

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ ОЛИЙ ВА ЎРТА МАХСУС
ТАЪЛИМ ВАЗИРЛИГИ

БУХОРО ДАВЛАТ УНИВЕРСИТЕТИ

“ЧЕТ ТИЛЛАРИНИ ЎҚИТИШНИНГ ДОЛЗАРБ МАСАЛАЛАРИ”

мавзуидаги республика онлайн илмий-амалий конференция

МАТЕРИАЛЛАРИ

2021 йил 17-18 март. Бухоро

Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2021 йил 2 мартдаги 78-Ф-сонли Фармойиши асосида Бухоро давлат университети Хорижий тиллар факультети Табиий йўналишларда чет тили кафедраси ташаббуси билан 2021 йил 17-18 март кунлари “Чет тилларини ўқитишнинг долзарб масалалари” мавзусида ўтказилган республика миқёсидаги илмий-амалий конференция материаллар тўпламига замонавий тилшунослик, таржимашунослик, адабиётшунослик, хорижий тилларни ривожлантиришда инновацион ғоя ва технологияларнинг ўрни, хорижий тилларни ўрганишнинг Ўзбекистон тараққиётидаги аҳамияти, ўрта, ўрта махсус ва олий таълимда чет тилларни ўқитиш масалалари ва чет тили ўқитиш методикасининг долзарб муаммоларига бағишланган илмий маърузалар ўз ифодасини топган.

Мазкур тўпламга республикаимиз олимлари, катта илмий ходим-изланувчилари ва мустақил изланувчиларининг мақолалари киритилган.

Тахрир хайъати:

О.Х.Хамидов (БухДУ, профессор), О.С.Қаҳҳоров (БухДУ, доцент), М.Қ.Бақоева (БухДУ, профессор), М.М.Жўраева, ф.ф.д., Д.И.Ходжаева, PhD (масъул муҳаррир), Ш.К.Каримова (масъул котиба)

Тўпловчи ва нашрга тайёрловчи:

Табиий йўналишларда чет тили кафедраси ўқитувчилари:
Ў.Ҳ.Мавлонова, М.Ў.Ҳусенова, М.Б.Норова

Такризчилар:

Филология фанлари доктори, И.К.Мирзаев
Филология фанлари номзоди, доцент М.Ҳ.Алимова
Филология фанлари номзоди, доцент З.И.Расулов

МУНДАРИЖА

І ШЎЪБА. ХОРИЖИЙ ТИЛЛАРНИ РИВОЖЛАНТИРИШДА ИННОВАЦИОН FOЯ ВА ТЕХНОЛОГИЯЛАРНИНГ ЎРНИ	3
Haydarova M. FORMATION OF STUDENTS' PEDAGOGICAL COMPETENCE AS FUTURE TEACHERS.....	3
Sulaymonova D. INGLIZ TILINI O'QITISHDA INNOVATION METODLARDAN FOYDALANISH USULLARI	6
Shigabutdinova D. LEARNING A FOREIGN LANGUAGE THROUGH TRAVELLING.....	10
Abulova Z. METHODS OF DEVELOPING SKILLS AND ABILITIES IN LEARNING A FOREIGN LANGUAGE.....	13
Norova M., Asrorov H. ADVANTAGES AND DISADVANTAGES OF TRADITIONAL AND ALTERNATIVE WAYS OF ASSESSMENT	17
Axmedova A. BOSHLANG'ICH SINFLARDA INGLIZ TILI FANINI O'QITISHNING ZAMONAVIY USULLARI.....	22
Axmedova A., Jumayeva M. THE PROBLEM OF THE FORMATION OF COMMUNICATIVE COMPETENCE IN MASTERING THE ENGLISH LANGUAGE.....	25
Vosiyeva Sh., Mirov A. TEACHING ENGLISH LANGUAGE STEP BY STEP.....	27
Восиева Ш. ИНГЛИЗ ВА ЎЗБЕК ТИЛЛАРИДА СЎЗ ЯСАШ УСУЛЛАРИ	30
Narziyeva I., Fayziyeva Sh. TEACHING LANGUAGES TO YOUNG LEARNERS	34
Ibatova N. ХОРИЖИЙ ТИЛЛАРНИ О'QITISHDA INNOVATION TEKNOLOGIYALARDAN FOYDALANISHNING YANGI USULLARI.....	37
Xasanova X. MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE.....	41
Karimova Sh., Nazarova G. THE ROLE OF EFFECTIVE FEEDBACK IN LANGUAGE TEACHING	46
Ибрагимов У. ЗАМОНАВИЙ ТАЪЛИМ ТЕХНОЛОГИЯЛАРИ АСОСИДА ТАЛАБАЛАРНИНГ КАРТОГРАФИК КОМПЕТЕНТИЛИГИНИ ТАКОМИЛЛАШТИРИШ	50
Мирзаева М., Мадатова М. ДИАЛОГОВОЕ ОБУЧЕНИЕ КАК ОДНА ИЗ ФОРМ ЭФФЕКТИВНЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ПРЕПОДОВАНИЕ ИНОСТРАННЫХ ЯЗЫКОВ	54
Самадова С., Турсунова М. ИННОВАЦИОННАЯ КУЛЬТУРА ПЕДАГОГА В СИСТЕМЕ ОБРАЗОВАНИЯ	59
Jabborova D., Jurayeva S. THEORETICAL ASPECTS OF THE DEVELOPING LANGUAGE SKILLS.....	64
Xasanova X. MODERN APPROACHES TO TEACHING A FOREIGN LANGUAGE.....	68

