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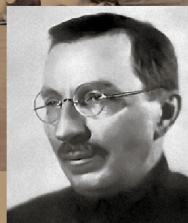
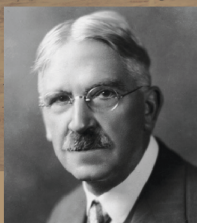
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ТЕОРИЯ И МЕТОДИКА ОБУЧЕНИЯ И ВОСПИТАНИЯ (ПО ОБЛАСТЯМ И УРОВНЯМ ОБРАЗОВАНИЯ)

РАЗВИТИЕ ПЕСЕННОГО ТВОРЧЕСТВА У ДЕТЕЙ СТАРШЕГО ДОШКОЛЬНОГО ВОЗРАСТА В ПРОЦЕССЕ ДОПОЛНИТЕЛЬНОГО ОБРАЗОВАНИЯ

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Аннотация: в настоящее время педагогическая наука считает вопросы развития творческих способностей дошкольников наиболее актуальными, а в современной научной литературе проблеме творчества уделяется серьёзное внимание, что объясняется сложностью этого вида художественной деятельности. В статье рассматриваются эффективность и научная обоснованность обстоятельств развития песенного творчества у детей старшего дошкольного возраста в дошкольной организации в процессе дополнительного образования.

Ключевые слова: дошкольное образование, педагогика, песенное творчество, дополнительное образование.

В ряде документов (Национальном проекте «Образование», Концепции художественного образования в Российской Федерации, «Законое об образовании в РФ», «Концепции модернизации образования», «Концепция дошкольного образования» и др.) указывается на особое значение воспитания воображения и критического мышления; способности говорить о своих чувствах, мировосприятии при помощи разной деятельности. Для развития данной сферы ребенку необходимо научиться наблюдать за предметами и явлениями с разных сторон, учитывать их уникальность и выстраивать образ; свободно применять свои идеи по выражению представлений о предмете или явлении, применять что-то новое.

Дошкольное образование является важной ступенью системы общего образования в Российской Федерации. В соответствии с требованиями Федерального государственного образовательного стандарта дошкольного образования, в детских дошкольных учреждениях необходимо создавать соответствующую среду для развития личности ребенка, критического мышления, благоприятной социальной жизни.

Значение детского творчества в развитии личности описано в работах Выготского Л.С., Дикой Л.А., Дикого И.С., Холодовой Ю.В., Шевелёвой А.К. и многих других.

Развитие и создание особых условий для проявления творчества изучали отечественные психологи: Б.Г. Ананьева, В.В. Анисимовой, Т.И. Бабаевой, М.В. Крулехт, В.С. Хазиев и др.; педагоги: Н.А. Ветлугина, Нечаева О.А., И.А. Дзержинская, А.И. Ходькова и др.

Вышеперечисленные исследователи отмечают, что песенное творчество имеет важное значение в процессе музыкального воспитания дошкольников, а рассматривать его следует как сложный интегративный процесс, включающий интеграцию видов музыкальной и творческой деятельности.

В психолого-педагогической литературе существуют различные трактовки определения «песенное творчество». Так Н.А. Ветлугина, А.В. Кенеман, О.П. Радынова, А.И. Кантинене, М.Л. Палавандишвили и др. рассматривают детское песенное творчество в рамках одного из многих видов деятельности дошкольника, обладающее обширным спектром (песня, танец, музыкальный инструмент), таким как музыкальная импровизация песен, несложных мотивов и др.

Развитие песенного творчества детей дошкольного возраста возможно не только в образовательной деятельности в дошкольном образовательном учреждении, но и в процессе дополнительного образования. В связи с этим, научную актуальность имеют стратегии развития песенного творчества в системе дополнительного образования в дошкольных организациях, определяющееся как циклический и обобщенный процесс. В рамках современных тенденций дошкольного образования обрело наибольшую популярность в научной педагогике [5, с. 14].

В современных условиях именно дополнительное образование является той развивающей средой, в которой возможно поддерживать интерес к детскому творчеству и развивать песенное творчество, возможна компенсация недостатка времени у педагога, возможность индивидуального занятия, учёт интересов, склонностей, предпочтений ребёнка и обеспечение эффективного развития песенного творчества.

В этом понимании, дополнительное образование выступает не только как системный элемент процесса общего образования, а является частью инклюзивного образования. Таким образом, дополнительное образование в ДООУ представляет собой нестандартную стратегию осуществления образовательного процесса, при помощи которых каждый обучающийся обретает способность выбирать более комфортный для него образ жизни. Процесс дополнительного образования значительно отличается от основного, где в рамках свободного времени ребенок добровольно выбирает себе деятельность, в которой чувствует себя наиболее комфортно и которая направлена на развитие у него творчества [1, с.5].

«Дополнительное образование, - считает А.Г. Асмолов, - поисковое, вариативное образование, апробирующее иные, не общие пути выхода из различных неопределенных ситуаций в культуре и предоставляющее личности всеоразнообразие возможностей выбора своей судьбы, стимулирующее процессы личностного саморазвития» [1, с. 4].

В процессе музыкального воспитания дошкольников выделяется 4 этапа, которые составляют различные задания для определения первоначальных знаний и умений в процессе творческой деятельности, а также заданий, которые направлены на усвоение этих самых умений и знаний и применении их в жизни. Важным фактором в определении детского творчества выступает своего рода эмоциональная копилка впечатлений от совместной деятельности с предметами искусства, выступающие примером творческой деятельности [8, с. 21].

Песенное творчество обладает рядом отличительных черт. Для воспитания у дошкольника умения исполнять мелодии собственного сочинения, важно обращать внимание на развитие таких способностей как: чувства лада, ритма, слуха. Чем выше владение дошкольниками основными навыками пения, выражения своих эмоций в процессе, тем успешнее будет осуществляться музыкальное воспитание. Также следует учитывать, что песенное творчество требует умений практически выражать свои индивидуальные способности, а именно фантазии, нестандартного мышления [9, 27].

Таким образом, следует выделить следующие особенности развития песенного творчества у детей старшего дошкольного возраста:

- песенное творчество является достаточно новым видом развития творческой деятельности. В процессе сочинения старший дошкольник в любом случае обретает новые знания и умения, эмоции;

- результаты воспитания песенного творчества выступают в качестве результатов самовыражения обучающегося, формирование его ценностных ориентаций, что является новшеством, в первую очередь для самого ребенка;

- ребёнок старшего дошкольного возраста имеет возможность дополнения, изменения и соотношения известных песенных мотивов и использует их в новых условиях, реализует новые стратегии достижения творческих целей;

- песенное творчество может способствовать мотивации к самовыражению посредством эмоционального и интеллектуального воздействия;

- в-пятых, элементарная импровизация доступна всем детям, песенное творчество - это ритмическое и пластическое воплощение музыкального и художественного образа.

Дополнительное образование, как «образование будущего», «уникальный путь социального проектирования общества» в ситуации неопределенности выполняет исключительно функцию расширения образовательных стандартов и призвано восполнять имеющийся у детей дефицит информации, знаний, способов деятельности, внимания «близких» взрослых, комфортной среды за счёт наполнения образовательного пространства новыми ресурсами [3, с. 127].

В рамках изучения процессов эффективности развития песенного творчества, необходимо выделить следующие педагогические условия:

1. Отбор песенного материала, стимулирующего детей к проявлению песенного творчества у детей старшего дошкольного возраста на музыкальных занятиях и в дополнительном образовании.

2. Реализации единого подхода к организации и содержанию песенного творчества детей, как на музыкальных занятиях, так и в дополнительном образовании.

3. Обогащение программы вокальными упражнениями (на звукоподражание, на произнесение имен с различной эмоциональной окраской и различной интонацией, на импровизацию вопросов и ответов, певческую переключку, на завершение мелодии, начатой педагогом, на сочинение мелодий с опорой на заданную интонацию) с учётом голосовых возможностей и направленными на развитие песенного творчества старших дошкольников.

Творческие процессы обнаруживаются во всей своей силе уже в самом раннем детстве. Импровизационный характер творчества наиболее близок детской природе, поскольку сущность творчества, отраженного в импровизации, составляет непосредственная эмоциональная реакция. Толчком к самовыражению становятся эмоции и интуиция, то есть сама сущность психики детей дошкольного возраста. Носителем содержания импровизации как продукта творчества является сам деятельностный процесс, что также органично природе ребенка [10, с. 227].

Таким образом, творческая деятельность детей выступает не только как предметный результат, но и как целостный процесс творческой деятельности. Основопологающей причиной такой актуальности выступает новизна в отношении творческого воспитания посредством развития песенного творчества дошкольников, где главное внимание обращено на их индивидуальные способности, отличающие их от творческой деятельности взрослых.

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ВОЗМОЖНОСТИ МОБИЛЬНОГО ЭЛЕКТРОННОГО ОБРАЗОВАНИЯ В УСЛОВИЯХ РЕАЛИЗАЦИИ ФГОС

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Аннотация: в статье анализируются возможности нового цифрового ресурса, используемого в образовательном процессе.

Ключевые слова: мобильное электронное образование, тьютор.

Все неизведанное всегда вызывает страх, но в то же время – это возможность двигаться вперед, развиваться в своей профессии. Так и в образовательной деятельности любые инновационные технологии сопряжены со сложностями в освоении, перестройке учебного процесса, но открывают для педагога новые возможности. Конечно, педагог должен быть уверен, что он готов развиваться, совершенствоваться, идти в ногу со временем [1].

Инновации характерны для любой профессиональной деятельности человека. Применительно к образовательному процессу инновация предполагает нововведение в педагогическую деятельность, введение различных изменений в процесс, содержание и технологии обучения, имеющие цель: повысить их эффективность [2].

В настоящее время очень активно входит в педагогический процесс мобильное электронное образование, которое рушит все стереотипы классического урока. Что же представляет собой этот электронный образовательный продукт?

МЭО - это очень большой и информативный ресурс для учителей, учеников и родителей. Это новая цифровая образовательная среда. В ней есть все необходимое

для организации и управления образовательным процессом: онлайн курсы, подготовка к ОГЭ/ЕГЭ, олимпиадам и ВПР, инструменты персонализации, мониторинга и оценки результатов, подсистема коммуникаций: чат, видеоконференция и многое другое.

