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**НАУЧНЫЙ ВЕСТНИК НАМАНГАНСКОГО
ГОСУДАРСТВЕННОГО УНИВЕРСИТЕТА**



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INTERACTIV O'YINLAR ORQALI YOSH BOLALARGA TA'LIM BERISH.

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Annotasiya:Ushbu maqolada interaktiv o'yinlar haqida bilimga ega bo'lgan muhim til tashkil qilinishi haqida so'z boradi. Interfaol metodikaning asosiy g'oyasi - jamoada turli o'yinlar orqali o'quv jarayonini jonlantirish. Agar mashg'ulotlar ko'ngilochar o'yinlar bilan o'tkazilsa bolalar tezroq va samaraliroq o'rganishlari mumkin. Maqolada o'yin turlari va yosh o'quvchilarni o'qitishda qanday foydalanish haqida ma'lumotlar berilgan.

Kalit so'zlar: Interfaol, ko'nikmalar, ijodkorlik (yaratuvchanlik), o'yinlar, o'quv-uslubiy, g'oya, ta'lim, mashg'ulotlar.

Introduction:

Among numerous sources of children's interest in the language learning process, games seem to be very important. Obviously, there are a lot of other sources, such as pictures and stories. Pictures serve as a visual stimulus, while games use both visual and audial channels and activate language production and, sometimes, physical movement.

Young learners love to play, and they participate in a game with more enthusiasm and willingness than in any other classroom task or activity. Yet, games are sometimes perceived as entertaining activities, playing which children are not really learning. There are teachers who fail to realize the importance of games, considering them not a wealth of various techniques and an opportunity for real communication but an uncontrolled and noisy waste of time. However, children in general learn better when they are active.

Discussion:

Thus, when learning is channeled into an enjoyable game, they are often very willing to invest considerable time and effort in playing it. Moreover, in view of diverse learning styles and preferences the students display, benefits from games seem to cater for everyone as children find playing activities much richer than doing other kinds of practice. If games are properly designed, they may become an essential part of a children's learning programme.

The more varieties we can introduce into teaching, the more likely we are to meet the needs of all the different learners. What is more, as children need to be motivated, exciting and relevant classroom exercises appear to be necessary if real understanding and acquisition are to take place. For achieving goals games and activities with rules and with the element of fun seem to be challenging and interesting enough to keep the young students occupied and eager to complete the task.

The majority of activities, which are found in resourceful materials for teachers, are based on the belief that the games children enjoy and are interested in playing outside the classroom can be adapted and exploited for use in the English language classes. Furthermore, as they use English for real purposes, they make the children play and learn at the same time.



Moreover, games help to create a context in which children's attention is focused on the completion of a task without realizing that language items are being practiced. As a result, language learning takes place in a context that children can directly relate to.

However, it is always necessary to keep in mind the interests and needs of the learners. Games can provide a valuable learning experience in which the children practice and revise language only if they are carefully chosen according to students' styles of learning. While playing some games young learners can learn not only some subjects but also how to behave themselves among people or how to make new friends and so on.

Creating, selecting, and adapting activities for children learning a language. Since children's concentration and attention span is short, while variety is a must. This means a variety of activities, paces and organizations also. As above mentioned, children have an amazing ability to absorb a language through play and other activities which they find enjoyable. That is why games seem to be a challenging and exciting tool to make the young learners motivated and satisfy pupils with making progress in acquiring a language.

Creating activities for children learning a language

The reasons for creating activities for young children's learning a language are very important. First of all, it is very valuable that it allows students to meet their individual needs. Complete dependence on the textbook is not suitable for all students as they are of different levels and have different interests and diverse learning styles.

Furthermore, the textbook being designed for a general audience may not fully match the students' specific requirements. However, creating materials for learning can be very time-consuming and often needs resources like photocopying facilities. Moreover, the most common barriers can also be the cost involved in realizing some conceptions, lack of handbooks from which to get ideas, lack of skills to design some activities. A good solution to overcome some of the difficulties mentioned above seems to be to involve pupils in preparing activities that they are full of ideas and enthusiasm. Also pupils can do some illustrations, prepare short stories and dialogues or riddles, and make rhymes, chants, or short poems too. It gives them a real reason for using the language; and gradually, they can create activities for each other.

Besides, it is essential to provide a clear and meaningful purpose of using the language which capitalizes on young learners' desire to communicate, for instance, activities which involve a game like puzzling something out, or getting missing information from another person. All these make sense and are meaningful to young learners. The next important criterion is to challenge the learners to think carefully so that they will be more engaged.

It is noteworthy to select activities which create a need or pressure for children to use English, for when the game is very exciting, pupils tend to use the mother tongue. Because of the natural urge to win, they may cheat and use their first language. Therefore, the activity should be designed so that it will require children to make usage of English at some stages, for example, in recording their answers or getting them to report back to the class in English. This increases exposure to end the use of the language.

Finally, it is meaningful to provide activities which allow children to be creative with the language and give them opportunity to experiment with it. This will help the young learners to test out limit, talents, skills and hypotheses about the language and assist the development of their internal language system.

To sum up, the process of adapting an activity is a helpful way of gaining fresh perspectives on our teaching. What is more, it also helps to stand back from our teaching and



look at it in order to find out what works and what does not. It is also beneficial to get pupils' opinion as a check on our own perceptions. The main argument for adapting the materials is not only to ensure a better fit between our teaching and the needs of our students but also to stand back from the routine of our daily teaching and consider it from a different perspective.

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Annotatsiya: Ushbu tadqiqotning maqsadi ESP talabalarining ingliz tilidagi haqiqiy tushuntirish yozutlarini o'qiyotganda o'qish strategiyalarini ko'rib chiqish edi. Ushbu tadqiqotda o'qish texnikasi uch guruhga bo'lingan: global, muammolarni hal qilish va qo'llab-quvvatlash strategiyalari. Topilmalar shuni ko'rsatdiki, o'quvchilar o'qish texnikasini o'rtacha darajada bilishadi, eng ko'p qo'llaniladigan yordam strategiyalari, undan keyin global strategiyalar va nihoyat muammolarni hal qilish strategiyalari. O'qish strategiyalari ESP talabalari tomonidan o'zlarining ilmiy fanlariga qarab turlicha qabul qilingan.

Kalit so'zlar: O'qish strategiyalari, ESP talabalarining o'qish qobiliyatini oshirish, O'qitish.

ОСНОВНЫЕ ЭФФЕКТИВНЫЕ СТРАТЕГИИ ЧТЕНИЯ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ

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Аннотация: Цель этого исследования состояла в том, чтобы изучить стратегии чтения студентов ESP, когда они читают настоящие описательные тексты на английском языке. В этом исследовании методы чтения разделены на три группы: общие, методы решения проблем и стратегии поддержки. Результаты показали, что учащиеся умеренно осведомлены о методах чтения, при этом наиболее часто используются стратегии поддержки, за которыми следуют