

**PEDAGOGIK  
MAHORAT**

NAZARIY VA ILMIY-METODIK  
JURNAL

**ПЕДАГОГИЧЕСКОЕ  
МАСТЕРСТВО**

ТЕОРЕТИЧЕСКИЙ И НАУЧНО-  
МЕТОДИЧЕСКИЙ ЖУРНАЛ

**PEDAGOGICAL  
SKILL**

THEORETICAL AND SCIENTIFIC-  
METHODICAL JOURNAL

*Jurnal O'zbekiston Matbuot va axborot  
agentligi Buxoro viloyat matbuot va  
axborot boshqarmasida  
2007-yil 16-yanvar  
№05-032-sonli guvohnoma bilan  
ro'yxatga olingan.*

*Muassis: Buxoro davlat universiteti*

\*\*\*

*Tahririyat manzili:  
Buxoro shahar Q.Murtazoyev ko'chasi  
19-uy. Pedagogika fakulteti 3-qavat  
Tel.: 221-29-96  
E-mail: ped\_mahorat@inbox.ru*

\*\*\*

©Buxoro davlat universiteti

**2014-yil 3-son**

*Jurnal 1 yilda 4 marta chiqadi.*

**BOSH MUHARRIR:**

**Adizov Baxtiyor Rahmonovich**  
pedagogika fanlari doktori, professor

**TAHRIR HAY'ATI:**

**Tulaganov A.A.** – texnika fanlari doktori,  
professor

**Begimqulov U.Sh.** – pedagogika fanlari doktori,  
professor

**Egamberdiyeva N.M.** – pedagogika fanlari  
doktori, professor

**Ibragimov X.I.** – pedagogika fanlari doktori,  
professor

**Choriyev A.Ch.** – pedagogika fanlari doktori,  
professor

**Barotov Sh. R.** – psixologiya fanlari doktori,  
professor

**Jabborov A.M.** – psixologiya fanlari doktori,  
professor

**Sunnatova R.I.** – psixologiya fanlari doktori,  
professor

**Amonov M.R.** – texnika fanlari doktori,  
professor

**O'rayeva D.S.** – filologiya fanlari doktori,  
professor

**Durdiyev D.Q.** – fizika-matematika fanlari  
doktori, professor

**Hayitov Sh.A.** – tarix fanlari doktori, professor

**Olimov Sh.Sh.** – pedagogika fanlari doktori,  
professor

**Olimov Q.T.** – pedagogika fanlari doktori,  
professor

**Yoriyev O.M.** – kimyo fanlari doktori, professor

**Mirzayev Sh.M.** – texnika fanlari doktori,  
professor

**Bo'riyev S.B.** – biologiya fanlari doktori,  
professor

**Axmedova Sh.** – filologiya fanlari doktori,  
professor

**To'rayev H.H.** – tarix fanlari doktori, professor

**MAS'UL KOTIB** – Safarov S.H.

**MUHARRIR O'RINBOSARLARI:**

**Qahhorov S.Q.** – pedagogika fanlari doktori,  
professor

**Navro'z-zoda B.N.** – iqtisod fanlari doktori,  
professor

**MUSAHHIH** – Bafayev M.M.

## МУНДАРИЖА

МАЪНАВИЯТ ВА МАЪРИФАТ

М. Эргашева. Абдулхамид Чўлпон миллий мустақиллик ва эрк хусусида.....3

ПЕДАГОГИКА ВА ПСИХОЛОГИЯ

- Ё. Юсупова, Ҳ. Қодирова, З.Мамажоновна. Талабаларнинг ижтимоий билимдонлигини ривожлантиришда мустақил таълимнинг роли.....7
- Ф. Марданова. Социально-психологическое обеспечение педагогического воздействия на учащихся.....10
- Д. Ашурова. Инновацион дастурий-дидактик мажмуалар талабалар фаоллиги ва таълим самарадорлигини ошириш воситаси сифатида.....14
- А. Нарзуллаев, А. Аминов. Билиш фаоллигини ошириш асосида ўқувчилар ижодий қобилиятини шакллантириш.....17
- Д. Собирова, Г. Саидназарова. Социал интеллектнинг психологик асослари.....20
- Ф. Рўзиқулов, Э. Дўсанов. Компьютер ўйинларига психологик боғлиқликни тадқиқ этишнинг назарий жиҳатлари.....24
- Г. Ражабова, Ш. Гаджиходжаева. Толерантлик Шарқ мутафаккирлари талқинида.....27
- Л. Элибаева, И. Имомов. «Қобуснома»да жувонмардлик тарбияси талқини.....31
- З. Ҳамидова. Ҳадислар ва ёшлар тарбияси.....34
