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15 ming tomoshabinga mo'ljallangan stadion hozirgi kunda qarovsiz ahvoldaligini inobaga olib, sport maktabi balansiga o'tkazish ishlari amalga oshirilmoqda [9].

Termiz olimpiya zaxiralari kolleji 2004 yilda o'z ish faoliyatini boshlagan bo'lib, 2011 yilda kapital tamirlangan. Umumiy er maydoni 12337,260m² bo'lib, bugungi kunda 2178,1m² bo'sh er maydoni o'rinda kelgusida sportning kamondan otish, og'ir atletika, badminton va taekvondo VT turlari uchun maxsus zallar barpo etish rejalashtirilgan [9]. O'zbekiston Respublikasi Prezidentining 2020 yil 24 yanvardagi "O'zbekiston Respublikasida jismoniy tarbiya va sportni yanada takomillashtirish va ommalashtirish chora-tadbirlari to'g'risida"gi PF - 5924-son Farmoni 5-ilovasiga muvofiq 2020 yilda xalqaro moliya institutlari va xorijiy banklarning imtiyozli kreditlari hisobidan respublika hududlarida jismoniy tarbiya-sog'lomlashtirish va sport inshootlarini barpo etish bo'yicha istiqbolli loyihalar asosida tuman (shahar)larda sport zal (boks, kurash, fitnes, gimnastika), futbol, voleybol, basketbol, badminton maydonchalari, tennis maydoni va boshqa sport obektlari, yani viloyat bo'yicha jami 30 ta loyihaga imtiyozli kreditlar ajratilishi kutilmoqda [9].

Qolaversa, 2020 yilda "Ta'lim muassasalari haftaligi", "Xotin-qizlar haftaligi", "Mahalla haftaligi", "Nuroniylar haftaligi", "YOshlar haftaligi" kabi shiorlar ostida aholining keng qatlami, ayniqsa sport bilan muntazam ravishda shug'ullanmaydigan aholi qatlamlarini ommaviy sport bilan shug'ullanishlari bo'yicha kalendar rejasi tasdiqlanganligiga qaramasdan, hozirgi kunda ushbu sport tadbirlari hududiy hokimliklar tomonidan nazorat ostiga olinmaganligi hamda pandemiya holatlari sababli sportning ommaviyligini oshirish ishlari oqsoqlanib qolayotgani malum bo'ldi.

Xulosa. Prezidentimiz tomonidan ilgari surilgan 5 ta muhim tashabbus ijrosi doirasida Surxondaryo viloyati hokimligi 921 ta umumtalim maktabiga qariyb 250 million so'mlik 8 turdagi sport anjomlarini tarqatdi. Yoshlarni jismonan chiniqtirib, sog'lom kamolga etkazish va ularning sport sohasidagi qobiliyatini keng namoyon etishi uchun zarur bo'ladigan anjomlar orasida futbol, voleybol to'plari, stol tennisi, boks qo'lqopi, shaxmat-shashka to'plamlari ham mavjud. Yigit-qizlarni jismonan chiniqtirib, ularning sport sohasidagi qobiliyatini keng namoyish etishi uchun zarur sharoit yaratilmoqda.

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DIAGNOSTICS OF THE EFFECTIVENESS OF USING INFORMATION AND COMMUNICATION TECHNOLOGIES IN TEACHING VOCABULARY

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Annotatsiya. Ushbu maqolada boshlang'ich sinflarda ingliz tili darslarida lug'at o'rgatishda zamonaviy axborot-kommunikatsiya texnologiyalaridan foydalanish masalalari muhokama qilinadi.

Ishning maqsadi ishlab chiqilgan vazifalar to'plami asosida boshlang'ich sinf o'quvchilariga ingliz tili lug'atini o'rgatishda axborot-kommunikatsiya texnologiyalaridan foydalanish samaradorligini asoslash va amaliyotda sinab ko'rishdan iborat.

Kalit so'zlar: AKT, kommunikativ-nutq kompetensiyasi, leksik ko'nikmalar, aloqa texnologiyalari, aniqlash (tashkiliy), shakllantiruvchi, nazorat.