Мобильное электронное образование дает возможность ученику стать активным участником образовательного процесса. Учащийся имеет возможность сформулировать развернутый ответ, который прочтет учитель и прокомментирует его, или выполнить задание в тестовой форме - вариант быстрого анализа результатов деятельности учащихся, или воспользоваться дополнительной и справочной информацией ресурса мобильного электронного образования, которое выходит за рамки типовой информации, что вызывает острый интерес у учеников.

Родителям МЭО позволяет анализировать успеваемость и успехи ребенка, видеть не только итоговые оценки, но и комментарии учителя к выполненным заданиям. Родители имеют возможность видеть, в какой деятельности ребенок наиболее успешен, какие предметы наиболее привлекательны для него.

Для педагога мобильное электронное образование представляет собой полноценный ресурс, готовый работать с разными категориями учеников, в том числе одаренными и детьми ОВЗ. Причем учащиеся могут самостоятельно осваивать образовательные программы, а учитель может выступать только в роли тьютора. При использовании МЭО на уроках можно организовывать различные формы занятий: групповые, проблемные, поисковые, исследовательские и т.д. Актуальные современные технологии перевернутого и смешанного уроков также выразительно просматриваются на данном контенте.

Одним из важных моментов на контенте мобильного электронного образования является аспект «лишних вопросов». Хорошо известно, что при групповой работе огромное количество времени расходуется на «лишние» вопросы. Мобильное электронное образование не дает возможности ученикам и учителю тратить «драгоценное» время урока, так как в МЭО детально продумывается деятельность участников образовательного процесса, последовательно строится подача информации, стимулируя все время двигаться вперед.

Наряду с успешным внедрением групповой деятельности в МЭО, необходимо обратить внимание на индивидуализацию образовательного пространства контента. Мобильное электронное образование, которое базируется на принятии уникальности личности каждого ребенка, поддержке его индивидуальных потребностей и интересов. Представляется очень важным и отвечающим современным реалиям возможность персонализации образования для каждого ученика: построение индивидуального образовательного маршрута с использованием технологий мобильного и смешанного обучения.

Также контент Мобильное электронное образование дает возможность работы с одаренными детьми, позволяет выйти за рамки школьного курса на каждом уроке благодаря следующим рубрикам: «Клуб знатоков», «Это интересно», «В фокусе», в которых подобран интересный материал, изложенный научно-популярным языком. Много интересных задач в разделе «Задания с открытым ответом», которые включают в себя огромное количество заданий олимпиадного уровня.

Исходя из вышеизложенного, можно сказать, что МЭО позволяет включить в образовательный процесс школьников любых категорий и даёт возможность углубленного изучения предмета, раскрывая при этом потенциал каждого ученика. И это еще лишь малая доля положительных моментов, которые дает этот образовательный контент для учащихся.

В завершении хотелось бы привести слова генерального директора ООО «Мобильное электронное образование» А.М. Кондакова «С развитием информационных технологий стало по-настоящему возможным обеспечение равных

возможностей получения качественного образования, успешной социализации на основе индивидуализации и персонализации образования».

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THE IMPLEMENTATION OF DIAGNOSTIC AND APTITUDE TESTS IN EDUCATION PROCESS

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Abstract: *it is wise to start our discussion with that type of testing, for it is typically the first step each teacher, even non-language teacher, takes at the beginning of a new school year. The teachers were supposed to analyse the diagnostic tests, complete special documents and provide diagrams with the results of each class or group if a class was divided. Then, at the end of the study year the teachers were demanded to compare the results of them with the final, achievement test. The author of the paper has used this type of test for several times, but had never gone deep into details how it is constructed, why and what for. Therefore, the facts listed below were of great value for her.*

Keywords: *test, assessment, diagnostic tests, placement tests, aptitude, overgeneralization.*

A diagnostic test is a test that is meant to display what the student knows and what s/he does not know. The dictionary gives an example of testing the learners' pronunciation of English sounds. Moreover, the test can check the students' knowledge before starting a particular course. Huba [1] adds that diagnostic tests are supposed to spot the students' weak and strong points. Maki [2] compares such type of test with a diagnosis of a patient, and the teacher with a doctor who states the diagnosis. Suskie [3] adds that a diagnostic test provides the student with a variety of language elements, which will help the teacher to determine what the student knows or does not know. We believe that the teacher will intentionally include the material that either is presumed to be taught by a syllabus or could be a starting point for a course without the knowledge of which the further work is not possible. Thus, we fully agree with the Heaton's comparison where he contrasts the test with a patient's diagnosis. The diagnostic test displays the teacher a situation of the students' current knowledge. This is very essential especially when the students return from their summer holidays (that produces a rather substantial gap in their knowledge) or if the

students start a new course and the teacher is completely unfamiliar with the level of the group. Hence, the teacher has to consider carefully about the items s/he is interested in to teach. This consideration reflects Heaton's proposal, which stipulates that the teachers should be systematic to design the tasks that are supposed to illustrate the students' abilities, and they should know what exactly they are testing. Moreover, Huba points out that apart from the above-mentioned the most essential element of the diagnostic test is that the students should not feel depressed when the test is completed. Therefore, very often the teachers do not put any marks for the diagnostic test and sometimes even do not show the test to the learners if the students do not ask the teacher to return it. Nevertheless, regarding our own experience, the learners, especially the young ones, are eager to know their results and even demand marks for their work. Notwithstanding, it is up to the teacher whether to inform his/her students with the results or not; however, the test represents a valuable information mostly for the teacher and his/her plans for designing a syllabus.

Returning to Suskie we can emphasise his belief that this type of test is very useful for individual check. It means that this test could be applicable for checking a definite item; it is not necessary that it will cover broader topics of the language. However, further Maki assumes that this test is rather difficult to design and the size of the test can be even impractical. It means that if the teacher wants to check the students' knowledge of Present simple, s/he will require a great deal of examples for the students to choose from. It will demand a tiresome work from the teacher to compose such type of the test, and may even confuse the learners. The students immediately felt free and set to work. Later when analysing and summarizing the results the teacher realized that the students' knowledge was purely good. Certainly, there were the place the students required more practice; therefore during the next class the students were offered remedial activities on the points they had encountered any difficulties. Moreover, that was the case when the students were particularly interested in their marks.

Huba mentions yet another type of test which stays rather unnoticed by other test experts and that is aptitude test. Function of such tests is "to assess aptitude for learning a language" [1]. That is to say, they are constructed to measure the candidates' probable performance in a language which they have not started to learn yet. Since aptitude for languages consists of many factors, for example age, intelligence, motivation, memory, sensitivity to grammatical and phonological patterning, it is impossible to take all these factors in account when constructing this type of test. One way to a better designing of aptitude tests is, according to Suskie [3], focusing on various aspects according to the specific tasks for which a candidate is being trained. To conclude, we can conceive that interpreting the results of diagnostic tests the teachers apart from predicting why the student has done the exercises the way s/he has, but not the other, will receive a significant information about his/her group s/he is going to work with and later use the information as a basis for the forming syllabus.

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STANDARDS OF ASSESSMENT IN TEACHING

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Abstract: *assessment (either summative or formative) is often categorized as either objective or subjective. Objective assessment is a form of questioning which has a single correct answer. Subjective assessment is a form of questioning which may have more than one correct answer (or more than one way of expressing the correct answer). There are various types of objective and subjective questions. Objective question types include true/false answers, multiple choice, and multiple-response and matching questions. Subjective questions include extended-response questions and essays. Objective assessment is well suited to the increasingly popular computerized or online assessment format.*

Keywords: *assessment, objectives, portfolio assessments, participation, peer and self-evaluation, and discussion.*

Some have argued that the distinction between objective and subjective assessments is neither useful nor accurate because, in reality, there is no such thing as “objective” assessment. In fact, all assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic, and gender) biases.

Test results can be compared against an established criterion, or against the performance of other students, or against previous performance:

Criterion-referenced assessment, typically using a criterion-referenced test, as the name implies, occurs when candidates are measured against defined (and objective) criteria. Criterion-referenced assessment is often, but not always, used to establish a person's competence (whether s/he can do something). The best known example of criterion-referenced assessment is the driving test, when learner drivers are measured against a range of explicit criteria [2].

Norm-referenced assessment (colloquially known as “grading on the curve”), typically using a norm-referenced test, is not measured against defined criteria. This type of assessment is relative to the student body undertaking the assessment. It is effectively a way of comparing students. The IQ test is the best known example of norm-referenced assessment. Many entrance tests (to prestigious schools or universities) are norm-referenced, permitting a fixed proportion of students to pass (“passing” in this context means being accepted into the school or university rather than an explicit level of ability). This means that standards may vary from year to year, depending on the quality of the cohort; criterion-referenced assessment does not vary from year to year (unless the criteria change) [3].

Ipsative assessment is self comparison either in the same domain over time, or comparative to other domains within the same student.

Assessment can be either *formal* or *informal*. Formal assessment usually implies a written document, such as a test, quiz, or paper. A formal assessment is given a numerical score or grade based on student performance, whereas an informal assessment does not contribute to a student's final grade. An informal assessment usually occurs in a more casual manner and may include observation, inventories, checklists, rating scales, rubrics,

performance and portfolio assessments, participation, peer and self-evaluation, and discussion [1].

Internal assessment is set and marked by the school. Students get the mark and feedback regarding the assessment. External assessment is set by the governing body, and is marked by non-biased personnel. Some external assessments give much more limited feedback in their marking.

A good assessment has both validity and reliability, plus the other quality attributes noted above for a specific context and purpose. In practice, an assessment is rarely totally valid or totally reliable. A ruler which is marked wrongly will always give the same (wrong) measurements. It is very reliable, but not very valid. Asking random individuals to tell the time without looking at a clock or watch is sometimes used as an example of an assessment which is valid, but not reliable. The answers will vary between individuals, but the average answer is probably close to the actual time. In many fields, such as medical research, educational testing, and psychology, there will often be a trade-off between reliability and validity. A history test written for high validity will have many essay and fill-in-the-blank questions. It will be a good measure of mastery of the subject, but difficult to score completely accurately. A history test written for high reliability will be entirely multiple

choices. It isn't as good at measuring knowledge of history, but can easily be scored with great precision. We may generalize from this. The more reliable our estimate is of what we purport to measure, the less certain we are that we are actually measuring that aspect of attainment.