- М. Мирсолиева, Г. Ашурова. Олий таълим муассасалари ўқув жараёнига инновацион таълим технологияларини татбиқ этишнинг амалий йўналишлари.....37
- У. Файзиёва, Х. Файзиёва. Педагогик техника малакаларини шакллантириш ўқитувчи фаолияти самарадорлигини таъминловчи омил сифатида.....40
- С. Фуломова, Ж. Аманов. Таълим муассасаси раҳбарининг портрети.....42
- Н. Файзуллаева. Таълим соҳасида маркетинг фаолиятини ташкил этиш хусусиятлари.....47
- Е.Швачко. Ценностные основы управленческого подхода к образованию личности.....49
- Д. Таланкин. Теоретические обоснования феномена культуры как факторообразующего элемента восприятия образования человеком.....52
- М. Садовски, А. Тарасова, Е. Шаталова. Теоретические предпосылки формирования профессиональной готовности студентов педвуза к педагогическому сопровождению детей группы риска.....54

ТИЛ ВА АДАБИЁТ

- Д. Нанмова. Узлуксиз таълимда ўқувчиларнинг тил ўрганиш кўникмаларини оширишда хизмат қиладиган метод ва усуллар.....59
- Д. Сулаймонова. Роль и место русскоязычного текста в преподавании русского языка как иностранного.....61
- З. Саидова. Компьютерное обучение иностранному языку как инновационная технология.....65
- Х. Кувандиқова. Личностно-ориентированный подход и мотивация как средство формирования языковых компетенций.....67
- Р. Зарипова, Н. Ибатова. The use of games in learning grammar.....70

ТАБИЙ ФАҢЛАР

- Ҳ. Саидова, З. Турсунова, А. Саидова, Н. Кадырова. Таълим жараёнида инновацион технологиялар.....72
- Ҳ. Аvezов, М. Турсунов, З. Сулаймонова. “Физикавий кимё” фанидан талабалар билимини мустаҳкамлашда амалий машғулотларнинг ўрни.....77

КОМПЬЮТЕР ТАЪЛИМИ

- С. Мухлисоев, Н. Зарипов. Таълим жараёнида электрон доскадан фойдаланиш йўллари.....80
- Г. Турдиева, М. Исмоилова. Масофавий ўқитишда Moodle системаси ёрдамида маъруза дарсларини ўтиш.....84

АНИҚ ФАҢЛАР

- Х. Исломов, А. Авлиёқулов, Н. Хуррамов. Математик таълимда алгебраик ва геометрик методлар интеграцияси масаласини мавжудлиги ва унинг ечими ҳақида.....92
- А. Ҳақимов, Н. Ибодуллаева, З. Эшбоева, Л. Файзиёва. Аниқ интегралларни ҳисоблашни осонлаштирувчи теоремалар ва уларнинг татбиқи.....96
- М. Раупова. Координатлар усули билан стереометрия масалаларини ечиш.....100

ЧИЗМА ГЕОМЕТРИЯ ВА ЧИЗМАЧИЛИК

- Н. Ёдгоров, Л. Ёдгорова. Чизмачилик фанидан талабаларнинг аудиториядан ташқари фаолиятини ташкил этиш.....104
- Х. Ҳақимов, М. Маҳмудов, Ф. Узоқов. Жисмоний тарбия – мактабгача тарбия педагогикасининг муҳим бир бўлими сифатида.....108
- Ф. Музаффарова, Л. Азимов, Х. Ҳақимов. Ўқувчиларнинг ўқув-билув фаолиятини ташкил этишда интерфаол методларнинг ўрни.....111
- Р. Маткаримов, К. Баязитов. Педагогический контроль и оценка подготовленности тяжелоатлета.....113
- Р. Маткаримов, А. Моради. Исследование реализации соревновательных подходов в толчке штанги тяжелоатлетами различной квалификации.....115

ХОТИРА МУҚАДДАС

Малла Очилов.....118

ХИҚМАТЛАР ШОДАСИ

Меҳнат ҳақида.....119

**Ranoxon ZARIPOVA**

Teacher of English in foreign languages department  
of Bukhara state university

**Nargiza IBATOVA**

Student of Master degree Linguistics (English)