Subanova D. KICHIK YOSHDAGILARGA O'YIN ORQALI CHET TILI O'RGATISH TEXNOLOGIYALARI	146
Д.Ш.Исломов, Г.А.Жаҳонгирова. ОЛИЙ ТАЪЛИМ МУАССАСАЛАРИДА ФРАНЦУЗ ТИЛИНИ ЎРГАТИШДА ФОНОСТИЛИСТИКА ВА ФОНОСТИЛИСТИК БИРЛИКЛАРНИНГ РОЛИ	150
Sharipova D. SYMBOL AS A LANGUAGE OF LINGUOCULTURES	155
Babayeva V., Maxmurova M., Nazarova G. STUDYING LANGUAGE AS THE SECOND LANGUAGE LEARNERS	159
Sharipova D. LANGUAGE SYMBOLS AND SPEECH IMAGES	163
Safarova X. THE STRUCTURAL-SEMANTIC ANALYSIS OF ENGLISH LANGUAGE EMBEDDINGS FROM FRENCH LANGUAGE.....	167
Karimova Sh. ANAFORANING SHE'RIYATDAGI ASOSIY ANAMIYATI.....	169
Achilova R., V.Bozorova. THE PROBLEM OF UNDERSTANDING AND TEACHING YOUNG GENERATION	172
Khusenova M., Khusenova M. LEXICOGRAPHIC ANALYSIS OF ORTHOGRAPHIC TERMS	177
Makhmurova M. GRAMMATISCHE KATEGORIEN IN DEUTSCH UND USBEKISCH.....	181
Subanova D., Nurmurodova O'. O'ZBEKISTONDA BOSHLANG'ICH SINFLARDA O'YIN ORQALI INGLIZ TILINI O'QITISH USULLARI	185
Khusenova M. LEXICOGRAPHY, TYPES OF DICTIONARIES	189
Bobokalonov R. FRANSUZ TILIDAN O'ZBEK TILIGA O'ZLASHGAN BAYNALMINAL TIBBIY TERMINLAR	193
Д.Х.Темирова. ПРОБЛЕМА КЛАССИФИКАЦИИ ДЕТСКИХ ИГРОВОГО ФОЛЬКЛОРА В СВЕТЕ СРАВНИТЕЛЬНОГО АНАЛИЗА	200
Сайфуллаева Р., Бобокалонов П. КЕСИМЛИЛИКНИНГ ЎЗГАЧА МУЖАССАМЛАШУВИ	204
Сайфуллаева Р., Бобокалонов П. ЎЗБЕК СИСТЕМ-СТРУКТУР ТИЛШУНОСЛИГИДА [W ^p] ҚОЛИПЛИ ГАПЛАР МУАММОСИ	215
Khodjaeva D., Saidova Z. THE ORIGIN AND JUSTIFICATION OF THE TERM TAXIS IN LINGUISTICS	224
Ж.Якубов. РАСМИЙ ЁЗМА МУЛОҚОТ МАДАНИЯТИНИ РИВОЖЛАНТИРИШДА “ХУШМУОМАЛАЛИК” КАТЕГОРИЯСИНИНГ АҲАМИЯТИ.....	229
М. Жўраева, Ю.М.Ҳасанова. «КОНЦЕПТ» ВА «ФРЕЙМ» ТУШУНЧАЛАРИ ҲАҚИДА МУЛОҲАЗАЛАР	235
Норова М. «ЭРТАК» МАЗМУНИ ТЎҒРИСИДА	242
М.Жўраева, М.Норова. ТУРЛИ ТИЛЛАРДА ИФОДАЛАНИШИ.....	245
М.Жўраева. КОГНИТИВ ТИЛШУНОСЛИК ТЎҒРИСИДА ИЛМИЙ-НАЗАРИЙ ҚАРАШЛАР.....	250
Khamraeva G. INTERACTIVE GAMES AND THEIR ROLE IN DEVELOPING LANGUAGE LEARNERS' COMMUNICATIVE SKILLS.	254