It is well to distinguish between “subject-matter” validity and “predictive” validity. The former, used widely in education, predicts the score a student would get on a similar test but with different questions. The latter, used widely in the workplace, predicts performance. Thus, a subject-matter-valid test of knowledge of driving rules is appropriate while a productively valid test would assess whether the potential driver could follow those rules. Consequently, it would in many cases be inaccurate and inappropriate to draw conclusions from ELL students’ normative scores. Research shows that the majority of schools do not appropriately modify assessments in order to accommodate students from unique cultural backgrounds.

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PROPERTIES OF EFFECTIVE ASSESSMENT

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Abstract: *in every walk of life the process of evaluation takes place in one or the other form. If the evaluation process is eliminated from human life then perhaps the aim of life may be lost. It is only through evaluation that one can discriminate between good and bad. The whole cycle of social development revolves around the evaluation process. In education how*

much a child has succeeded in his aims, can only be determined through evaluation. Thus there is a close relationship between evaluation and aims.

Keywords: *evaluation, assessment, comprehensive assessment, instructor, content, teaching.*

Education is considered as an investment in human beings in terms of development of human resources, skills, motivation, knowledge and the like. Evaluation helps to build an educational programme, assess its achievements and improve upon its effectiveness. Evaluation plays an enormous role in the teaching-learning process. It helps teachers and learners to improve teaching and learning. Evaluation is a continuous process and a periodic exercise.

In learning, it contributes to formulation of objectives, designing of learning experiences and assessment of learner performance. Besides this, it is very useful to bring improvement in teaching and curriculum. It provides accountability to the society, parents, and to the education system. In order to provide direction and raise the student's level of performance, assessment must be factual, and it must be aligned with the completion standards of the lesson.

The effective assessment is objective, and focused on student performance. It should not reflect the personal opinions, likes, dislikes, or biases of the instructor. Instructors must not permit judgment of student performance to be influenced by their personal views of the student, favorable or unfavorable. Sympathy or over-identification with a student, to such a degree that it influences objectivity, is known as "halo error." A conflict of personalities can also distort an opinion. If an assessment is to be objective, it must be honest; it must be based on the performance as it was, not as it could have been [2].

The instructor must evaluate the entire performance of a student in the context in which it is accomplished. Sometimes a good student turns in a poor performance, and a poor student turns in a good one. A friendly student may suddenly become hostile, or a hostile student may suddenly become friendly and cooperative. The instructor must fit the tone, technique, and content of the assessment to the occasion, as well as to the student. An assessment should be designed and executed so that the instructor can allow for variables. The ongoing challenge for the instructor is deciding what to say, what to omit, what to stress, and what to minimize at the proper moment.

The student must accept the instructor in order to accept his or her assessment willingly. Students must have confidence in the instructor's qualifications, teaching ability, sincerity, competence, and authority. Usually, instructors have the opportunity to establish themselves with students before the formal assessment arises. If not, however, the instructor's manner, attitude, and familiarity with the subject at hand must serve this purpose. Assessments must be presented fairly, with authority, conviction, sincerity, and from a position of recognizable competence. Instructors must never rely on their position to make an assessment more acceptable to students.

A comprehensive assessment is not necessarily a long one, nor must it treat every aspect of the performance in detail. The instructor must decide whether the greater benefit comes from a discussion of a few major points or a number of minor points. The instructor might assess what most needs improvement, or only what the student can reasonably be expected to improve. An effective assessment covers strengths as well as weaknesses. The instructor's task is to determine how to balance the two.

An assessment is pointless unless the student benefits from it. Praise for its own sake is of no value, but praise can be very effective in reinforcing and capitalizing on things that are done well, in order to inspire the student to improve in areas of lesser accomplishment. When identifying a mistake or weakness, the instructor must give positive guidance for correction. Negative comments that do not point toward improvement or a higher level of performance should be omitted from an assessment altogether [1].

An assessment must be organized. Almost any pattern is acceptable, as long as it is logical and makes sense to the student. An effective organizational pattern might be the

sequence of the performance itself. Sometimes an assessment can profitably begin at the point at which a demonstration failed, and work backward through the steps that led to the failure. A success can be analyzed in similar fashion. Alternatively, a glaring deficiency can serve as the core of an assessment. Breaking the whole into parts, or building the parts into a whole, is another possible organizational approach.

An effective assessment reflects the instructor's thoughtfulness toward the student's need for self-esteem, recognition, and approval. The instructor must not minimize the inherent dignity and importance of the individual. Ridicule, anger, or fun at the expense of the student never has a place in assessment. While being straightforward and honest, the instructor should always respect the student's personal feelings. For example, the instructor should try to deliver criticism in private.

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PRAGMATICS FOR THE CLASSROOM AND HOW TO TEACH APOLOGIES **Musaeva Z.M.**

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Abstract: *learners of English as a foreign language (EFL) are exposed to a collection of materials and communicative activities in the classroom through which they learn to use the language competently and appropriately. Textbooks, in particular, are a rich source of input, offering a variety of opportunities to acquire and practice pragmatic competence in specific areas of language use. One such area concerns apologies. As a ubiquitous and routinized pragmatic speech act, apologies are important to master for learners who have violated a socio-cultural norm. Teaching apologies – like any other speech act – should be based on rich, meaningful and authentic input and tasks in order for learners to appreciate and make use of this competence in real-life communication.*

Keywords: *pragmatics, speech acts, politeness, apology, strategy, speakers.*

Pragmatics is a field of language instruction which is often neglected. When we talk about pragmatics, we are talking about how language is actually used to accomplish various tasks like requesting, apologizing or complaining, to name a few. The way native speakers actually perform these actions can sometimes differ quite a bit from even native speakers own intuitions as to how they perform them. While a native speaker might be able to flawlessly execute various speech acts like apologizing, requesting or complaining, they might have difficulty accurately explaining what they would do in these situations based on their intuitions. Some native speakers are not even capable of flawlessly, or even competently performing some of these speech acts at times. Given that the details of how to perform certain speech acts escape even native speakers intuition, it follows that performing these and other speech acts in an appropriate way does not come naturally to students simply

from learning the applicable vocabulary and grammar. In fact, it is very possible to have grammatically appropriate speech which is wildly inappropriate from a pragmatic perspective.

One very important aspect of determining whether speech is appropriate, is the level of politeness used. For example, how formal a speaker should be is determined by the relative status of the people speaking to each other, as well as social distance and degree of imposition [2]. While an understanding of how formal a situation is, may come naturally to most people, the appropriate vocabulary and phrases will not. While understanding of levels of formality is an intuitive social skill that speakers of all languages possess, it might be a good idea to raise students' awareness of the importance of levels of formality. When speaking a foreign language considerations of formality might be lost because of the mental effort necessary to formulate grammatically correct sentences (or even sentences at all for that matter). Additionally, students who already have a decent command of the language might fall into habits and neglect formality; using the register of formality they used in the context they learned the language. In addition, if there is a cultural difference pertaining to the speech act which effects formality it will be important to bring that up if the teacher is aware of such a difference. One example of this is that in making requests, Japanese speakers tend to base how polite they are based on the relative status of the speakers more than on how big a request they are making [1]. Students should be aware that English speakers tend to base how polite they are more on the size of the request than the status of the speakers. Both the request severity, and status of speakers are taken into account in both languages but their weighting is different between these different cultures.

As a simple strategy native speakers use to increase the strength of an apology, emphasizing words, like "so" and "really" are added to the expression.

I'm so sorry.

I'm really sorry.

This simple strategy can increase the strength and potentially the appropriateness of an apology. Students should also be aware that so is more casual than really when apologizing. In teaching apologies it might be good to focus on apologies using the word sorry because it is the most commonly used word in apologies even though there are many others. Another strategy apologizers can use is to give a reason why they did what they did. I'm so sorry I'm late, the train was really late. A third strategy associated with apologizing is an offer to repay the listener in some way for the damage or offence caused, or making an offer to repair the damage in some way. A speaker could offer to pay the hearer to buy a new version of something they broke, offer to use their time to fix something they broke or simply offer to buy the listener a drink to make up for a minor offence. A fourth strategy associated with apologizing is a promise of forbearance. The speaker can promise that they will not do whatever they did again or at least that they will make every effort to not repeat what they did. A final strategy not featured in the handout is an expression of acceptance of responsibility. A speaker can fully blame themselves or in fact say something that puts responsibility on something or someone other than them. This strategy was not covered for the sake of making the lesson a bit simpler and avoiding information overload. It is more important that students can functionally apologize with an appropriate level of politeness than that they have an exhaustive knowledge of all the ins and outs of apologies.

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APOLOGY SPEECH ACTS IN CLASSROOM

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Speech Act Theory aims to explain language exchange in terms of the effects on listeners and speakers. Constatives are statements that can be judged in terms of truth. Constatives in that sense are statements that do not cause actions. On the other hand, performatives are statements that can be evaluated in terms of felicity, or in terms of their actions. These two types of acts of speech are the basis of the language classification that led to a deeper analysis of the language. Scholars had a systematic approach and classified speech acts under five main categories: assertives, directives, commissives, expressives, and declarations.

Under the category of expressives, apology speech acts hold an important place in human communication as a face saving act of speech. Thus it is crucial for people to understand what an apology is and how it functions. An act of apology can be considered a remedial act of speech, which means that the speaker is trying to save his or her face because of an action. Cohen & Olshtain [2] explains apologies as a speech act occurring between two participants in which one of the participants expects or perceives oneself deserving a compensation or explanation because of an offense committed by the other. In that situation, one participant has a choice to apologize or deny the responsibility or the severity of the action. Thus, an apology in that sense plays a role as a politeness strategy.

Direct apologies

An expression of apology mostly includes explicit illocutionary force indicating devices, which are utterances or formulaic expressions which convey the meaning of apology or regret. These formulaic expressions include performative verbs such as “be sorry,” “apologize,” or “excuse.” Since this type of apology includes direct utterances of regret and apology, they are considered to be direct apologies. In the case of English, data have shown that direct apologies are the most widely used apology strategies of all.

