

SCIENCE
PROBLEMS.UZ

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Actual problems of social and humanitarian sciences
Актуальные проблемы социальных и гуманитарных наук

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2024

SCIENCEPROBLEMS.UZ

**ИЖТИМОЙ-ГУМАНИТАР ФАНЛАРНИНГ
ДОЛЗАРБ МУАММОЛАРИ**

№ S/7 (4) - 2024

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ СОЦИАЛЬНО-
ГУМАНИТАРНЫХ НАУК**

ACTUAL PROBLEMS OF HUMANITIES AND SOCIAL SCIENCES

ТОШКЕНТ-2024

БОШ МУҲАРРИР:

Исанова Феруза Тулқиновна

ТАҲРИР ҲАЙЪАТИ:

07.00.00-ТАРИХ ФАНЛАРИ:

Юлдашев Анвар Эргашевич – тарих фанлари доктори, сиёсий фанлар номзоди, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Мавланов Уктам Махмасабирович – тарих фанлари доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Хазраткулов Абдор – тарих фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети.

Турсунов Равшан Нормуратович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Холикулов Ахмаджон Боймаҳамматович – тарих фанлари доктори, Ўзбекистон Миллий Университети;

Габриэльян Софья Ивановна – тарих фанлари доктори, доцент, Ўзбекистон Миллий Университети.

Саидов Сарвар Атабулло ўғли – катта илмий ходим, Имом Термизий халқаро илмий-тадқиқот маркази, илмий тадқиқотлар бўлими.

08.00.00-ИҚТИСОДИЁТ ФАНЛАРИ:

Карлибаева Рая Хожабаевна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Насирходжаева Дилафруз Сабитхановна – иқтисодиёт фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Остонокулов Азамат Абдукаримович – иқтисодиёт фанлари доктори, профессор, Тошкент молия институти;

Арабов Нурали Уралович – иқтисодиёт фанлари доктори, профессор, Самарқанд давлат университети;

Худойқулов Садирдин Каримович – иқтисодиёт фанлари доктори, доцент, Тошкент давлат иқтисодиёт университети;

Азизов Шерзод Ўктамович – иқтисодиёт фанлари доктори, доцент, Ўзбекистон Республикаси Божхона институти;

Хожаев Азизхон Саидалоҳонович – иқтисодиёт фанлари доктори, доцент, Фарғона политехника институти

Холов Актам Хатамович – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Шадиева Дилдора Хамидовна – иқтисодиёт фанлари бўйича фалсафа доктори (PhD), доцент в.б, Тошкент молия институти;

Шакарров Қулмат Аширович – иқтисодиёт фанлари номзоди, доцент, Тошкент ахборот технологиялари университети

09.00.00-ФАЛСАФА ФАНЛАРИ:

Ҳакимов Назар Ҳакимович – фалсафа фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Яхшиликков Жўрабой – фалсафа фанлари доктори, профессор, Самарқанд давлат университети;

Ғайбуллаев Отабек Мухаммадиевич – фалсафа фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Саидова Камола Усканбаевна – фалсафа фанлари доктори, “Tashkent International University of Education” халқаро университети;

Ҳошимхонов Мўмин – фалсафа фанлари доктори, доцент, Жиззах педагогика институти;

Ўроқова Ойсулов Жамолиддиновна – фалсафа фанлари доктори, доцент, Андижон давлат тиббиёт институти, Ижтимоий-гуманитар фанлар кафедраси мудири;

Носирходжаева Гулнора Абдукаххаровна – фалсафа фанлари номзоди, доцент, Тошкент давлат юридик университети;

Турдиев Бехруз Собирович – фалсафа фанлари бўйича фалсафа доктори (PhD), доцент, Бухоро давлат университети.