17. U.K. Mavlonova, S.K. Karimova. THE PROBLEM OF TEACHING ENGLISH IN MIXED ABILITY CLASSES. - Dostijeniya nauki i obrazovaniya, 2020.
18. U.K. Mavlonova, Z.Z. Abulova, D.K. Kodirov. ROLE PLAY AS A METHOD OF DEVELOPING SPEAKING SKILL. Scientific reports of Bukhara State University 3 (1), 253-260.

THE ROLE OF EFFECTIVE FEEDBACK IN LANGUAGE TEACHING

*Karimova Shakhnozakhon Karimovna,
Nazarova Gulshod Xodjiyevna
ESP Teachers of Bukhara State University
karimovashakhnoz@mail.com,
Akiyeva Firuza, English teacher
Director of school №3*

Abstract. Feedback is one of the most powerful influences on learning and achievement, but this impact can be either positive or negative. We consider that it's important to give effective feedback to language learners. Effective feedback is an aspect of communicative linguistics that is important for both the teacher and the learner in the language teaching process. Based on the importance of feedback in learning process, this study aims to find out and to implement the appropriate feedback in learning language. This work attempts to investigate developing teachers and students' giving and receiving feedback effectively. In this study it was also attempted to investigate the impact of feedback on language learning process. Additionally, this analysis highlights several feedback patterns explaining the different contributions to the learning process. Finally, this paper is used to suggest ways in which feedback can be used to enhance its effectiveness in classroom. Accordingly, we believe that using effective feedback in the class make learners feel comfortable to communicate effectively in different social situations.

Key words: feedback, effective feedback, corrective feedback, communicative language teaching, learning process.

In today's world, while implementing the reforms of preparing cadres, all new specialists undergoing the higher educational system are required to know one or several foreign languages. In connection with this, huge tasks are set before teachers of English language; teachers became one of the main subjects of educational reforms. Therefore, if a teacher is open to welcome new pedagogical innovations, he can provide goal-oriented introduction of innovative ideas into educational process. English is one of the subjects being offered in the Uzbek education system and being taught in primary, secondary schools and higher educational establishments.