By using an ethnographic study in which she composed a corpus based on ethnographic methodology by collecting data based on naturally occurring conversations and apology exchanges with the help of college students. Completing the study, she found out that almost exactly half of the apologies included an expression of apology, especially expressing regret for an action. *Indirect apologies*

Apologies do not always include a performative verb. A variety of verbs or statements can be used to convey the meaning of a speech act. In the case of apologies, indirect apologies can be provided in different manners. Cohen & Olshtain [1] categorized the indirect apologies in the following ways: providing an explanation, an acknowledgement of responsibility, an offer of repair, a promise of forbearance. Providing an explanation for an action could be a strategy for apologizing in an indirect manner. In the case of a formula, the offender of the action uses an explanation for the offence. For example, to apologize for being late for the class, a student could provide an explanation by stating that the tire of his or her car exploded on the way. This particular apology strategy could be acceptable or not according to the contextual factors; culture, severity of action, age, gender, the particular situation, and other various factors. Holmes [3] states that providing an explanation for the action was the second dominant apology strategy used in New Zealand English, and the

most used indirect apology strategy. Another indirect way to convey an apology is “acknowledgment of responsibility” which includes acceptance of the fault or responsibility by the speaker. The speaker can use different sub-sets to convey the meaning of responsibility or even deny the responsibility. These subsets can be listed as follows: accepting the blame, e.g. “It is my fault,” expressing self-deficiency, e.g. “I was confused,” recognizing the other person’s deserving of an apology, e.g. “ You are right!” and expressing lack of intent, “I didn’t mean to” [1]. In other situations, speakers could offer to repair the damage caused by his or her action. In a given context, repairing might include repairing or replacing the damaged good by the offender, or repairing the inconvenience caused by the action. For example, in the case of an apology that the offender breaks the other’s computer, the suggested apology might be, “I will buy you a new one.” This type of action might require an action or not according to the response of the listener. A promise of forbearance is another type of indirect strategy, which includes future action or promise that the action will not happen again. This certain type of indirect apology strategy is situation dependent and does not hold a majority part as a strategy to apologize.

Despite the limitations of the study, it can be stated that the results might benefit the society to a great extend in understanding the apology speech acts. The study stays limited to certain aspect of apologies and cross-cultural pragmatics. Further research studying the phenomenon in a deeper level can be very beneficial for a better understanding. Also, variables such as social class, gender, and diversity can be other potential research areas for the further studies.

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ASSESSMENT AS SYSTEMATIC PROCESS IN TEACHING

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Abstract: *assessment for learning (AFL) is an approach to teaching and learning that creates feedback which is then used to improve students’ performance. Students become more involved in the learning process and from this gain confidence in what they are expected to learn and to what standard. Successful student learning is most effective with an aligned system of standards, curriculum, instruction, and assessment. When assessment is aligned with instruction, both students and teachers benefit. Students are more likely to learn because instruction is focused and because they are assessed on what they are taught.*

Keywords: *assessment, assignment, tests, formative assessment, formal and informal assessment.*

Teachers are also able to focus, making the best use of their time. Rhode Island's learning standards describe educational objectives - what students should know and be able

to do by the end of a course or grade level - but they do not describe any particular teaching practice, curriculum, or assessment. Without standards, districts and schools don't have goals to shoot for. By matching what is taught in the classroom to the standards in each subject area, students (and their parents and teachers) will know what teachers should be teaching, what students should be learning and what they will be tested on. Curriculum provides a "map" for how students will master the standards. Decisions about what that map looks like are made by districts, schools, and teachers. This map includes the materials (e.g. lesson plans, assignments, tests, resources) that will make learning possible. Teachers are responsible for providing instruction by identifying teaching practices that are effective for all students, since not every student learns or retains information in the same way. This is where teachers get to be creative in how they engage students in learning. Assessments are the tools and methods educators use to what students know and are able to do. Assessments range from teacher questioning techniques to statewide assessments. Assessments are only useful if they provide information that is used to improve student learning. Assessment inspires us to ask these hard questions: "Are we teaching what we think we are teaching?" "Are students learning what they are supposed to be learning?" "Is there a way to teach the subject better, thereby promoting better learning?"

One way of thinking about AFL is that it aims to 'close the gap' between a learner's current situation and where they want to be in their learning and achievement. Skilled teachers plan tasks which help learners to do this. AFL involves students becoming more active in their learning and starting to 'think like a teacher'. They think more actively about where they are now, where they are going and how to get there. Effective teachers integrate AFL in their lessons as a natural part of what they do, choosing how much or how little to use the method. AFL can be adapted to suit the age and ability of the learners involved [2].

AFL strategies are directly linked to improvements in student performance in summative tests and examinations. Research shows that these strategies particularly help low-achieving students to enhance their learning. Traditionally, AFL has been closely associated with formative assessment because practices such as questioning and providing feedback help 'form' or 'shape' student learning. This differs from summative assessment which typically is an attempt to measure student attainment at the end of a period of learning.

One assessment cannot answer every question about student learning. For example, if a teacher wants to know if students learned the material she just taught and where they may be struggling to adjust the next day's instruction he/she may give a short quiz of a few questions on a specific skill. If he/she wants to know if the students mastered the material taught in the first semester and is ready to learn more challenging content he/she may give a longer test that measures several skills. A comprehensive assessment system includes both state and local assessment of student learning. State assessments which are given annually provide a valuable "snapshot" to educators and families and help us see how we're doing compared with other districts, compared with the state as a whole, and compared against several other high-performing states. State assessments only account for about 1% of most students' instruction time. Results from state assessments which are part of a comprehensive assessment system keep families and public at large informed about school, district, and state achievement and progress. Local assessments measure student progress and achievement in numerous ways, including classroom tests, which our teachers develop, administer, and grade [1]. The methods and assessments that define a districts' assessment system are determined by schools and districts. Formative assessments, such as classroom assignments, homework, and quizzes and tests, occur while the content is still being taught. These assessments inform teachers of what students know or do not know and provide feedback, so teachers can adjust accordingly. This is the type of assessment that occurs most often. School-wide or district-wide assessments help guide instruction and curriculum development and help schools and districts identify additional programs or resources that might be needed support student learning or professional development teachers may need to improve instruction. District or school wide assessments are administered periodically

throughout the year and are common across the school or district in which they are administered. These assessments often measure instructional units or groups of standards, but typically not the depth and breadth of the standards at one time.

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LANGUAGE EXPRESSIVE MEANS IN ENGLISH MEDIA TEXTS

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Abstract: *the article is devoted to features of conveying expressiveness in media texts with the help of the linguistic means by which various emotions are expressed in the English discourse. Connection between expressiveness and the emotionality is proposed to study using emotionally evaluative means.*

Keywords: *expressive means, neologisms, colloquial and emotionally colored vocabulary, figurative phraseological units.*

Recently, the interest of linguists in the expressiveness of media speech has noticeably increased. This is due to the fact that the corpus of media texts is very large, and the power of their informational and psychological impact on the audience is unlimited. Expression takes on particular importance in the spheres of politics, journalism, radio and television. It encourages the audience to a certain reaction to the transmitted information, influencing the life of society, the consciousness and ideas of people. When translating media texts, the translator often encounters difficulties in connection with the need to convey the essence of the information as correctly as possible without losing the stylistic coloring and avoiding ambiguity. In this regard, the study of linguistic and translation aspects of expression in media texts seems relevant.

Expressiveness (lat. Expressio) - “a property of a text or part of a text that conveys meaning with increased intensity and results in emotional or logical reinforcement, which may or may not be figurative” [1, p. 51]. Putting his thought into a linguistic form, the author of the message inevitably expresses a subjective attitude towards the content or addressee of the text. Therefore, expression is considered as the detection of the speaker's individuality, manifested in the feelings, emotions and evaluations of the subject. Many researchers point to the connection between expressiveness and the concepts of “emotionality” and “evaluateness” [2, 51; 3, 21].

Expressive means of language include: literary and book vocabulary, neologisms, foreign language inclusions, abbreviations and abbreviations, colloquial and emotionally colored vocabulary, figurative phraseological units, paths and figures, etc. [4, 43-124]. Expressiveness is a typological and functional feature of the texts of the "writing" and "electronic" press, which are divided into four functional genre types: news, information analytics and commentary, journalism and advertising [5, p. 59]. All the above types of media texts, except for advertising, served as the material for this study.

News texts are characterized by a global cliché, a high degree of cultural and ideological modality. Here there is a dry, somewhat "protocol" manner of presentation and the absence of subjective-evaluative elements of the language. The only exceptions are those cases when any fragment from the speaker's direct speech containing expression is cited. In news texts, when transmitting emotional-evaluative information to target language, translators most often resort to contextual image substitution in order to preserve semantic information ('We will never return our relationship to normal') ... If the traditions of compatibility and expression of emotional and evaluative information coincide in the source language and the target language, the translators strive to preserve the expressive means ('These alliances are sealed with blood and common sacrifices - unlike many of our opponents, who have fewer allies than fingers on their hand'; 'to reset relations'.")

In the case of a discrepancy between the traditions of compatibility and the expression of emotional-evaluative information in the source language and the target language, the transfer of the conceptual content of the image / stylistic neutralization is used, often accompanied by omission (he enthusiastically endorsed - 'he agreed'). As a result, the expression in translation is lost; this is typical for this type of text, since the main function of news text is informative.

Information and analytical texts abound in expressive emotional and evaluative means. Here the language is more expressive than in news texts, and less expressive than in journalistic texts.

When conveying imaginative and emotionally evaluative means, contextual image replacement is most often used here (by tightening internal authoritarian controls - 'tightening the screws inside the country more and more'; 'to overthrow unwanted regimes') and additions to give the text great emotionality. Where possible, based on the traditions of compatibility and the expression of emotional and evaluative information, translators strive to preserve figurative means.

Publicistic texts demonstrate the whole range of lexico-stylistic and syntactic-stylistic means of expressiveness and emotional stress. There is also widespread use of vernacular and slang (I wanna save the history, they only chew the fat. In journalistic texts, translators strive to preserve imagery and other subjective-evaluative emotional elements in the composition of the target language text, therefore they use the technique of preserving figurative means (But why aren't Crooked Hillary & the Dems the focus? Hillary and company?'; 'Tries to fight all windmills at once'; 'I would say he's not in the mainstream'); contextual replacement of the image (The standard line of defense of President Trump during the investigation of Russia's actions suffered a slight setback'); transcription and tracing when translating neologisms and euphemisms (alternativist); syntactic assimilation in the transmission of emotional syntax. Only in small amount of cases translators allow stylistic neutralization and omission ('He earned himself a decent reputation'), as well as a descriptive translation (pro-Yeltsin - 'supported Yeltsin'); this is not typical for this type of text in translation, since the main function of journalism is to influence the addressee in order to convince him of the correctness of what has been said or to cause in him the desired reaction to what has been said with the strength and emotional intensity of the statement".