10.00.00-ФИЛОЛОГИЯ ФАНЛАРИ:

Ахмедов Ойбек Сапорбаевич – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Кўчимов Шухрат Норқизилевич – филология фанлари доктори, доцент, Тошкент давлат юридик университети;

Ҳасанов Шавкат Аҳадович – филология фанлари доктори, профессор, Самарқанд давлат университети;

Бахронова Дилрабо Келдиёровна – филология фанлари доктори, профессор, Ўзбекистон давлат жаҳон тиллари университети;

Мирсанов Ғайбулло Қулмуродович – филология фанлари доктори, профессор, Самарқанд давлат чет тиллар институти;

Салахутдинова Мушарраф Исамутдиновна – филология фанлари номзоди, доцент, Самарқанд давлат университети;

Кучкаров Раҳман Урманович – филология фанлари номзоди, доцент в/б, Тошкент давлат юридик университети;

Юнусов Мансур Абдуллаевич – филология фанлари номзоди, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Саидов Улугбек Арипович – филология фанлари номзоди, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси.

12.00.00-ЮРИДИК ФАНЛАР:

Аҳмедшаева Мавлюда Ахатовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Мухитдинова Фирюза Абдурашидовна – юридик фанлар доктори, профессор, Тошкент давлат юридик университети;

Эсанова Замира Нормуротовна – юридик фанлар доктори, профессор, Ўзбекистон Республикасида хизмат кўрсатган юрист, Тошкент давлат юридик университети;

Ҳамроқулов Баҳодир Мамашарифович – юридик фанлар доктори, профессор в.б., Жаҳон иқтисодиёти ва дипломатия университети;

Зулфиқоров Шерзод Хуррамович – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Жамоат ҳавфсизлиги университети;

Хайитов Хушвақт Сапарбаевич – юридик фанлар доктори, профессор, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Асадов Шавкат Ғайбуллаевич – юридик фанлар доктори, доцент, Ўзбекистон Республикаси Президенти ҳузуридаги Давлат бошқаруви академияси;

Эргашев Икром Абдурасулович – юридик фанлари доктори, профессор, Тошкент давлат юридик университети;

Утемуратов Махмут Ажимуратович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Сайдуллаев Шахзод Алиханович – юридик фанлар номзоди, профессор, Тошкент давлат юридик университети;

Ҳакимов Комил Бахтиярович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Юсупов Сардорбек Баходирович – юридик фанлар доктори, доцент, Тошкент давлат юридик университети;

Амиров Зафар Актамович – юридик фанлар бўйича фалсафа доктори (PhD), Ўзбекистон Республикаси Судьялар олий кенгаши ҳузуридаги Судьялар олий мактаби;

Жўраев Шерзод Юлдашевич – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Бабаджанов Атабек Давронбекович – юридик фанлар номзоди, доцент, Тошкент давлат юридик университети;

Раҳматов Элёр Жумабоевич – юридик фанлар номзоди, Тошкент давлат юридик университети;

13.00.00-ПЕДАГОГИКА ФАНЛАРИ:

Ҳашимова Дильдархон Уринбоевна – педагогика фанлари доктори, профессор, Тошкент давлат юридик университети;

Ибрагимова Гулнора Хавазматовна – педагогика фанлари доктори, профессор, Тошкент давлат иқтисодиёт университети;

Закирова Феруза Махмудовна – педагогика фанлари доктори, Тошкент ахборот технологиялари университети ҳузуридаги педагогик кадрларни қайта тайёрлаш ва уларнинг малакасини ошириш тармоқ маркази;

Каюмова Насиба Ашуровна – педагогика фанлари доктори, профессор, Қарши давлат университети;

Тайланова Шохид Зайниевна – педагогика фанлари доктори, доцент;

Жуманиёзова Муҳайё Тожиевна – педагогика фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Ибрахимов Санжар Урунбаевич – педагогика фанлари доктори, Иқтисодиёт ва педагогика университети;

Жавлиева Шахноза Баходировна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети;

Бобомуротова Латофат Элмуродовна – педагогика фанлари бўйича фалсафа доктори (PhD), Самарқанд давлат университети.

19.00.00-ПСИХОЛОГИЯ ФАНЛАРИ:

Каримова Василя Маманосировна – психология фанлари доктори, профессор, Низомий номидаги Тошкент давлат педагогика университети;

Ҳайитов Ойбек Эшбоевич – Жисмоний тарбия ва спорт бўйича мутахассисларни қайта тайёрлаш ва малакасини ошириш институти, психология фанлари доктори, профессор

Умарова Навбаҳор Шокировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети, Амалий психологияси кафедраси мудири;

Атабаева Наргис Батировна – психология фанлари доктори, доцент, Низомий номидаги Тошкент давлат педагогика университети;

Шамшетова Анжим Караматдиновна – психология фанлари доктори, доцент, Ўзбекистон давлат жаҳон тиллари университети;

Қодиров Обид Сафарович – психология фанлари доктори (PhD), Самарканд вилоят ИИБ Тиббиёт бўлими психологик хизмат бошлиғи.