## THE USE OF GAMES IN LEARNING GRAMMAR

*Мазкур мақолада грамматикани кўрғазмалар орқали кўрсата билиш ва такрорлаш учун бир неча хил анъанавий методларни қўллаш ва унда тилни ўрганиш бўйича турли хил ўйинлардан фойдаланиш ҳамда унинг бошқа методларга нисбатан қулайлигини аниқлаш мақсадида, қиёсланиб, ўрганилди.*

*В данной статье рассматриваются некоторые традиционные методы для представления грамматики и повторения, сравнив их в использовании языковых игр, с тем, чтобы определить, являются ли они успешными, чем другие методы.*

*In this article are examined some traditional techniques of grammar presentation and revision to compare them using the language games, in order to determine whether they are successful in presenting and revising grammar than the other methods?*

Grammar acquisition is increasingly viewed as crucial to language acquisition. However, there is much disagreement as to the effectiveness of different approaches for presenting vocabulary items. Moreover, learning grammar is often perceived as a tedious and laborious process. In this report I would like to examine some traditional techniques and compare them with the use of language games for grammar presentation and revision, in order to determine whether they are successful in presenting and revising grammar than other methods.

From my teaching experience I have noticed how enthusiastic students are about practicing language by means of games. I believe that the grammar games are not only fun but they help students learn without a conscious analysis or understanding of the learning process while they acquire communicative competence as second language users.

There are numerous techniques concerned with grammar presentation. However, there are a few things that have to be remembered irrespective of the way new lexical items are presented. If teachers want students to remember new grammar it needs to be learnt in the context, practiced and then revised to prevent students from forgetting. Teachers must take sure of that students have understood the new words, which will be remembered better if introduced in a “memorable way”. Bearing all this in mind, teachers have to remember to employ a variety of techniques for new grammatical presentation and revision.

We suggest the following types of grammar presentation techniques:

1 Visual techniques. These pertain to visual memory, which is considered especially helpful with the grammar retention. Learners remember better the material that has been presented by means of the visual aids. The visual techniques lend themselves well to presenting concrete items of grammar. They help students to associate the presented material in a meaningful way and incorporate it into their system of the language units.

2. Verbal explanation. This pertains to the use of illustrative situations connected with the grammar material studied.

### **The advantages of using games.**

A lot of experienced textbook and methodology manuals writers have argued that games are not just time-filling activities but they have a great educational value. We hold that most grammar games make learners use the language instead of thinking about learning the correct forms. The grammar games should be treated as central, not peripheral to the foreign language teaching programme. Games, as Richard Amato thinks, are to be fun, but he warns

against overlooking their pedagogical value, particularly in foreign language teaching programmes. There are many advantages of using games in grammar.

1. Games can lower anxiety, thus making the acquisition of input more likely.
2. Games are highly motivating and entertaining, and they can give shy students more opportunities to express their opinions and feelings.
3. They also enable learners to acquire new experience within the foreign language that are not always possible during a typical lesson.
4. Games add diversion to the regular classroom activities, break the ice and introduce the new ideas.
5. In the easy, relaxed atmosphere which is created by using games the students remember things faster and better.
6. Grammar games are a good way of practicing the language, for they provide a model of what learners will use the language for in real life in future.
7. Grammar games encourage, entertain, teach, and promote fluency.

If not for any of these reasons they should be used just because they help students to see beauty in a foreign language and not just problems, and this is the main reason to use games when studying English grammar.

### **Choosing appropriate games**

There are many factors to consider while discussing games, one of which is appropriacy. Teachers should be very careful about choosing games if they want to make them profitable for the learning process. If games are to bring desired results, they must correspond to either the students' level, or age, or the materials that are to be introduced or practiced. Not all of the games are appropriate for all students irrespective of their age. Different age groups require various topics, materials and modes of games. For example, children benefit most from games which require moving around, imitating a model, competing between groups, and the like. Furthermore, structural games that practice or reinforce a certain grammatical aspects of language have to relate to students' ability and prior knowledge. Games become difficult when the task or the topic is unsuitable or outside the students' experience.

Another factor influencing the choice of a game is its length and the time necessary for its completion. Many games have time limits but according to Siek Piscozub, the teacher can either allocate more or less time depending of the students' levels, the number of people in a group, or the knowledge of the rules of a game, etc.