Thus, expression is presented in media texts of all genres and topics under consideration, and its growth is observed from a news text to journalism, due to the function of the text. The main translation strategy in working with media texts is to convey the main content and preserve the imagery and emotional-evaluative charge of the text. The main factors when choosing a translation technique in relation to expression are: the type of text and its function, the national characteristics of the stylistic systems of both languages, the norms of language and speech. The main translation techniques for the transmission of expression in media texts are the preservation of figurative and emotional-evaluative means, contextual replacement of the image and addition, stylistic neutralization and omission (no cases of applying compensation have been identified). Techniques of stylistic neutralization and

omission are often used in the translation of news texts, but in other types of texts their use is limited and comes down to the need to comply with the norms of language and speech.

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LINGUISTIC QUALIFICATION AND MEANS OF EXPRESSING EMOTIONS IN THE ENGLISH DISCOURSE

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Abstract: *the article examines the linguistic means by which various emotions are expressed in the English discourse. Some classifications of emotions and the main means of expressing emotions are considered.*

Keywords: *emotions, emotional side of a word, emotional coloring, emotive words, expressiveness.*

The study of emotions and ways of expressing them today is one of the most pressing research topics in various scientific disciplines. The category of emotionality is studied to a greater extent in psychology, as well as philosophy, ethnology, sociology, biology, physiology, linguistics and other sciences. So, linguists note that in everyday communication the same words are used to convey a wide range of experiences. Therefore, the role of the context in this case is key for the correct interpretation of a particular linguistic unit. In modern psychology, emotionality is understood as "the entire range of human emotional experiences, including mood, emotion itself, feeling, affect, passion ... the core of the human personality".

To express emotions in linguistics, units of all language levels are used. Emotional means of expression include phonetic, lexical and grammatical means.

Speaking about the phonetic means of expressing emotions, many researchers name, first of all, intonation, stress, tones. They combine these phonetic characteristics with the concept of prosody (gr. Prosōdia - stress, the chorus is the same as a poem or versification). It should be noted that these characteristics can only be detected in speech. In any language, they form a system of means, which is characteristic only of this language and through which emotions can be expressed and understood.

An example of the use of phonetic means of language to express emotions and their impact on the emotional sphere of the listener has a huge arsenal of techniques that are

based on a special image of the selected sound and rhythmic organization of the utterance. These include alliteration, rhyme, onomatopoeia, and rhythm. These means are used mainly in poetry, but rhyme is also found in ordinary non-poetic speech and is widely used in vernacular and jargon as emotional and evaluative means.

The emotional state of the speaking person leaves a certain imprint on the syntactic design of speech. All cases of expression of emotions of the syntactic organization of the utterance can be reduced to:

- 1) a change in the order of words accepted in the language;
- 2) an increase in the number of cases of grammatical incompleteness;
- 3) interrupting the chain of text unfolding;
- 4) violation of grammatical agreement, up to complete grammatical disorganization of speech in a state of frustration

In the language of a literary text, vocabulary is used that has such qualities as emotionality and expressiveness. In recent years, works have appeared in which emotivity is considered as a linguistic expression of emotions, for example, in the works of V.I. Shakhovsky. The author emphasizes the need to take into account the factors of emotionality, expressive characteristics of linguistic consciousness in the study of speech communication. It should be noted that language serves as a means of expressing a person's personal, subjective attitude to the subject of speech and situation, as well as his feelings and emotions. Language is a means of emotional impact on the listener.

L.G. Babenko identifies six grammatical classes of vocabulary expressing emotions:

1) Emotive verbs. According to L.G. Babenko, this part of speech is most suitable for expressing emotions. This part of speech has tremendous possibilities for displaying various feelings. "Emotions are conveyed by verbs as a state (to be sad) and as the formation of a state (to fall in love), as an attitude (to love), and as an impact (to fall in love), and also as an external manifestation of emotions (to kiss, hug)" [Babenko 1989: 65].

2) Emotive nouns. Substantial vocabulary expressing emotions belongs to the lexicogrammatical category of abstract nouns. But it should be noted that most of this vocabulary is made up of "motivated words, various nominalizations, as well as verbal words, such as fury, affection, tenderness" [see. *ibid.* 65-66]. The smaller part is "unmotivated words such as trouble, fear, sadness, passion, torment, sadness" [see. *ibid.* 65]. Verbal emotive nouns denote emotional states, relationships, actions: inspiration, favor.

3) Emotive adjectives, which "due to their explicit situationality, semantically and functionally are attracted to the verb, and formally grammatically gravitate towards nouns" [Babenko 1989: 67]. "An emotive adjective has a combination of meanings that convey emotion as a state of being (identifier "filled with feeling"), causation of the state (identifier "evoking feeling"), expression of an emotional state (identifier "expressing feeling"), emotional attitude (identifier "related to feeling").

4) Emotive adverbs, expressing emotions, are guided by "accompanying states that characterize emotively, various actions (sad to look, sad to say) and signs (sad-languid eyes)" [see. *ibid.* 68]. The depiction of emotions in adverbs has its own specifics. It should be noted that this specificity is manifested in the peculiarities of their compatibility: "the grammatical nature of emotive adverbs does not allow them to correlate emotions directly with their carrier, therefore, the relationship with the subject of emotions is carried out in the text indirectly, through his actions or adjectively expressed signs" [Babenko 1989: 68 - 69].

5) Emotive interjections. L.G. Babenko defines this type of interjections, due to their complex nature, as "a special syncretic class of words, gravitating towards emotives - nominatives, and emotives - connotatives" [Babenko 1989: 70].

The nominative unit of the language, according to L.L. Nelyubina is the word. To words that have emotional meaning, L.L. Nelyubin relates:

- 1) Interjection words, for example, oh! Oh! eh!

2) Words that express feelings. "Words denoting feelings almost always carry an emotional meaning along with a subject-logical meaning" [Nelyubin 2005: 122]. For example, love, hate, fear, horror, joy, etc.

3) "A certain group of words tends to lose their subject-logical meaning and compensate for this loss with a strong emotional meaning. These words include vulgar layers of vocabulary: swear words, curses, obscene words, etc."

It should be noted that to designate emotionality as a property of a linguistic sign in linguistics, there is a special term "emotiveness". And a unit that has a given sign in its meaning is called an emotive. The principles for classifying emotives have not yet been clearly developed. If words expresses or can express emotions, then it is emotive. The following types of emotives can be distinguished:

1) Affectives are words that include only the semes of emotionality. This type of emotive characterizes the highest degree of emotionality. This includes interjections and interjection words, vocabulary of name calling and fondling, abusive vocabulary. For example, nonsense! Damn it!

2) Connotatives - words, the emotive part of the meaning of which accompanies the main subject-logical meaning. Unlike affectives, this type of emotive is characterized by a greater awareness of the emotions that they express. This includes word-formative derivatives of different types: zoolexics with someone else's denotations ("an object or phenomenon denoted by language in a specific speech work; ... an object denoted by a lexical unit, a phrase" [Neliubin 2003: 43], emotional-evaluative adjectives, emotionally amplifying adverbs, archaisms, poetry, etc., for example, talking shop, chatter.

3) Slangisms, jargon, vulgarisms - words that in the literary language belong to the category of emotive, for example, get-together, bazaar (in the sense of a dispute).

4) Expressives - linguistic units that increase the influencing power of imagery. For example, metaphors, paremia, allusions (heated debate, arguing to the point of whitening).

In linguistics, there are two approaches to describing emotions, which can be conventionally called semantic and metaphorical. The semantic approach was proposed in the first works of A. Vezhbitskaya and L.N. Jordanian, where emotions were described through prototypical situations in which they arise. The metaphorical approach was developed in detail by M. Johnson and J. Lakoff [Lakoff, Johnson. 1990: 387], the same approach is implemented by N.D. Arutyunova [Arutyunova 1990: 5].

Reflection of emotional phenomena in language is one of the most difficult problems of modern linguistics. First, emotions themselves as a phenomenon of the human psyche are extremely complex, and, accordingly, because of this, their linguistic representations are complex. Any emotional means of language introduces a person into a complex world of feelings and experiences, which he cannot always clearly differentiate at the level of consciousness. Secondly, the very study of emotionality in language is carried out in various ways and by different branches of linguistics, thus, being a borderline object, linguistic emotionality equally belongs to the sphere of general linguistics and psycholinguistics.

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CLASSIFICATION OF ASSESSMENT

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Abstract: *the term assessment is generally used to refer to all activities teachers use to help students learn and to gauge student progress. Assessment can be divided for the sake of convenience using the following categorizations: placement, formative, summative and diagnostic assessment, objective and subjective, referencing (criterion-referenced, norm-referenced), informal and formal, internal and external. Assessment is often divided into initial, formative, and summative categories for the purpose of considering different objectives for assessment practices. Placement assessment is used to place students according to prior achievement or personal characteristics, at the most appropriate point in an instructional sequence, in a unique instructional strategy, or with a suitable teacher conducted through this type, the tests that colleges and universities use to assess college readiness and place students into their initial classes.*

Keywords: *types of assessment, diagnostic, standardized tests, quizzes, oral question, draft work.*

Placement evaluation, also referred to as pre-assessment or initial assessment, is conducted prior to instruction or intervention to establish a baseline from which individual student growth can be measured. This type of an assessment is used to know what the student's skill level is about the subject. It helps the teacher to explain the material more efficiently. These assessments are not graded [3].

Formative assessment is generally carried out throughout a course or project. Formative assessment, also referred to as “educative assessment”, is used to aid learning. In an educational setting, formative assessment might be a teacher or the learner, providing feedback on a student's work and would not necessarily be used for grading purposes. Formative assessments can take the form of diagnostic, standardized tests, quizzes, oral question, or draft work. Formative assessments are carried out concurrently with instructions. The result may count. The formative assessments aim to see if the students understand the instruction before doing a summative assessment [1].