22.00.00-СОЦИОЛОГИЯ ФАНЛАРИ:

Латипова Нодира Мухтаржановна – социология фанлари доктори, профессор, Ўзбекистон миллий университети кафедра мудири;

Сеитов Азамат Пулатович – социология фанлари доктори, профессор, Ўзбекистон миллий университети;

Содиқова Шоҳида Мархабобовна – социология фанлари доктори, профессор, Ўзбекистон халқаро ислом академияси.

23.00.00-СИЁСИЙ ФАНЛАР

Назаров Насриддин Атакулович – сиёсий фанлар доктори, фалсафа фанлари доктори, профессор, Тошкент архитектура қурилиш институти;

Бўтаев Усмонжон Хайруллаевич – сиёсий фанлар доктори, доцент, Ўзбекистон миллий университети кафедра мудири.

ОАК Рўйхати

Мазкур журнал Вазирлар Маҳкамаси ҳузуридаги Олий аттестация комиссияси Раёсатининг 2022 йил 30 ноябрдаги 327/5-сон қарори билан тарих, иқтисодиёт, фалсафа, филология, юридик ва педагогика фанлари бўйича илмий даражалар бўйича диссертациялар асосий натижаларини чоп этиш тавсия этилган илмий нашрлар рўйхатига киритилган.

Ижтимоий-гуманитар фанларнинг долзарб муаммолари” электрон журнали 2020 йил 6 август куни 1368-сонли гувоҳнома билан давлат рўйхатига олинган.

Муассис: “SCIENCEPROBLEMS TEAM” масъулияти чекланган жамияти

Таҳририят манзили:

100070. Тошкент шаҳри, Яккасарой тумани, Кичик Бешёғоч кўчаси, 70/10-уй. Электрон манзил:

scienceproblems.uz@gmail.com

Боғланиш учун телефонлар:

(99) 602-09-84 (telegram).

07.00.00 – TARIX FANLARI

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METHODS IN TEACHING ENGLISH AND THEIR IMPORTANCE

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Abstract. Today, in our Republic, great importance is attached to the teaching of foreign languages, especially English. The process of language teaching and learning is organized on a large scale, starting from pre-school educational institutions and in the higher education system. Today, there is a high demand for qualified personnel in teaching foreign languages. The requirement for teachers is to organize lessons according to the approved state educational standards and to improve students' language skills. There are methods that have been used for years in teaching English. Such methods are used during the lesson depending on the age, learning method and interest of the students. This article also talks about methods, their importance, advantages and disadvantages in the process of language learning.

Key words: method, grammar translation method, benefits, Communicative language teaching.

INGLIZ TILINI O'QITISH METODIKALARI VA ULARNING AHAMIYATI

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Annotatsiya. Bugungi kunga kelib Respublikamizda chet tillarini xususan , ingliz tilini o'qitishga katta ahamiyat berilmoqda. Maktabgacha ta'lim muassasalaridan tortib, oliy ta'lim tizimida ham til o'rgatish, o'rganish jarayoni keng ko'lamda tashkil etilmoqda. Chet tillarini o'rgatishda hozirgi kunda malakali kadrlarga bo'lgan talab yuqori. O'qituvchilarga qo'yilayotgan talab – tasdiqlangan davlat ta'lim standartlari bo'yicha dasr mashg'ulotlarini tashkil etish va o'quvchilarning til bilish qobiliyatlarini oshirishdan iborat. Ingliz tilini o'rgatishda yillar davomida qo'llanilini kelinayotgan metodlar bor. Bu kabi metodlar o'quvchilarning yoshi, o'rganish usuli, qiziqishiga qarab dars vaqtida foydalaniladi. Bu maqolada ham metodlar, ularning til o'rganish jarayonidagi ahamiyati, afzalliklari va kamchiliklari hm so'z yuritilgan.

