalab yetishtiruvchi kamol toptirish uchun mas'ul bo'lgan g'oyat muhim boshlang'ich guruhdir. Oila erkaklar va ayollarning to'liq teng huquqligi oila uchun babbaravar javobgarlik asosida quriladi.

Yuqorida ta'kidlanganidek oiladagidaromadlarning oshishi bir tomondan ota-onalarning bilim saviyalari va madaniy hayotlarining yaxshilanishiga sabab bo'lsa ikkinchi tomondan oila a'zolarining yuqori ma'naviy ehtiyojlarining ijobiy shakllanishi, oilaviy munosabatlarning takomillashuvi boyishi kattalar va kichiklar orasidagi muloqot mazmuniga ijobit ta'sir ko'rsatmoqda shu sababli yoshlarni oilaviy hayotga tayyorlash davr talabiga aylanib bormoqda.

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PERSONALITY FACTORS AS ONE OF THE MAIN ISSUES INFLUENCING LANGUAGE LEARNING

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Annotation. Dealing with psychology of the learners, and, accordingly designing teaching methods and activities are secrets of success in language learning and teaching. Actually, the role of personality factors in language learning is an obvious and undoubted issue in modern methods of teaching languages. The area that the this article focuses on has been becoming an integral part of the educational process.

Annotatsiya. Til o'rganuvchilar psixologiyasiga muvofiq ravishda o'qitish usullari va faoliyatlarini loyihalashtirish til o'rganish va o'qitishdagi muvaffaqiyat sirlari hisoblanadi. Darhaqiqat, tilni o'rganishda shaxs omillarining roli tillarni o'qitishning zamonaviy uslublarida muhim rol o'ynaydi. Ushbu maqola diqqat markazida bo'lgan yo'nalish o'quv jarayonining ajralmas qismiga aylanib kelmoqda.

Аннотация. Работа с психологией учащихся и, соответственно, разработка методов обучения и занятий - секреты успеха в изучении языка и преподавании. Собственно, роль личностных факторов в изучении языка - очевидный и несомненный вопрос в современных методах обучения языкам. Область, которой посвящена данная статья, становится неотъемлемой частью образовательного процесса.

Key words: Personality factors, affective domain, second language acquisition, external, internal, motivation, emotions, anxiety, cognition, brain, taking risks.

Kalit so'zlar: Shaxsiy omillar, affektiv ta'sir doirasi, ikkinchi tilni egallash, tashqi, ichki, motivatsiya, hissiyotlar, xavotir, idrok, miya, tavakkal qilish.

Ключевые слова: Факторы личности, аффективная сфера, овладение вторым языком, внешний, внутренний, мотивация, эмоции, беспокойство, познание, мозг, риск.

Second language acquisition (SLA) is such a process that is characterized by learning a language in addition to one's first language. Theories of second-language acquisition are various theories and hypotheses in the field of second-language acquisition about how people learn a second language. Research in second-language acquisition is closely related to several disciplines including linguistics, sociolinguistics, psychology, and education, and consequently most theories of second-language acquisition can be identified as having roots in one of them.

Each of these theories can be thought of as shedding light on one part of the language learning process; however, no one overarching theory of second-language acquisition has yet been widely accepted by researchers. It is always subject to variation since some people learn a new language more quickly and easily than others. Clearly, some language learners are successful by their great ambition, hard work and persistence. However, there are other crucial factors influencing success that are largely beyond the control of the learner. These factors can be broadly categorized as internal and external. It is their complex interplay that determines the speed and facility with which the new language is learned.

Internal factors are those that the individual language learner brings with him or her to the particular learning situation. These factors are the age of the learner, personality, motivation, experience and native language. Firstly, second language acquisition is influenced by the age of the learner. Children, who already have solid literacy skills in their own language, seem to be in the best position to acquire a new language efficiently. Motivated, older learners can be very successful as well, but they find it difficult to achieve native-speaker-equivalent pronunciation and intonation. Secondly, personality is also a key point at language learning. Introverted or anxious learners usually make slower progress, particularly in the development of oral skills. They are not on the point of taking advantage of opportunities to speak, or to seek out such opportunities.