Summative assessment is generally carried out at the end of a course or project. In an educational setting, summative assessments are typically used to assign students a course grade. Summative assessments are evaluative. Summative assessments are made to summarize what the students have learned, to determine whether they understand the subject matter well. This type of assessment is typically graded (e.g. pass/fail, 0-100) and can take form of tests, exams or projects. Summative assessments are often used to determine whether a student has passed or failed a class. A criticism of summative assessments is that they are reductive, and learners discover how well they have acquired knowledge too late for it to be of use [2].

Diagnostic assessment – Diagnostic assessment deals with the whole difficulties at the end that occurs during the learning process. One of them is about showing the criteria of the evaluation before the test. Another is about the importance of pre-assessment to know what the skill levels of a student are before giving instructions. Giving a lot of feedback and encouraging are other practices.

Summative and formative assessments are often referred to in a learning context as *assessment of learning* and *assessment for learning* respectively. Assessment of learning generally occurs at the conclusion of a class, course, semester or academic year. Assessment for learning is generally formative in nature and is used by teachers to consider approaches to teaching and next steps for individual learners and the class [2].

A common form of formative assessment is *diagnostic assessment*. Diagnostic assessment measures a student's current knowledge and skills for the purpose of identifying a suitable program of learning. *Self-assessment* is a form of diagnostic assessment which involves students assessing themselves. *Forward-looking assessment* asks those being assessed to consider themselves in hypothetical future situations [1].

Performance-based assessment is similar to summative assessment, as it focuses on achievement. It is often aligned with the standards-based education reform and outcomes-based education movement. Though ideally they are significantly different from a traditional multiple choice test, they are most commonly associated with standards-based assessments which use free-form responses to standard questions scored by human scorers on a standards-based scale, meeting, falling below or exceeding a performance standard rather than being ranked on a curve. A well-defined task is identified and students are asked to create, produce or do something, often in settings that involve real-world application of knowledge and skills. Proficiency is demonstrated by providing an extended response. Performance formats are further differentiated into products and performances. The performance may result in a product, such as a painting, portfolio, paper or exhibition, or it may consist of a performance, such as a speech, athletic skill, musical recital or reading. All assessments are created with inherent biases built into decisions about relevant subject matter and content, as well as cultural (class, ethnic, and gender) biases. A good assessment has both validity and reliability, plus the other quality attributes noted above for a specific context and purpose. In practice, an assessment is rarely totally valid or totally reliable.

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TYPES OF ESP IN CURRICULUM DESIGN

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Abstract: *the demand for English language education around the world is increasing because it is the language of international business, technology and science. Therefore, ESP will flourish and grow more in non- native English speaking countries. ESP will use computer based curricula and authentic texts. In other words, ESP will use more sophisticated learner centered curricula. Since ESP is sensitive to the learners' background and the context in which the learners use English, it will be sensitive to cross cultural issues. As a result, ESP will research the cross cultural issues related to ESP learning. ESP will*

still use need analysis, however, the focus of need analysis will be shifted because ESP will be done more in non native English speaking countries. ESP will be the part of ESL or EFL teaching, which will be the part of English Language teaching in general. Developments in applied linguistics will certainly influence ESP teaching in particular. Furthermore, Content Based Instruction and Task Based Instruction will become more popular in ESP.

Keywords: EFL, ESP, EOP, assessment, communication, ELT.

Traditionally ESP is divided into English for Academic Purpose (EAP) and English for Occupational Purpose (EOP), both of which are sub-divided into further like English for science and technology, English for law, English for vocational purpose etc. Hutchinson and Waters (1987) divided ESP into three: English for Science and Technology, English for Business and Economics and English for Social Science, each of which is subdivided into EAP and EOP. They didn't see much difference between EAP and EOP, and pointed out that "people can work and study simultaneously; it is also likely that in many cases the language learnt for immediate use in a study environment will be used later when the students takes up, or returns to, a job" [2, p. 16]. It is implied here that the end purpose of both EAP and EOP are one and the same but the means to achieve this is very different. However, there is a difference between these two terms. EAP refers to English requires in an educational institution like school, college and university and it is concerned with those communication skills in English which are required for study purpose in formal educational system. Whereas, EOP refers to English required for professional communication in professional context like medical, engineering, aviation and business. According to Hamp-Lynos (2001) EAP is: a branch of applied linguistics consisting of a significant body of research into effective teaching and assessment approaches, methods of analysis of the academic language needs of students, analysis of the linguistic and discoursal structures of academic texts, and analysis of the textual practice of academics [1, p. 126]. EAP is a shift from teaching literature and culture of speakers of English to teaching English language for communicative purpose. The students need EAP for higher education. The teachers may be native or non- native speakers. The course may be preessional (full time), in- sessional and usually part time. It may be a short term or long term. The course may include formal teaching program, self access situations, distance learning materials or CALL (Computer Aided Language Learning). GE (General English) course teaches learners conversational and social genres of the language, whereas EAP course teaches formal academic genres and EOP course teaches genres related to occupation. To be precise, EAP and EOP are specific because they teach language skills required for learners' immediate purpose by selecting vocabulary, grammar pattern. In addition, they use the topic and themes that are relevant to learners' immediate needs and address learners' immediate communicative needs.

Unlike General English, EAP begins with learner and situation and teaches academic genres. It started with a goal, genre and focus which are different from literary language in the 1960s, to which many additions and adaptations have been done since then. EAP has broadened its scope by including more disciplines and texts to it, for instance, EAP course in Agronomy and ESP course in computer repairs. Currently, EAP is offered in variety of international setting. There are four types of EAP offered in higher education contexts. The first type of EAP is taught either intensively or extensively in English speaking countries like the USA, the UK and Canada where it is done for international students of graduates and undergraduates. The second type is offered in countries like Singapore and Zimbabwe where many native languages exist and English is recognized officially in education. The third type of EAP can be seen in Middle East countries where subjects like medicine, technology, business, science and IT are taught in English in higher education. The fourth type of EAP is taught in South American countries where higher education is in L1 (mother tongue), but English is recognized as an auxiliary language.

In English speaking countries EAP is largely a pre- university bridge program, in which it links English language with content courses and both ESL instructors and content

instructors work as a team. The aim of such program is to enable the learners to enter university directly by making them proficient in English language required for a specific academic program. Furthermore, such courses assist second language (L2) students in acquiring language skills needed for successful work in higher education. Whereas, in nonspeaking English countries such as Middle East countries EAP is a part of academic program, in which students are required to take a compulsory subject like study skill as an intensive program, which is a part of pre- planned syllabus.

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COMPULSARY METHODS FOR TEACHING ESP

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Abstract: *language learning does not only involve acquiring grammatical structure but also its function. It is important for engineering students to be able to present their ideas, exchange their opinions or follow technological developments all over the world. Most universities have been offering ESP courses besides the general English lessons to boost their confidence in this field. ESP is a major ELT enterprise in English speaking countries where English for occupational purposes for new migrant and refugee population and English for academic purpose in academic context for non native speaking students are offered. However, the present trend is spreading ESP into non- native English speaking countries where English is taught as either as a second language or as a foreign language.*

Keywords: *ESP, EFL, methodology, designing materials, evaluation, needs.*

When we talk about specific methodology, we mean all language aspects from reading complex articles to making a presentation. When we chose a method to be used in ESP classroom we should think of our group of learners and adapt one method with our teaching materials. Hutchinson and Waters [2] claimed that there is no specific methodology for ESP. English for Specific or Special purpose (ESP) has become prominent part of EFL (English as a Foreign Language) or ESL (English as a Second Language) teaching since 1960. Nowadays both material writers and teachers realize the importance of need analysis due to the influence of ESP on English language teaching in general. ESP is a broad area consisting of English for business, English for science and technology, English for engineers, English for waiters etc. It is a branch of English Language Teaching (ELT) with its own approaches, materials, and methods which have been developed by adapting from other disciplines and integrating with other disciplines. ESP has been very actively influencing ELT since it is material driven, learner centered and learning centered approach.

ESP did not begin just because of some new theories or ideas in any field. It was mainly because of the necessity of the time which shaped ESP in the present form. The proverb

“Necessity is the mother of invention” is very relevant to the origin of ESP. ESP has been changed since it originated because of the developments in education, business, computer, information technology, global economy, applied linguistics and ELT. There were many events which paved the way for ESP. According to Hutchinson and Waters [2] the demands of a brave world, a revolution in linguistics and focus on the learner were the three common reasons for the birth of ESP. They further argued that Second World War and the Oil Crisis of 1970 were the two historical events that were responsible for the origin of the ESP. Firstly; the Second World War changed the world politics drastically, the immediate result of which was the emergence of the US as the world super power, the expansion of science and technology, growth of global economy and becoming English as the international language for communication. Secondly, because of the Oil Crisis of 1970, western money and new knowledge flowed into the oil rich countries. Naturally, English was the language of this knowledge. As a result, there was a pressure on ELT to modify its approaches, methods and materials according to the needs of the learners and clients. Hutchinson and Waters aptly said, “English now became subject to the wishes, needs and demands of people other than language teachers” [2, p. 7]. Around this time, changes took place in linguistic in general and in ELT in particular. For instance, traditional linguistics viewed language as an object to be described and segmented into discrete elements like phonemes, morphemes and words while the revolutions in linguistics forced linguistics to view language as means of communication used in the context. Consequently, language has been viewed that it varies depending on the context, participants and purposes. In addition, there was a shift from teaching method and the teacher to the learning and the learner due to the popularity of Communicative Language Teaching. Learners use different learning strategies as they are different and their needs are divergent. In fact, all this lead to the importance of considering learners’ varied needs in learning context. Focusing on learner and learning resulted in adapting the language instruction according to their needs and designing a course that suitable to the specific needs of the learners.

ESP contrast with the rather mischievous acronym LENOR (Learning English for No Obvious Reason); it implies that we are going to take the client’s needs and goals more seriously when planning the course, and rather than teach “general English”, we are going to tailor everything to his or her character and particular requirements [3, p. 13]. According to Stevens [3] ESP is designed to meet learners’ specific needs by choosing content from particular disciplines and using activities, syntax, lexis and discourse suitable to these activities, and he added that ESP may not use any pre-planned instructional methodology. Dudley- Evans and St. John (1998) revised Stevens definition and accepted most of his claims [1]. Unlike General English, ESP has to blend both interpersonal communication skills and academic communication skills effectively and naturally. It is the challenge of the ESP practitioner to integrate all these skills effectively in the ESP course naturally by balancing and blending structures, lexical and discourse into the course.