Kalit so'zlar: metodika, grammatik tarjima metodi, afzaliklari, kommunikativ tilni o'rgatish.

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Introduction. According to J. Harmer “English is not language with the largest number of native speakers, however, it has become lingua franca” [1]. Lingua franca -a language that is adopted as a common language between speakers whose native languages are different. Teaching English is crucial today for several reasons:

Global Communication [8]: English is the most widely spoken second language, facilitating communication between people from different linguistic backgrounds.

Economic Opportunities: Proficiency in English often opens up better job prospects and is a key skill in many global industries such as technology, business, and tourism.

Educational Access: Many of the world's leading educational resources and scientific literature are in English, making it essential for academic success and research.

Cultural Exchange: Understanding English allows individuals to access a vast array of cultural products, including literature, films, music, and media from English-speaking countries.

Technological Integration: The majority of content on the internet is in English, and many programming languages and technological tools use English, making it a crucial skill for digital literacy.

Overall, teaching English equips individuals with essential skills for personal, professional, and academic growth in an interconnected world.

Methodology is a set of methods used in a particular area of study or activity [9]. In English teaching methodology there are numerous methods which are applied and considered as useful through years. There are numerous benefits to using different English teaching methods. The effectiveness of each method depends on the students' needs, learning styles, and the specific goals of the class. Here are some general benefits: For Students:

Improved Language Skills: Effective teaching methods help students develop all four language skills: reading, writing, speaking, and listening.

Increased Engagement and Motivation: Interactive, engaging activities make learning more enjoyable and help students stay motivated.

Enhanced Communication Skills: Teaching methods that emphasize real-life communication help students build confidence and fluency in using English.

Development of Critical Thinking Skills: Problem-solving activities and discussions encourage students to analyze information and express their own thoughts.

Cultural Awareness: Learning about English-speaking cultures through authentic materials and discussions broadens students' perspectives.

Better Understanding of Grammar and Vocabulary: Various methods offer different approaches to teaching grammar and vocabulary, allowing students to understand and retain information more effectively.

Personalized Learning: Some methods allow for individualized instruction, catering to students' different learning styles and needs.

Improved Memory and Retention: Interactive activities and diverse learning materials help students remember and apply what they learn.

Increased Confidence: Effective teaching methods build students' confidence in their English skills, leading to better performance and self-esteem.

For Teachers:

Variety and Flexibility: Different methods allow teachers to adapt their teaching to different situations and student needs.

More Effective Learning Outcomes: Using a combination of methods helps students learn and retain information more effectively.

Increased Job Satisfaction: Engaging students with effective methods can make teaching more rewarding and fulfilling.

Continuous Improvement: Teachers can constantly learn and improve their skills by exploring different methods and incorporating new ideas.

More Engaging Classroom Environment: Interactive activities and varied materials keep students engaged and make the learning process more enjoyable.

The most important thing is to choose the right method or combination of methods that best suit the students, their learning styles, and the specific goals of the class.

Literature review and methodology. By applying various methods and techniques during the lesson, teachers can take advantages of them. Today, there are plenty of books, web-pages about methodology, and teachers have an opportunity to choose according to their pupils age, level, and other factors. Jack C. Richards, Theodore S. Rodgers [2001] states that “The method concept in teaching – the notion of a systematic set of teaching practices based on a particular theory of language and language learning” [5]. In this book, valuable information is given about methods, their advantages and disadvantages, their implement during the lesson.

Discussion and results. Grammar translation method - a way of teaching in which students study grammar and translate words into their own language. They do not practice communication and there is little focus on speaking. A teacher presents a grammar rule and vocabulary lists and then students translate a written text from their own language into the second language. The method has its roots in the teaching of Latin. The method focuses on translating grammatical forms, memorizing vocabulary, learning rules, and studying conjugations. Its focus is on accuracy and not fluency. Emphasis is on form and not on meaning. Paragraphs are dissected for form, while students and teacher could care less if the paragraph actually has anything worth saying. Another problem with this method is that most of the teaching is done through explanation in the learner’s first language [6]. GT is associated with a very grammar driven approach to learning, with an emphasis on accuracy rather than fluency, and on the written form rather than the spoken form [7].

