

ISSN:2181-0427 ISSN:2181-1458

**ЎЗБЕКИСТОН РЕСПУБЛИКАСИ  
ОЛИЙ ВА ЎРТА МАХСУС  
ТАЪЛИМ ВАЗИРЛИГИ**

**НАМАНГАН ДАВЛАТ УНИВЕРСИТЕТИ  
ИЛМИЙ АХБОРОТНОМАСИ**

**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО  
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



**2021 йил 3 сон**



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**Техник муҳаррирлар:** **Н.Юсупов, Г.Акмалжонова**

**Таҳририят манзили:** Наманган шаҳри, Уйчи кўчаси, 316-уй.

**Тел:** (0369)227-01-44, 227-06-12 **Факс:** (0369)227-07-61 **e-mail:** [ilmiy@inbox.uz](mailto:ilmiy@inbox.uz)

Ушбу журнал 2019 йилдан бошлаб Ўзбекистон Республикаси Олий аттестация комиссияси Раёсати қарори билан физика-математика, кимё, биология, фалсафа, филология ва педагогика фанлари бўйича Олий аттестация комиссиясининг диссертациялар асосий илмий натижаларини чоп этиши тавсия этилган илмий нашрлар рўйхатида киритилган.

“НамДУ илмий ахборотномаси–Научный вестник НамГУ” журнали Ўзбекистон Матбуот ва ахборот агентлигининг 17.05.2016 йилдаги 08-0075 рақамли гувоҳномаси ҳамда Ўзбекистон Республикаси Президенти Администрацияси ҳузуридаги Ахборот ва оммавий коммуникациялар агентлиги (АОКА) томонидан 2020 йил 29 август куни 1106-сонли гувоҳнома га биноан чоп этилади. “НамДУ Илмий Ахборотномаси” электрон нашр сифатида ҳалқаро стандарт туркум рақами (ISSN-2181-1458)га эга НамДУ Илмий-техникавий Кенгашининг 11.03.2021 йилдаги кенгайтирилган йиғилишида муҳокама қилиниб,

илмий тўплам сифатида чоп этишга рухсат этилган (Баённома № 3). Мақолаларнинг илмий савияси ва келтирилган маълумотлар учун муаллифлар жавобгар ҳисобланади.

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- formation of students' interest and respect for the culture of the country of the target language;
- development of a culture of communication and the need for the practical use of the language in various fields of activity;
- development of linguistic, intellectual and cognitive abilities, development of value orientations, feelings and emotions of the student. As we have already said, the goal of teaching a foreign language at high school is to create intercultural competence of students, which is realized in the ability to communicate with each other. The key to the successful speech activity of students is non-traditional forms of English lessons, during which students get acquainted with the culture of the countries of the studied language, as well as expand their knowledge of the cultural heritage of their home country, which allows students to take an active part in the dialogue of cultures.

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#### **VARIETIES OF METHOD TRIZ FOR TEACHING STUDENTS**

Ruzieva Nafisa Zarifovna

Bukhara State University

Teacher of Methodology of teaching foreign languages

Тел:91416-00-26 e-mail:nafisaruzieva1985@gmail.com

***Abstract:** This article is devoted to the study of Triz educational method for University students who will have ESL teacher profession. During the education process students should learn how to deal with problematic situations and help their pupils to improve their critical thinking abilities. Modern methodology of teaching English requires such kind of competence from the future English teachers.*

***Key words:** TRIZ, methodology, critical thinking, students.*

#### **РАЗНООБРАЗИЕ МЕТОДОВ ТРИЗ ДЛЯ ОБУЧЕНИЯ СТУДЕНТОВ**

Рузиева Нафиса Зарифовна

Бухарский государственный университет

Преподаватель по методике преподавания иностранных языков

Тел:91416-00-26 e-mail:nafisaruzieva1985@gmail.com

***Аннотация:** Данная статья посвящена изучению методике обучения Triz для студентов Вузов, которые будут иметь профессию преподавателя английского языка. В процессе обучения студенты должны научиться справляться с проблемными ситуациями и помочь своим ученикам улучшить свои способности критического мышления. Современная методика преподавания английского языка требует такой компетентности от будущих учителей английского языка.*



*Ключевые слова: ТРИЗ, методика, критическое мышление, студенты.*

## TALABALARNI O'QITISHDA TRIZ METODINING XILMA-XILLIGI

Ruziyeva Nafisa Zarifovna

Buxoro davlat universiteti

Tillar o'qitish metodikasi fani o'qituchisi

Tel:91416-00-26 e-mail:nafisaruzieva1985@gmail.com

***Annotasiya:** Ushbu maqola kelajakda ingliz tili o'qituvchilari bo'lmish universitet talabalarini Triz metodini o'rgatish orqali ularning muammoli vaziyatlardan chiqq olish qobiliyatini shakllantirishga qaratilgan. Ular bu jonikmalarni o'z o'quvchilarida ham shakllantirishlari uchun qollaniladi va ingliz tilini o'qitishda zamonaviy metodika o'ziga xos kompetensiyani talab etadi.*

***Kalit so'zlar:**TRIZ ,metodika, tanqidiy fikrlash, talabalar.*

In the modern world, in connection with the global, political, economic and socio-cultural changes, more and more demands are being made on a person. Thus, the need to communicate fluently in a foreign language is growing. Life has changed, the ways of perceiving information and its volume have changed, and hence the approaches for learning must change and it is happening day by day. In accordance with State Educational Standard, the goal of education is not so much the assimilation of knowledge, skills and abilities, but the development of various universal educational actions for the student.