Аннотация. В статье обсуждается использование современных информационно-коммуникационных технологий при обучении лексике на уроках английского языка в начальной школе.

Цель исследования – обосновать и апробировать на практике эффективность использования информационно-коммуникационных технологий при обучении лексике английского языка учащихся начальных классов на основе разработанного комплекса заданий.

Ключевые слова: ИКТ, коммуникативно-речевая компетенция, лексические навыки, коммуникативные технологии, констатирующая (организационная), формирующая, контрольная.

Abstract. This article discusses the use of modern information and communication technologies in teaching vocabulary in English lessons in elementary school. The purpose of the study is to substantiate and test in practice the effectiveness of using information and communication technologies in teaching English vocabulary to primary school students on the basis of the developed set of tasks.

Key words: ICT, communicative-speech competence, lexical skills, communication technologies, ascertaining (organizational), formative, control.

Introduction: Teaching a foreign language is a complex process aimed at the formation of communicative-speech competence (development of oral and written forms of communication). It should be noted that the implementation of any type of speech activity is not possible without the use of the vocabulary of the language, therefore, it is the possession of lexical skills that is one of the main points for achieving this goal. Moreover, it is important to understand the role of the formation of lexical skills at the initial stage of training. The question is how to make this process most efficient; how to increase the interest and activity of students. Today, there is a large number of different information and communication technologies and their widespread use in the education process. In further consideration, the abbreviation ICT is used for this term. A lot of training programs, different ways of presenting and perceiving information - all this is included in their number and is a necessary element of learning in the modern world. Moreover, their use in the classroom is a mandatory requirement spelled out in the Federal State Educational Standard. Despite this, there are a number of problems: not all schools have the necessary technical equipment; in many schools, the number of computers does not match the number of students; insufficient level of ICT competence of teachers; their unwillingness and sometimes unwillingness to use modern teaching technologies. The existence of these problems explains the relevance of the topic under consideration.

Methods: The following research objectives were identified:

1. Consider the definition of "Information and communication technologies", their classifications and types;
2. Determine the principles of using information and communication technologies in school in English lessons;
3. Determine the goals and content of teaching English vocabulary at the initial stage;
4. Develop a set of tasks using information and communication technologies for students in grade 4;
5. Conduct a pedagogical experiment in order to identify the effectiveness of the tasks presented.

During the work, the following research methods were used:

- Theoretical - analysis of scientific and methodological literature on the research topic;
- Empirical - modeling of the educational process (development of a set of exercises; pedagogical experiment; statistical analysis of the results of the experiment.

For the experiment, a set of tasks was developed using modern information and communication technologies for the learners of the school in grade 4. It is based on the "Tea Party" and "All our yesterdays" themes in the Spotlight tutorial. The vocabulary on the topics "Feelings" and "Ordinal numbers" presented in the selected topics in the textbook was chosen as the material. Tasks are aimed at presenting, consolidating and practicing lexical material in speech on the topics "Feelings" (feelings) and "Ordinal numbers" (ordinal numbers). The developed complex includes the following tasks:

1. Tasks aimed at knowing the form of the word: Look and say what you see on the screen. A presentation is illustrated, each slide depicting a different feeling. The graphic form of the word appears next to the image, and then the construction He / she is happy / sad / angry, etc. Children read these words and phrases and pronounce them in chorus (they first repeat the word itself, then the corresponding construction, visually memorizing the graphic form).

2. Tasks aimed at knowing the meaning of the word: Watch the video and listen to the song. Then sing and mime the feelings. The task is aimed at consolidating and practicing lexical material in speech. Thus, children correlate the visual image of feelings in the video with their sound form, which is accompanied by repetition aloud. Below is the lyrics of the song:

"I'm happy, she's sad. I'm angry, she's mad.
I'm a boy, she's a girl and this is the world!
I'm hungry, he's thirsty. I'm sick and he's tired.
He's a boy, I'm a girl and this is the world!
You get happy, you get sad. You get angry, you get mad.
You go to bed, then you wake up, you might just be OK!
It's just the way that you're feeling now.
Wait a while, It might just change somehow
It's just the way that you're feeling - the feeling may be fleeting
Here one second then it's gone! "

3. Tasks aimed at the use of vocabulary in speech: Watch the video and repeat what you hear. Then answer. This video illustrates various short situations in which the corresponding feelings are illustrated. The announcer speaks the word several times, the children repeat it. After each situation, the speaker asks the question Are you ... (happy)? Children answer these questions in unison. The task is aimed at presenting the lexical task and at the same time practicing it in speech.