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КОРРЕКЦИОННАЯ ПЕДАГОГИКА (СУРДОПЕДАГОГИКА И ТИФЛОПЕДАГОГИКА, ОЛИГОФРЕНОПЕДАГОГИКА И ЛОГОПЕДИЯ)

ЗНАКОМСТВО ДЕТЕЙ ДОШКОЛЬНОГО ВОЗРАСТА С ФРАЗЕОЛОГИЗМАМИ

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Аннотация: дети начинают более внимательно относиться к своей речи и окружающим людям, интересоваться родным языком. Кроме того, упражнения с фразеологизмами способствуют совершенствованию мышления ребёнка, поскольку понимание детьми переносного значения фразеологизмов требует достаточно высокого уровня развития логического мышления.

Ключевые слова: фразеологизмы, дети, игры.

Устное народное творчество – главный ресурс и способ формирования абсолютно всех сторон речи детей, уникальное и отличное средство обучения и воспитания. С его помощью мы можем почувствовать красоту родного языка, развивать образность речи.

За последние годы увеличилась заинтересованность к фразеологии, отображающей мир эмоций, образов, оценок того или иного народа. Фразеология – одна из самых увлекательных и занимательных сфер языка. Это слова и словосочетания, специфичные для речи различных групп населения по классовому или профессиональному признаку, для литературного направления или отдельного автора.

Использование фразеологизмов в работе по расширению лексического запаса детей старшего дошкольного возраста способствует:

- формированию заинтересованности к родному языку;
- развитию понимания значений слов дошкольниками;
- активизации детской лексики;
- совершенствованию навыков устной речи.

Во многих языках стран мира есть фразеологизмы. Зачастую фразеологизм является достоянием только одного языка, но, невзирая на это, они похожи по смыслу.

<i>Русский язык</i>	<i>Иностранные языки</i>
Ждать у моря погоды	Дождаться зайца под деревом (Китайский язык)
Делать из мухи слона	Делать из комара верблюда (Чешский язык)
Обманывать самого себя	Красть колокольчик, затыкая себе уши (Китайский язык)
Не видеть дальше своего носа	Глаза мыши – видят только на вершок вперёд (Китайский язык)
Вилами на воде писано	Это ещё не в кармане (Французский язык)
Душа ушла в пятки	У него голубой страх (Французский язык)
Купить кота в мешке	Купить свинью в мешке (Английский язык)

Деятельность с применением фразеологической лексики может осуществляться постепенно:

- знакомство с фразеологическим оборотом – необходимо объяснить толкование предложенных фразеологических оборотов: за семью замками - большой секрет, великая тайна);
- использование наглядной основы в работе с фразеологическим оборотом (картинки из книжек-раскрасок И. Макеевой);
- активизация фразеологизма в речи детей (детям предложить выбрать синонимы к каждому фразеологическому обороту, а также вспомнить похожую ситуацию из жизни);
- закрепление знаний детей (в процессе ежедневного общения, при анализе бытовых ситуаций детям предлагается вспомнить и назвать фразеологизм, который бы соответствовал случаю).

Знакомству с фразеологизмами может послужить игра, потому как она содействует увеличению творческой деятельности у детей, формированию познавательной заинтересованности к образным выражениям и делает процесс познания забавным, увлекательным и запоминающимся.

Работа с фразеологизмами учитывает в процессе чтения и рассматривания картинок: самостоятельное акцентирование детьми фразеологизмов в тексте, способность разъяснить значение образного выражения, сохранение в памяти и воспроизведение словосочетаний. Перед чтением следует предоставить детям соответствующую цель для выполнения указанных выше задач.

Предлагаю Вашему вниманию несколько простых, но действенных игр.

«Оживи картинку яркими цветами»

Цель: ознакомление дошкольников с образными выражениями русского языка, с помощью которых речь становится ярче, выразительней, содержательней. На первом этапе совместно с детьми рассматриваются картинки, проводится беседа по их содержанию. Далее ребята приступают к раскрашиванию. В процессе раскрашивания и штриховки дети упражняют свою руку, что способствует развитию мелкой моторики пальцев рук.

«Фразеологический зоопарк»

Цель: обучить детей выбирать фразеологизм, который связан с конкретным образом животного. Ход игры: детям предлагается рассмотреть плакат с повествованием о мальчике Вите, где он представлен в различных моментах.

Воспитатель читает предложение, а дети должны закончить его, используя изображение животного, выделить фразеологизм и объяснить его значение.

«Выбери нужную картинку»

Цель: учить дошкольников понимать переносное значение фразеологизмов. Ход игры: детям необходимо раздать листочки с рисунками фразеологизмов. Потом предложить вспомнить, какие фразы мы применяем, когда говорим о человеке, который чувствует себя неловко, в момент беспокойства, когда необходимо что-то быстро сделать, когда кому-то очень страшно, когда все дела сделаны благополучно, когда у человека неразбериха в голове, и просим детей отыскать необходимую нам для данного выражения картинку.

«Изобрази фразеологизм»

Цель: учить детей показывать ситуацию, соответствующую фразеологическому обороту и сам фразеологизм с помощью мимики и жестов. Ход игры: детям предлагается изобразить фразеологизмы: сидеть сложа руки, волосы вставали дыбом, водой не разольешь, и ситуации, соответствующие им, с помощью мимики и жестов.

«Будь внимателен, не ошибись!»

Цель: учить детей подбирать фразеологизмы, подходящие по смыслу к различным ситуациям - в устной форме, без наглядного материала. «Продолжи фразу» Цель: научить детей заканчивать фразеологизм, начатый педагогом: «крутится, как... белка в колесе», «одна нога здесь, ... другая там» и другие.

Дети с особым удовольствием представляют фразеологизмы с помощью мимики, жестов и учатся разгадывать их. Это порождает у детей эмоциональную реакцию, заинтересованное отношение к заданиям, желание получить одобрение от сверстников. От детей требуется находчивость, сознательный подход к выполняемым заданиям.

Деятельность с фразеологизмами должна заинтересовать детей к необычным выражениям, а выбор синонимов и антонимов к фразеологизмам формирует понимание общего смысла малых фольклорных форм.

Главная цель таких игр и заданий с использованием фразеологической лексики — вложить в детей любовь к художественной литературе, почтение к книге, познакомить с теми произведениями художественной литературы, которые необходимо детям прочитать, рассказать, заучить наизусть.

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ПОЧЕМУ РЕБЕНОК НЕ ХОЧЕТ ЗАНИМАТЬСЯ?

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Аннотация: одна из распространенных причин обращения родителей — отказ ребенка от занятий дома или в детском образовательном учреждении. Ребенок не хочет заниматься, хоть как его уговаривай!

Ключевые слова: занятия, ребенок, деятельность.

Нежелание ребенка дома заниматься – частая проблема! Основная жалоба родителей в данной ситуации нежелание ребенка сидеть спокойно, проявление негативизма и в итоге полный отказ от занятий. Взрослым приходится, чуть ли не по пятам бегать с книжками, тематическими картинками, в надежде хоть как-то заинтересовать малыша.... К сожалению, данное поведение у современных детишек, довольно распространено.

Поэтому я предлагаю вашему вниманию несколько советов, которые дадут возможность сделать ваши занятия с ребенком более результативными!

1. Проводите занятия в определенное время.

Систематичность занятий - это гарантия успеха! Дошкольник должен понимать, что настало время занятий, поэтому необходимо отложить любимые игрушки и развлечения в сторону. Деткам, которые посещают дошкольные учреждения, намного проще подготовиться к работе, т.к. в детском саду существует расписание: режимные моменты сменяются свободной игровой деятельностью. Ребенку, который всегда находился дома, организовать гораздо сложнее, по этой причине организация распорядка дня, соблюдение времени занятий, приема пищи, прогулки, сна, игровой деятельности и т.д., дают возможность значительно усовершенствовать ситуацию.

Поначалу ребенок будет возмущаться, капризничать, проявлять недовольство, родителям необходимо запастись терпением и переждать процесс адаптации к новым условиям. Но помните, что пропускание занятий приводит к тому, что у детей создается понимание, что занятие – не столь уж важное дело и если проявить упорство, то родители непременно пойдут на уступки ребенку!

2. Ограничьте время пользования гаджетами и телевизором.

Гаджеты – это мощные стимулы, которые готовы на долгое время завоевать интерес, а также сознание ребенка. Другие полезные стимулы, блекнут на фоне современных гаджетов. По этой причине ребенок с большой неохотой идет заниматься. Просмотр телевизора стоит уменьшить до 30 минут в день. Этого достаточно, чтобы ребенок наладился просмотром мультфильма или детской передачи!

3. Организуйте место для занятий.

Наличие рабочего места – неотъемлемое требование для проведения заданий.

У ребенка должен быть стол, за которым ему комфортно находиться. Но это вовсе не означает, что весь период времени, малыш должен находиться за столом. Какую-то часть занятий можно осуществить на ковре, либо перемещаться в пространстве и выполнять движения, сопровождая их речью. Однако деятельность за столом, считается весьма значимой, потому как она приучает к дисциплине, усидчивости, концентрирует внимание и закладывает первоначальный «фундамент» для дальнейшей учебной деятельности.

4. Постепенно увеличивайте время занятий.

Если ребёнку трудно выдержать занятие целиком, то длительность работы на начальных этапах нужно сократить, и только затем постепенно увеличивать время занятия. При этом необходимо соблюдать баланс времени, отведённого на работу за столом и на деятельность с выходом из-за стола. На разных этапах работы это соотношение будет разным. Следует помнить, что выполнение аппликаций, рисование или лепка формируют усидчивость, позволяют удержать ребёнка за столом на достаточно продолжительное время и способствуют концентрации его внимания, а значит, эти виды работ обязательно необходимо включать в структуру занятия на ранних этапах коррекции.

5. Сделайте процесс занятий более увлекательным.

Если домашняя деятельность ребенка превращается в рутину, в таком случае необходимо заинтересовать ребенка. Во время занятий дошкольник должен восхищаться, удивляться, раскрывать что-то новое для себя. Поэтому сюжетно-ролевые игры, аппликации, рисование, экспериментирование с водой, красками, с природными материалами, и т.д. должны непременно находиться в содержании занятий.

6. Не проявляйте излишнюю требовательность, а больше хвалите и поощряйте свое чадо!