Currently, the field of English language teaching began to address linguistic and cultural diversity; rather than focusing on teaching aspects related

to the English is most popular foreign language. No doubt, English is most popular foreign language. Many Uzbek people wish to learn for educational, economic and social reasons, a reality that applies to many other non-English speaking countries as well.[1]

As we know that communication is the most important thing for any human, animal and organisms to express his or her thoughts regarding any topic or regarding his want. These communications can be verbal, nonverbal, gestural or through body language. Our human kind is communicating with each other from the start of the time though they did not have any words they can understand but then also the were that sufficient that they understood the desires and necessities of each other through nonverbal communication. By means of communication we are able to express our thoughts and, in this feedback, plays a major role as its is the main basic ground which helps the one in front of you understand that what he has spoken to you is clear to you and what changes you want in so that you.

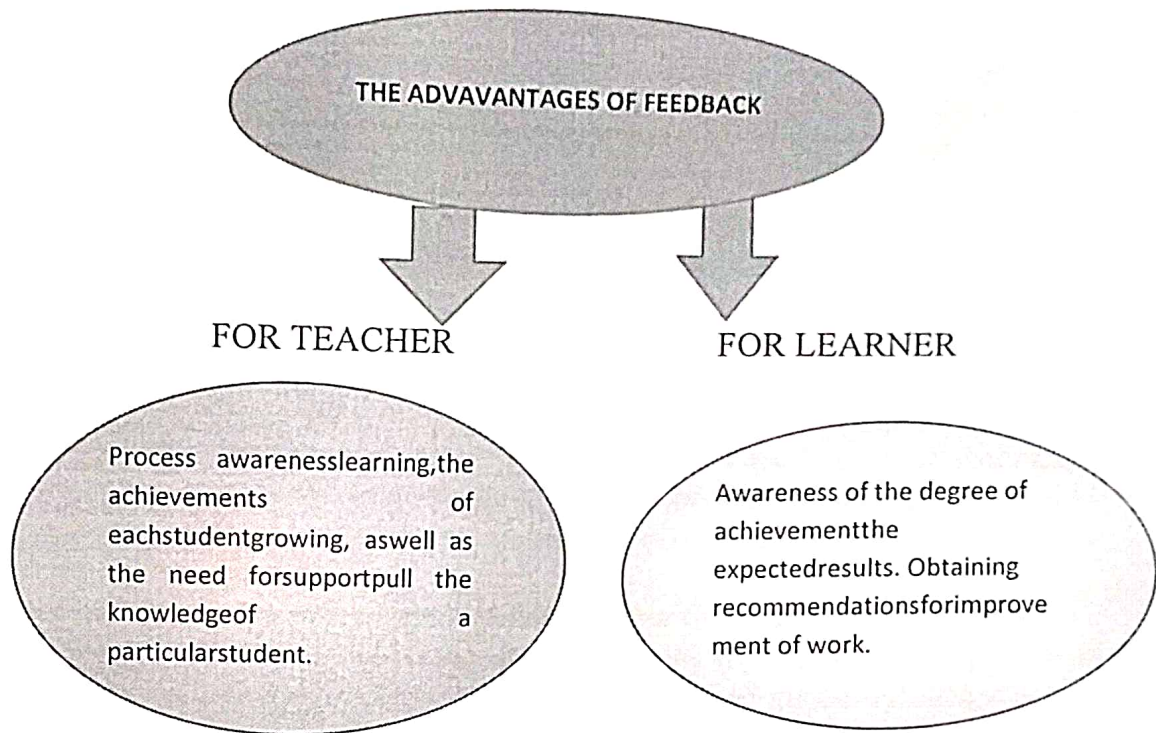
Feedback is a tool that gives an idea of how the learning process is going, informs the teacher about the achievements and problems of students, allowing you to determine the level of achievement of the goal and solution of educational problems. Teachers also take benefit from the feedback process. When providing feedback, teachers pay closer attention to what students do and do not understand well, and are better able to adjust teaching strategies to meet identified student needs.

Feedback needs to be timely and specific, and include suggestions for ways to improve future performance. Feedback is information that given to the learner about his/her performance of a learning task, usually with objective of improving the performance.