Communication language teaching – CLT

Definition	An approach to language teaching focusing on interaction as the means and ultimate goal of study
Core principle	Emphasizes learning and practicing the target language through interactions among learners and between learners and instructors.
Teaching material	Utilizes authentic texts and encourages the use of language both in and outside the class.
Instructor’s role	Acts as a facilitator for learning rather than a traditional instructor.
Learning focus	Prioritizes developing sound oral and verbal skills before reading and writing.

The following types of learning are associated with the Communicative Approach [3]:

Interactive learning: Interactive learning is, just as it sounds, the method of education that includes students in their academic experience different from book-learning which leaves impartation on student ‘a lap or without activity to teaching during lecture. It might be through collaboration projects, discussions and the use of digital tools that can foster student-student or even with instructor interactions. By getting the students to act with this sort of material, it forces them into a deeper understanding and retention of knowledge.

Learner-centered learning:

Definition	Teaching approach that aims to develop learner autonomy and <u>independence</u> by putting responsibility for the learning path in the hands of students	
Theory	Based on the <u>constructivist learning theory</u> , emphasizing the learner's critical role in constructing meaning from new information and prior experience	
Student role	Students are active, responsible participants in their own learning, choosing what to learn, how to pace their learning, and how to assess their own learning	

Cooperative learning: Cooperative learning is an instructional strategy that emphasizes collaboration among students working in small groups to achieve shared learning goals. This approach contrasts with traditional competitive or individualistic learning methods, fostering an environment where each member's success is interconnected with the group's success.

Content-based learning: is an approach to second/foreign language learning that integrates instruction in the target language with lessons on topics, issues and themes as justified by students' existing needs. Here's how it works: Topical: In a CBL lesson, the main focus is on one particular topic or content area. They learn about relevant topics, such as science or the latest pop culture trends—or more of what they find interesting—news stories and movies. Students in a dual language immersion program use the target language (in this case English) as a TOOL to explore and learn concepts, rather than using their native language.

Task-based learning: this type of learning is introduced by N. Prabhu, who worked in Bangalore, in India. Students pay attention to the particular language forms, instead of language structure. According to Willis, task-based learning is more complicated in methodology [4]. She suggests 3 basic stages: **pre-task** – *introduction to the topic and task*; **task cycle** – *task, planning, report*; **language focus** – *analysis, practice*.

Total physical response is a language teaching method built around the coordination of speech and action, it attempts to teach language through physical activity [5].

Developed by	<u>James Asher</u> , a psychology professor at <u>San José State University</u>
Methodology	Instructors give commands in the target language using body movements, and students respond with whole-body actions
Key principles	Language is learned primarily through listening and engaging the right hemisphere of the brain

Key principles of TPR:

Listening and responding: instructors speak in the target language and gesture on the screen. Teachers, for instance, will say jump and every student actually has to get up and JUMP! The mechanism itself imitates the parent-child dynamics seen in early language acquisition, when children answer to speech cues with ideas because they are not capable of speaking yet.

Stress- free learning: TPR also helps students relax by (helping them) participate in physical activities versus responding verbally on the spot. This is like a safe zone for learners and especially interesting to introverted students or novices that might not be comfortable in typical language learning environments.

Kinaesthetic learning: The method works well with kinaesthetic and visual learners, as it involves movement in addition to language learning which helps in keeping the learner engaged. Benefits: Increases retention and understanding of vocabulary, language structure — Students utilize both sides of their brain.

Conclusion. In conclusion, the methods employed in teaching English play a crucial role in shaping learners' linguistic abilities, engagement, and overall language proficiency. By blending traditional techniques with modern, innovative approaches, educators can cater to diverse learning styles and needs. Techniques such as Communicative Language Teaching (CLT), Task-Based Learning (TBL), and the use of technology-driven tools offer dynamic and interactive environments that promote effective language acquisition. The choice of method should be adaptable, considering the context, objectives, and individual student profiles to maximize learning outcomes. Ultimately, the success of teaching English lies in the thoughtful application of these methods to create a stimulating and supportive educational experience.

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