More outgoing students will not worry about the inevitability of making mistakes. They will take risks, and thus will give themselves much more practice. Thirdly, personality factors are interrelated with motivational factors. Intrinsic motivation has been found to correlate strongly with educational achievement. Clearly, students who enjoy language learning and take pride in their progress will do better than those who don't. Extrinsic motivation is also a significant factor. ESL students, for example, who need to learn English in order to take a place at an American university or to communicate with the people of that country, whose language he or she is learning, are likely to make greater efforts and thus greater progress. Fourthly, learner's own experience of learning a language is also influential. Learners who have acquired general knowledge and experience are in a stronger position to develop a new language than those who haven't. The student, for example, who has already lived in 3 different countries and been exposed to various languages and cultures has a stronger base for learning a further language than the student who hasn't had such experiences. Fifthly, a person's cognition is also an essential issue. In general, it seems that students with greater cognitive abilities will make the faster progress. Some linguists believe that there is a specific, innate language learning ability that is stronger in some students than in others. Last but not least, one's native language has an effect on language learning process. Students, who are learning a second language which is from the same language family as their first language has, learn it easier than those who aren't. So, for instance, an Uzbek child will learn the Turkish language more quickly than a Dutch child.

External factors are those that characterize the particular language learning situation. These factors involve curriculum, access to native speakers, instruction and others. To start with curriculum, for ESL students in particular it is important that the totality of their educational experience is appropriate for their needs. Language learning is less likely to place if students are fully submersed into program of study without any extra assistance or, conversely, not allowed to be part of the program until they have reached a certain level of language proficiency.

In addition, the teacher's instruction plays a key role in effective learning. Clearly, some language teachers are better than others at providing appropriate and effective learning experiences for the students in their classrooms. These students will make faster progress. Motivation, the extrinsic type, is also influential. Students who are given continuing, appropriate encouragement by their teachers and parents will generally learn better than those who aren't. For example, students from families that place little importance on language learning are likely to progress less quickly. Access to native speakers is likewise very important. The opportunity to interact with native speakers both within and outside of the classroom is a significant advantage. Native speakers are linguistic models and can provide appropriate feedback. Clearly, second-language learners who have no extensive access to native speakers are likely to make slower progress, particularly in the oral aspects of language acquisition.

The affective domain is difficult to describe scientifically. A large number of variables are implied in considering the emotional side of human behaviour in the second language learning process. One problem in striving for affective explanations of language success is presented by the task of subdividing and categorizing the factors of the affective domain. The term “affect” has to do with aspects of our emotional life. In the present context, affect will be considered broadly as aspects of emotion, feeling, mood or attitude which condition behaviour. Brown states that affective domain is the emotional side of human behaviour, and it may be juxtaposed to the cognitive side.¹³⁴ Conversely, Arnold affirms it should be noted that the affective side of learning is not in opposition to the cognitive side. When both are used together, the learning process can be constructed on a firmer foundation. Neither the cognitive nor the affective has the last word, and, indeed neither can be separated from the other. The development of affective states or feelings involves a variety of personality factors, feelings both about ourselves and about others with whom we come into contact.

Benjamin Bloom and his colleagues provided a useful extended definition of the affective domain that is still widely used today.

1. At the first and fundamental level, the development of affectivity begins with receiving. Persons must be aware of the environment surrounding them and be conscious of situations, phenomena, people, objects; be willing to receive—to tolerate a stimulus, not avoid it—and give a stimulus their controlled or selected attention.

2. Next, persons must go beyond receiving to responding, committing themselves in at least some small measure to a phenomenon or a person. Such responding in one dimension may be in acquiescence, but in another, higher, dimension the person is willing to respond voluntarily without pressure, and then to receive satisfaction from that response.

3. The third level of affectivity involves valuing: placing worth on a thing, behaviour, or a person. Valuing takes on the characteristics of beliefs or attitudes as values are internalized. Individuals do not merely accept a value to the point of being willing to be identified with it, but commit themselves to the value to pursue it, seek it out, and want it, finally, to the point of conviction.

4. The fourth level of the affective domain is the organization of values into a system of beliefs, determining interrelationships among them, and establishing a hierarchy of values within the system.

5. Finally, individuals become characterized by and understand themselves in terms of their value system. Individuals act consistently in accordance with the values they have internalized and integrate beliefs, ideas, and attitudes into a total philosophy or world view. It is at this level that problem solving, for example, is approached on the basis of a total, self-consistent system.

Bloom's taxonomy was devised for educational purposes, but it has been used for a general understanding of the affective domain in human behaviour.

¹³⁴Brown, H. Douglas. Principles of language learning and teaching- 4th edition. New York: Pearson Education Company, 2000- p 142

Second language learners need to be receptive both to those with whom they are communicating and to the language itself, responsive to persons and to the context of communication, and willing and able to place a certain value on the communicative act of interpersonal exchange.