All of them contribute to the versatile development of a personality, prepared for active social interaction in a rapidly changing world. The concept of this development includes: personal, regulatory, cognitive and communicative skills.

Learning a foreign language is an integral part of basic general education. In the concept of these actions, it can be considered as the realization of natural needs of the individual in communication, their creative desire to comprehend objects and phenomena, as it were, in different hypostases, from a different angle of view[1, 102]. Knowledge of a foreign language provides an opportunity for a person who feels the absence of language barrier, in addition to the possibility of unhindered solution of practical problems, makes a person more self-confident, gives him more inner freedom.

The set of TRIZ technology is extremely rich. They facilitate and diversify the activities of the teacher and students and additionally create conditions for the development of cognitive interest and enrichment of the vocabulary of students.

Let's consider some of the TRIZ technology techniques that can be used in foreign language teaching lessons. Teaching a foreign language in universities has its own characteristics. This is a period when students are developing analytical thinking, the ability to express their thoughts in a foreign language, the ability to defend their point of view. We will first analyze the "Brainstorming" method like Triz method for teaching English in the Universities.

"Brainstorming" is a method of activating creative thinking was developed and described by the American psychologist Alex Osborne in 1938. This method has become very popular after the publication of Osborne's book Guided Imagination: Principles and Procedures for Creative Thinking. It helps to overcome the barriers of psychological inertia,



helps to avoid excessive criticality and self-criticism, and activates a person's associative abilities.

This method is fairly easy to use. It involves two stages of work on solving the problem. At the first stage (the stage of generating ideas), all participants in the discussion offer their opinions, which are recorded by the moderator. At the second stage (assessment stage), a discussion of each put forward assumption begins, the specification and development of the ideas expressed.

#### **Method "Miracle Effect"**

The best way to involve students in intellectual work is the act of surprise, or as it is called the "Miracle Effect", as a surprise in English lessons, you can use:

- Pictures with unusual objects (for example, an unusual shaped house - the theme "My house"; unusual animals - the theme "Animals"; Guinness book records - the theme "Adjectives").

#### **Method "Cinquain"**

The word "cinquain" comes from the French "five". This is a five-line poem that follows the rules:

1. The first line is called the topic (usually a noun).
2. The second line is a description of the topic in two words (adjectives).
3. The third line is a description of the action within the framework of this topic in three verbs.
4. The fourth line is a four-word phrase showing the relationship to the topic.
5. The last line is a one-word synonym that repeats the essence of the topic.

Let's analyze the sample for cinquain for the university students. Students should make 5 line poem for word "DREAMS".

Dreams  
Beautiful, terrible  
Talk, dance, fly  
Hopeful bunch of plans  
Freedom

**Subsequent saying:** Dreams can be beautiful and terrible; it makes people talk, dance and fly. It gives people hopeful bunch of plans. Makes feel freedom.

This TRIZ technique can be successfully applied when working on any topic and at any stage of teaching a foreign language. In addition, although it is a reflection, it can be used as an activation or challenge technique. Technique "Cinquain" allows not only to activate lexical units in the speech of students, but also to use them in a coherent statement, adding the missing members of the sentence [3, 153].

#### **Method "Circles on the water"**

This method is a universal means of enhancing students' knowledge and their speech activity at the stage of challenge. The key word for this method can be the concept or phenomenon being studied. It should be written in a column and nouns (verbs, adjectives, stable phrases) to the topic under study are selected for each letter.

**An example:** Find as many words as possible for each letter of the given word The result of the students' work:

S - summer

E - Earth  
A – autumn  
S - snowy  
O - October  
N – Nasty

### **Method "CIS" - Computer Intelligent Support**

Multimedia technologies, mobile learning, interactive posters, etc. have become part of the modern school system. Today there are a huge number of interactive educational games and programs that help to increase the motivation of students, helping to "support" the knowledge gained and obtained independently in the classroom [4, 96]. Many English textbooks have a multimedia application, which greatly facilitates the implementation of this technique [5, 59]. In addition, we can prepare assignments for the acceptance of the CIS by the teacher himself.

In conclusion, I would like to note that the most important thing in English lessons is to create a situation of success. This largely depends on the teacher and on the methods that he or she uses. TRIZ meets the modern requirements of life and the State Educational Standard, it provides for new creative pedagogical technologies for students to master the basic intellectual tools of TRIZ and other methods for effective problem solving. Besides, it provides for the continuity and succession of the development of creative thinking and creative abilities of students at the inventive level.

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### **NEMIS TILINI O`RGATISHDA MNEMOTEXNIKADAN FOYDALANISH**

Xasanova Ozodaxon Qurvonali qizi  
Farg`ona politexnika instituti o`qituvchisi

***Annotatsiya:** Nemis tilini chet tili sifatida o`rgatishda turli muammolar uchrab turadi. Maqolada grammatik mavzularni o`rgatishda mnemotexnikadan foydalanish masalalari yoritilgan.*



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