Results analysis and discussion: The aim of the study was to identify how actively information and communication technologies are used in the course of a modern English lesson, their importance in the pedagogical process, and to determine the attitude of students and teachers to the information and communication technologies used. The experiment consisted of three stages:

1. Ascertaining (organizational); 2. Formative; 3. Control.

At the ascertaining stage, a survey of students and teachers was carried out in order to identify the degree of use of information and communication means in an English lesson and a primary cut of the level of vocabulary proficiency.

The questionnaire for students included two questions that determine how often certain information and communication technologies are used in English lessons and which of them arouses the greatest interest in learning. The form of the questionnaire is presented in the appendix - (See Appendix 1).

When asked how often you use one or another medium in English lessons, all respondents answered the same way. Thus, the survey showed that the lessons periodically (sometimes) use a computer, audio and video recordings, and a projector. All students noted that they do not use the Internet and an interactive whiteboard in the lesson. Answers to the next question "What do you enjoy working with the most?" divided: 67% (students) put video and audio recordings first; 24% (10 people) put the computer first and 9% (3 people) - presentations. For the last places (least interesting), all students identified an interactive whiteboard due to its absence in the classroom.

The purpose of the questionnaire survey among teachers was to determine the degree of their use of information and communication technologies in the English lesson and to assess the

significance of the technologies used. The questionnaire includes 4 questions that determine which ICTs and how often are used in English lessons, the attitude of teachers to their use and what technologies, in their opinion, are lacking). The form of the questionnaire is presented in the appendix - (See Appendix 2). 4 English teachers working in this school took part in the survey. According to the results of the survey, only 2 teachers (50% of the respondents) answered that they use ICT 2-3 times a week, the other half of the respondents use ICT only occasionally. Using ICT, teachers mainly use a computer, Microsoft office package (presentations, text and graphic materials), audio and video materials. Teachers noted the lack of interactive whiteboards in the classroom and the limited number of computers. As the positive aspects of using information and communication technologies, teachers noted the opportunity to save time and effort when presenting various volumes of educational material.

The next step at the ascertaining stage was to conduct a primary cut of the level of formation of lexical skills among 4th grade students. For this purpose, a set of questions and tasks was developed that determine the students' mastery of the vocabulary of the topics already covered. The test includes vocabulary on the topics Food (food) and Wild animals (wild animals), all components of the structure of the lexical skill are controlled: form ("Put the letters in the right order. Write down the words on their transcriptions. Put the missing letters. Match the words from a to d with their transcriptions from 1 to 4"), the meaning ("Match the words with the pictures") and the use of the word ("Write down some words to complete the sentences"). The form with tasks for the primary cut is in the appendix - (See Appendix 3). The total possible number of points for the work is 32. During the assessment, the results were transferred to a 100-point system. The following scale was used to analyze the results:

- From 80% (26 points) - grade "5" (high level of lexical skills formation);
- From 70% (from 22 points) – estimated

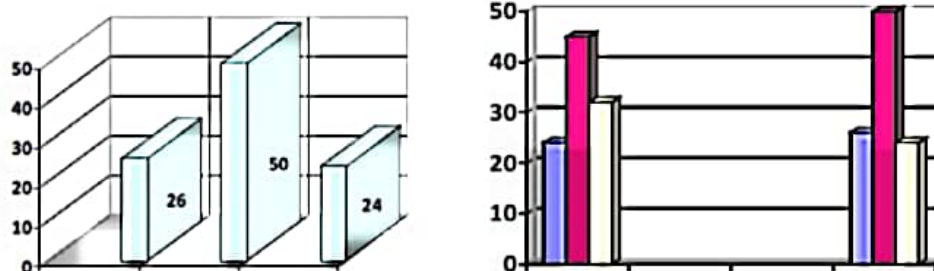


Figure 1. The results of the final slice are presented in the diagram

Figure 2. The results of the initial and final tests in comparison are also displayed in the diagram