Feedback is the process of providing and receiving comments about specific actions, situations, questions that lead to the achievement of the goal. Feedback ensures the success of learning if it is carried out in an atmosphere of mutual respect and goodwill and provides time for students to prepare the right response and correct mistakes.[2]

The purpose of feedback is to correct the teacher's presentation of the content, methods of presenting information, student actions and improving the emotional background of the class. So feedback is a product analysis, reflection and observation received by the teacher from himself and from partners in joint activities.[3]

Feedback in the educational process- is the process of obtaining information about the state of the educational process itself and its participants. Feedback has a positive effect on the learning process. Using the reverse communication can narrow the gap between the current level of student achievement and the set goal of training. Feedback, with a focus on necessary improvements, can help build self-confidence in students and improve academic performance.



We can mention that feedback is most effective when it explicitly communicates to students about some specific aspects of their performance relative to specific target criteria, and when it provides information that helps students progress toward meeting those criteria. This kind of feedback, which informs students' subsequent learning, is often called formative feedback. In contrast, summative feedback is that which gives a final judgment or evaluation of proficiency, such as grades or scores.

Effective feedback-clearly and accurately explains the main strengths and weaknesses of student performance; gives helpful tips for improvement.

Characteristics of Effective feedback:

- demonstrates strengths and weaknesses;
- gives helpful tips on how to improve;
- enhances effective learning;
- motivates students to learn;
- is prompt;
- evaluative;
- constructive;
- written clearly;
- ends on a positive note;
- specifically linked to task/assignment/unit assessment criteria (cross-referenced to what teachers have asked learners to do)

“To be effective, feedback needs to be clear, purposeful, meaningful, and compatible with students’ prior knowledge and to provide logical connections”. [4]

Feedback is a very important process of all we give feedback to others so that they get to understand about the desire of your mind and what are the changes that you would be needing. Feedback can also be seen as the response of one person from for the event happening in front of him.[5]

We all give feedback to each other unconsciously and this process happens continuously without the knowledge of the receiver. Feedback is the part of communication, communication involves sender, encoding, message, channel, decoding, receiver and then feedback. So, feedback here becomes that one key point that ties up all the other points in this process. Feedback maintains the sense of understanding between teacher and learner and it helps them to share their thoughts for effective and innovative ideas. Everybody requires feedback for the work that they have done so that they get know that the things they want others to understand are really understandable to them and will work efficiently for there and others benefit.[6]

From all the given above, we can summarize that everyone should learn how to give an effective feedback so that the things that they want others to understand should be easily understandable to them. It becomes really important that other people should be able to understand your thought. Therefore giving effective feedback is very important. It assists to improve the development of learning process.

References:

1. Karimova Sh.K, Ibragimova D. The Importance of vocabulary in language learning process. Proceedings of the ICECRCS,2019. Vol 4. International Conference on World Science and Education. Case of Asia Articles.
2. Модуль 8. Обратная связь. Руководство для учителя. Кыргызская республика.
3. Касаткин С.Ф. Техника обратной связи в аудитории.- Новые знания. – 2002. – № 4.
4. Hattie, J. & Timperley, H. The power of feedback.-Review of Educational Research, 2007. 77(1), -P. 81-112.
5. Lewis, Marylin. Giving Feedback in Language Classes. Singapore: SEAMO Regional Language Centre, 2002. P-4.
6. Butler, D.L. and P.H. Winne. Feedback and Self-regulated Learning: A Theoretical Synthesis.- Review of Educational Research, 1995. Vol. 65, No. 3, -P. 245-281.
7. Karimova Sh.K. The Role of Interactive methods in Teaching English Vocabulary. –Актуальные вызовы современной науки, Переяслав Хмельницкий. 2017.Том 2,7(15).Стр.54-56.
8. Narziyeva I. Teaching languages to young learners
9. Восиева Ш. Ахмедова А.Нарзиева И. “AFFIXATION AND ITS ROLE IN EXPRESSING NATIONAL AND TRADITIONAL FEATURES OF UZBEK LANGUAGE”.