If we are striving to apply the continuum of Bloom to our teaching, then we are encouraging students to not just receive information at the bottom of the affective hierarchy. We would like them to respond to what they learn, to value it, to organize it and maybe even to characterize themselves as science students, science majors or scientists.

emotions and personality characteristics, and focused either on habits and behaviours or on reasoning and thinking. Brain scientists emphasize that emotions can influence the process of second language acquisition to a high degree and can have primacy over cognition.¹³⁵

As a consequence of the recognition of the role of affect in language learning, a broad explanation of affect is important for at least two reasons. First, attention to affective aspects can lead to more effective language learning. When dealing with the affective side of language learners, attention needs to be given both to how we can overcome problems created by negative emotions and how we can create and use more positive, facilitative emotions. In the presence of overly negative emotions such as anxiety, fear, stress, the most innovative techniques and the most attractive materials may be rendered inadequate or even useless. Looking at the other side of the question, stimulating the different positive emotional factors like self-esteem, empathy or motivation can greatly facilitate the language learning process. A second reason for focusing attention on affect in the language classroom reaches beyond language teaching and even beyond what has traditionally been considered the academic realm. In a language classroom which focuses on meaningful interaction, there is certainly room for dealing with the affect. Ehrman states that it has become clear that the aim of classroom learning is not only to convey content information.¹³⁶ Actually, as we teach the language, we should also educate learners to live more satisfying lives and to be responsible members of the society they live in. To do this, we need to be concerned with both their cognitive and affective natures and needs. Attention to affect can improve language teaching and learning, and the language classroom can, in turn, contribute in a very significant way to educating learners affectively. Similarly, those involved in the planning of language courses, materials developers and students of applied linguistics can benefit from a greater knowledge of the role of personality factors in language learning.

In this research work, the aim is not to propose that attention to affect will provide the solution to all learning problems or that we can now be less concerned with the cognitive aspects of the learning process, but to show that it

¹³⁵Cervatiuc, A. Personality Characteristics Associated with Successful Second Language Acquisition. „*Philologica Jassyensia*” 2007- 2 (III) p 201

¹³⁶Ehrman, M. E., Leaver, B. L. and Oxford, R. L. A brief overview of individual differences in second language learning. *System* 2003-31 p 322

can be very beneficial for language teachers to choose to focus at times on affective questions.

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INGLIZ TILI O’QITISHDA MULTIMEDIA VOSITALARIDAN FOYDALANISH SAMARADORLIGI

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Annotatsiya. Ushbu maqola ingliz tili o’qitishda multimedialardan foydalanish texnologiya, ularni afzalliklari haqida so’z yuritilgan.

Аннотация. В этой статье анализируется технологии использования мультимедиа в обучении английскому языку и их преимущества.

Annotation. In this article the technology of using multimedia and its advantages in teaching English are analyzed.

Kalit so’zlar: ta’lim, bilim, til o’rganish jarayoni, o’quv materiallar, multimedia, mashg’ulot, chet tili

Ключевые слова: образование, знания, процесс изучения языка, учебные материалы, мультимедиа, урок, иностранный язык

Keywords: education, knowledge, language learning process, teaching materials, multimedia, lesson, foreign language

Hozirgi kunda O’zbekistonda ta’lim sohasida keng qamrovli islohotlar olib borilmoqda. O’zbekiston Respublikasining “Ta’lim to’g’risida”gi qonuni va “Kadrlar tayyorlash milliy dasturi”ning qabul qilinishi va uning bosqichma-bosqich amalga oshirilishi asosida kadrlar tayyorlash sifatini yanada yaxshilash, kasbi jihatdan barkamol, milliy qadriyat va an’analarga sodiq Vatan tuyg’usi bilan yo’g’rilgan komil insonni tarbiyalash yo’lida bir qancha ishlar amalga oshirilishi ko’zda tutilgan. Kadrlar tayyorlash milliy dasturining ikkinchi bosqichida ta’lim tizimiga yangi pedagogik texnologiyalarni olib kirish, umumiy, o’rta maxsus ta’lim hamda oliy ta’lim tizimi moddiy texnika bazasini mustahkamlashdek ulug’vor vazifani amalga oshirish yuklatilgan. Xususan, O’zbekiston Respublikasi birinchi Prezidenti I.Karimovning 2012-yil 10-dekabrda qabul qilingan “Chet tillarni o’rganish tizimini yanada takomillashtirish chora tadbirlari to’g’risida”gi qarori mamlakatimiz chet tilini o’rganishga bo’lgan imkoniyatlarini yanada oshirdi. Bu qaror asosida zamonaviy

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4-ШЎЪБА: ХОРИЖИЙ ТИЛЛАРНИ ЎҚИТИШНИНГ ИННОВАЦИОН ТЕХНОЛОГИЯЛАРИ

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