Figure 1 shows that the number of students with a high level of proficiency in lexical skills has grown to 26%, the number of students with an average level - up to 50%; as for students with a low level of proficiency in lexical skills, their number dropped to 24%. Analyzing the results of the primary and final sections, we can conclude that the use of various modern information and communication technologies in the classroom has led to a decrease in the number of students with a low level of formed lexical skills. The children noted that conducting such lessons arouses their greater interest in learning. The results of the initial and final tests in comparison are also displayed in the diagram (Figure 2).

The percentage of students with high and intermediate levels is 76% of the entire class, which is 13% higher than the primary result. The number of students with a low level of proficiency in vocabulary skills decreased by 13% compared to the indicators of the primary slice.

Thus, this pedagogical experiment has shown the effectiveness and necessity of using modern information and communication technologies in the formation of lexical skills in English lessons among primary school students.

Conclusion: In this paper, the features of the use of various information and communication technologies in teaching were considered, in particular when teaching vocabulary in English lessons in elementary school.

Constant changes in the field of information and communication technologies and Internet resources lead to changes in education. So, the theoretical part of the work showed that their use in school today is an integral part of education and a basic requirement according to the state educational standard.

Modern technologies and various means of presenting information can significantly simplify and diversify the educational process. In addition, a great advantage of modern information and communication technologies over other teaching tools is the ability to present large amounts of information in various forms, the possibility of interactive dialogue in the classroom, as well as from the first seconds to interest and motivate students. Presentations, electronic textbooks, an interactive whiteboard, video and audio material makes the presentation of the material brighter and more interesting, and provides clarity. Today the Internet is one of the most well-known and used electronic technologies, and the computer practically takes the role of a teacher.

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NATIONAL-CULTURAL ASPECT OF PHRASEOLOGY

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Annotatsiya. Ushbu maqolada dunyoning emotsionallik tushunchalarning mazmunini o'rganish muhokama qilinadi. Frazeologik darajada o'zaro bog'liq tushunchalarni lingvistik ifodalash darajasida solishtirganda, frazeologik kontseptuallashtirish jarayonlarining o'ziga xos xususiyatlarini aniqlash, mazmundagi umuminsoniy va milliy-madaniy komponentning mohiyatini aniqlash maqsadida ular o'rtasidagi o'xshashlik, farq va munosabatlar tahlili. tushunchalar lingvomadaniy hamjamiyat dunyosi tasvirining parchalari sifatida.

Kalit so'zlar: frazeologik korpus, ekspressiv vositalar, milliy madaniyat, idiomatik ma'no.

Аннотация. В статье рассматривается вопрос о содержании эмоциональных понятий во фразеологической картине мира, входящей в «наивную» языковую картину мира. При сопоставлении родственных понятий на фразеологическом уровне лингвистической репрезентации проводится анализ сходств, различий и взаимосвязей между ними с целью выявления специфики процессов фразеологической концептуализации, определения сущности универсального и национально-культурного компонента в содержании. концептов как фрагментов картины мира лингво-культурного сообщества.

Ключевые слова: фразеологический корпус, выразительные средства, национальная культура, идиоматическое значение.

Abstract. This article discusses investigating the content of emotive concepts in the phraseological picture of the world, which is part of the "naive" linguistic picture of the world. When comparison of related concepts at the phraseological level linguistic representation, an analysis of the similarities, differences and the relationships between them in order to identify the specifics of the process's phraseological conceptualization, defining the essence of the universal and national-cultural component in the content of concepts as fragments of the picture of the world of the linguocultural community.

Key words: phraseological corpus, expressive means, national culture in a holistic manner, idiomatic meaning.

The phraseological corpus of any national language is a kind of source of knowledge about the culture of the people. In the deep connections of stable verbal complexes, messages about the world of a particular country are encoded: about its geography, climate, the spiritual makeup of the people,