### **When to use games.**

Games are often used as short warm-up activities or when there is some time left at the end of the lesson. As Mr. Lee observes, a game should not be regarded as a marginal activity filling in odd moments when the teacher and class have nothing better to do. Games ought to be at the heart of teaching foreign languages. Mr. Rixon suggests that games should be used at all stages of the English lesson, provided that they are suitable and carefully chosen. At different stages of the lesson, the teachers' aims connected with a game may vary:

1. Presentation. It presents and provides a good model making its meaning clear.
2. Controlled practice. It elicits a good imitation of the language and appropriate responses.
3. Communicative practice. It gives to the students a chance to use a foreign language.

Grammar games also lend themselves well to revision exercises helping learners to recall a grammar material in a pleasant, entertaining way. All authors referred to in my report agree that even the grammar games resulted only in noise and entertained students, they are still worth paying attention to and implementing in the classroom since they motivate learners, promote the communicative competence, and generate the fluency. However, can they be more successful for presentation and revision than other techniques? My teaching practice proves that the answer to this question is absolutely affirmative.

### Referens

1. Верба Л.Г., Верба Г.В. Грамматика современного английского языка. Справочник. — Киев: Логос, 2001. — 368 с.
2. Каменский А.И., Каменская И.Б. Практическая грамматика английского языка Харьков: ИНЭМ, 2002 г. , 278 с.
3. Москальская О.И. Грамматика текста. – М., 1981.
4. Матушевская Елена Артуровна. Использование дидактических игр на уроке английского языка как средство повышения эффективности обучения. <http://festival.1september.ru/articles/518087/>

### ТАБИЙ ФАНЛАР

Хулкар САИДОВА, Зебинисо ТУРСУНОВА, Азиза САИДОВА  
БМТИ ўқитувчилари  
Нозима КАДЫРОВА  
БухДУ ўқитувчиси

### ТАЪЛИМ ЖАРАЁНИДА ИННОВАЦИОН ТЕХНОЛОГИЯЛАР

*Мақолада дарс жараёнида турли методларни қўллаб, талабани мавзу ҳақида фикрлашига ёндашишига ёрдам берувчи инновацион технологиялардан фойдаланиб тузилган 4 соатлик технологик харита келтирилган. Шунингдек, ўлчамлар дастури мавзуси ёритилиб, болалар ўлчов таснифини тузиши хусусиятлари, болалар ёши ва уларга мос бўй гуруҳлари баён этилган.*

*Таянч сўз ва тушунчалар: Инновацион технология, амалий антропология, биомеханика, ўлчамлар дастури, морфологик хусусиятлар, антропометрик нуқталар, ўлчамлар таснифи, педагогик вазифалар, ўқитиш воситалари, ўқитиш шакли.*

*В статье изложена четырёхчасовая технологическая карта с применением инновационных технологий, которые заставляют студента размышлять над темой, применяя различные методы в процессе урока. А также обоснована тематика программы измерений, особенности построения детской размерной типологии, возрастные группы детей с соответствующими размерными особенностями.*

*Опорные слова и понятия: инновационная технология, антропология, биомеханика, программа измерений, морфологические свойства, антропометрические точки, классификация измерений, болалар ўлчами типологиясининг тузилиши хусусиятлари, средства обучения, форма обучения.*

*The article presents a four-hour flow chart using innovative technologies that make the student reflect using the variety methods during the lesson. And also it is substantiated theme of measurement program, particularly the construction of children's dimensional typology, age groups of children with appropriate dimension features.*

*Key words and concepts: innovative technology, anthropology, biomechanics, measurement program, morphological properties, anthropometric points, classification measurements, especially the construction of children's dimensional typology, learning tools and form of learning.*

Ҳозирги кунда жаҳон тажрибасидан кўриниб турибдики, таълим жараёнига ўқитишнинг янги, замонавий усул ва воситалари кириб келмоқда ҳамда самарали қўлланилмоқда. Жумладан, Бухоро муҳандислик-технология институтида ҳам инновацион ва замонавий педагогик ғоялар амалга оширилмоқда: Ўқитувчи билим олишнинг ягона манбаи бўлиб қолиши керак эмас, балки талабалар мустақил ишлаш жараёнининг ташкилотчиси, маслаҳатчиси, ўқув жараёнининг менежери бўлиши лозим. Таълим технологиясини ишлаб чиқиш асосида айнан шу ғоялар ётади.

Мақолада “Амалий антропология ва биомеханика асослари” фанидан “Ўлчамлар дастури” мавзуси бўйича маъруза ва лаборатория машулотларида фойдаланиладиган ўқитиш техноло-