Частой ошибкой при совместной деятельности родителя и ребенка является то, что родитель проявляет строгость, стараясь достичь результата. Однако такие требования у ребенка вызывают лишь негатив и отказ в работе.

Поощрения – весьма существенная доля в работе с детьми. Незначительное вознаграждение за усердие и старание, хороший итог, усидчивость подкрепит позитивный настрой к занятиям. Для большинства детей важной является хвала, «пятерка», наклейки.

Выполнение данных правил даст возможность значительно увеличить мотивацию, интерес к занятиям и эффективность деятельности в целом!

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ТЕОРИЯ И МЕТОДИКА ПРОФЕССИОНАЛЬНОГО ОБРАЗОВАНИЯ

CLUSTERING METHOD TO DEVELOP LEARNERS WRITING SKILLS

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Abstract: *the following article deals with the investigation of using clustering method to develop the descriptive text writing skills of students. Author made an attempt to define the above mentioned method thoroughly via some writing activities that will engage the student during second language acquisition. She also shares some thought about features of writing and says what kind of functional power may be obtained by the writer while using clustering.*

Keywords: *clustering, method, writing, foreign, language, syntax, formal, style, communication, activities.*

This research is classified as Classroom Action Research (CAR), and it is divided into two cycles. Writing as a skill necessitates the instruction of a number of complicated rhetorical and linguistic activities. The act of writing is devoid of any immediate communication context. As a result, in order to help his or her readers deduce the intended meaning, the writer must employ a vast variety of formal elements. In some writings, incorrect usage of these qualities results in ambiguity, ellipsis, and vagueness.

Writing is vital for a variety of reasons. According to Raimes [1], writing aids learning since it reinforces the grammatical structures, idioms, and vocabulary that the teachers have taught the students.

Furthermore, when children write, they have the opportunity to experiment with language, to go beyond what they have just learnt to say, and to take risks. The next is that students must become really involved with the new language when they write; the struggle to communicate thoughts and the constant use of eye, hand, and brain is a unique technique to reinforce learning.

Some characteristics of successful writing must be covered. Syntax, substance, the writers' method, audience, purpose, word choice, organization, mechanics, and grammar are all mentioned by Raimes. Byrne identifies three factors that make writing difficult. The first issue is a psychological one. It is a solitary activity to write. Teachers are unable to receive direct feedback, as they would in the case of speaking activity. The second issue is one of linguistics. The writers must ensure that the words they use, the structure of their sentences, and other cohesive elements are appropriate for delivering their point. The final issue is one of cognition. Writing is taught through a series of lessons. It is not a natural process in the same way that speaking is. Raimes and Byrne have essentially the same notion, but Raimes does not classify the problem. Byrne's psychological difficulty includes the audience and goal of writing. Syntax, word choice, mechanics, and grammar were all part of Byrne's linguistic dilemma. Meanwhile, Byrne's cognitive difficulty covers Raimes' writing method, organization, and content. Clustering is a strategy for dividing and writing down related thoughts on a blank sheet of paper without considering the truth or value of the ideas themselves. The pupils then construct sentences or paragraphs based on the words or phrases they created earlier. Students can construct a plan to organize their ideas and the

vocabulary they wish to write using the clustering methodology. As a result, individuals can quickly organize their thoughts and write them down in a logical way. Writing, according to Byrne (1995: 1), is "the process of producing pictorial symbols." Writing, according to Farbairn and Winch (1996: 32), is about expressing meaning via the use of words that have been chosen and placed together in a written or printed form.

Writing, according to Ur (1996: 163), is the expression of ideas, the transmission of a message to the readers, and so on. As a result, the most important component of writing should undoubtedly be the ideas themselves. Other characteristics such as neat handwriting, precise spelling and punctuation, appropriate syntax, and careful vocabulary selection, on the other hand, require a writer's attention. To produce clear and understandable writing, several abilities are required, such as the ability to manipulate suitable words and arrange them clearly, as well as knowledge of the characteristics of effective writing. It means that the writer must be able to organize his or her thoughts into a logical sequence. Furthermore, good writing must be nicely written.

Gabrielle Luser Rico invented the clustering approach [3]. Clustering, according to Rico (1983), is a technique for dividing and writing down related thoughts in a blank piece of paper without judging the truth or usefulness of the ideas themselves. The clustering technique can be applied to any type of writing, including reports, essays, proposals, short stories, and poems.

According to Rico, Hernowo [4] claims that clustering techniques can produce writing that conveys its message with the same grasp and surge as spoken discourse.

Clustering, according to Dawson and Essid [2], is a sort of prewriting that allows learners to explore various ideas around a stimulus as soon as they occur to them.

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THE IMPORTANCE OF INTERCULTURAL INTERACTION IN THE STUDY OF A FOREIGN LANGUAGE

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Abstract: *language is the bridge between cultures. It connects one culture with another. Learning foreign languages widens the interaction of people. When there is a warmth of connection there will be prosperity in all aspects of life. So the existing elements in our life makes this connection happen properly. One of this is education of foreign languages. And also when language has been studied there appears another element that sounds like tourism. This article discusses both in one and shares some properties of the above mentioned factors cultural interaction.*

Keywords: *culture, language, interaction, role, foreign, learning, tourism, education, professional.*

One of the most important benefits of learning intercultural interaction is its biggest role in learning foreign languages. Hymens (1996) emphasizes that the learning of culture is an integral part of language learning and education because it crucially influences the values of the community, everyday interaction, the norms of speaking and behaving, and the socio-cultural expectations of an individual's roles. He further notes that those who do not follow the norms of appropriateness accepted in a community are often placed in a position that makes social disparities worse and inequality. That's right, now that the number of students who want to learn foreign languages has grown dramatically in Uzbekistan, the government provides the learners with the English environment. If it will be done, learners become more familiar with fundamental foreign culture concepts and constructs and make the best of their educational, professional and vocational opportunities [1].

Recent research studies by Schmidt (2000) highlight the need and benefits of cross-cultural training programs focusing on the development of efficiency in intercultural communication. The teachers may also benefit students by introducing cultural specific topics on history, politics, economics, and geography to their respective classroom situations. These strategies to stimulate communication on specific topics may expose learners to raise awareness about target culture. Moreover, the activities on real life situation, such as role plays and debates and discussions may be integrated as a part of classroom instruction to develop communicative competence in intercultural communication [3].

Furthermore, there is a huge importance of intercultural relations in terms of raising the economy of the certain country. When it comes to economy we count several elements that distinguishes this feature of the country, however we do not include the following factor to our list of elements although it has very big impact. Here we are talking about tourism. That is to say if this element goes into practice in dynamic then our benefit will be doubled. For instance, as we said above the attraction of foreigners bring new ideas and foreign currency by developing the industrial potential of the country, and the language proficiency will be increased. Tourism is one of the most profitable business for every country. So, every developed and developing state pays much more attention to the direction of tourism and travelling of its government. Thanks to the fact that our country has rich historical and cultural heritage, we can easily present to the world our culture, by this way, we improve our nation's culture and enrich our state's budget.

To the information of Wikipedia, tourism is travel for pleasure or business; also the theory and practice of touring, the business of attracting, accommodating, and entertaining tourists, and the business of operating tours. Tourism may be international, or within the traveler's country. The World Tourism Organization defines tourism more generally, in terms which go - beyond the common perception of tourism as being limited to holiday activity only, as people - travelling to and staying in places outside their usual environment for not more than one consecutive year for leisure and not less than 24 hours, business and other purposes [1].

Taking all the given above into consideration, it can be concluded that by improving the quality of tourism, we not only enrich our state's budget, but also give the youngsters good enough motivation to learn foreign languages. Moreover, presenting traditions, culture and

unique features of our nation is a good point of tourism because our nation is worthy to show its unique and unrepeatable culture to the world.

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ENGLISH AND UZBEK LANGUAGES AS A RESULT OF CROSS-CULTURAL COMMUNICATION

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Abstract: nowadays, learning a foreign language should be a primary aim of every member of social groups as it can be the key to the door of abroad. In order to develop any sphere of the society one should make a contact with a foreign country first. The following article shares some notes about the significance of language and culture in terms of communication.

Keywords: language, culture, foreign, English, Uzbek, interaction, communication, impact, level, perception.

Communication is a culture that leads to the way we are used to speak. We speak differently every day, our speech is not repeated, and factors such as context, personality and mood interact with different cultural influences, may affect our choices.

Everyone knows that even with a strong desire, communication may not happen, especially when there are significant cultural differences between communicators. A failed relationship can lead to conflict or exacerbate a conflict that already exists. A language cannot exist without its own culture, and it is impossible to ignore culture in learning / teaching a language. The mother tongue and culture is present when a person is learning another language. That is why pedagogical practice requires a wide use of all the facts of comparative linguistics and cultures, that is, relying on the language being studied and taking into account the peculiarities of the students' language. At an early stage, the skills

and culture of foreign languages are replaced with the skills and culture of local residents. This process is called transmission and is observed both in the process of reception and in the process of production of speech at all levels (oral / written; level of perception of words; level of combination; organization of a word combination; construction of an utterance). Transmission is considered as a speech phenomenon. Everyone who studies a foreign language is faced with questions of linguistic thinking, problems of national character and their reflection in the language.

In the study of a foreign language, there are two types of transfer: positive and negative. Positive occurs when identity is observed in both native and foreign languages (for example, the scope of meanings of words is the same in both native and foreign languages). Positive transference in the methodological literature is called transposition. When there is no identity (for example, the volume of meanings of words does not match in both native and foreign languages), the transmission is negative and is called interference.

It is known that natural human language is a complex, contradictory and multifaceted phenomenon. Linguistic science approaches it from different positions and from different aspects. So, in recent years, more and more attention is paid to it as a means of communication. Moreover, language acquires special significance as a powerful social force that improves a person and society. In the implementation of this global function, it is important to make optimal use of the accumulated scientific data in the systematization of conceptual knowledge directed towards applied implementations. Such an orientation towards ordering the currently available linguistic knowledge, their systematization and critical analysis of established scientific statements and accepted concepts allow us to intensify the description of the language from the standpoint of the tasks of post-industrial society.

Therefore, recently "linguistics has approached the solution of the problem of such modeling of the meaning of linguistic units, which would correspond to the realities of their functioning in communicative acts. The latest communicative linguistics covers such areas as: "theory of speech acts", "discursive semantics", "procedural semantics", "communicative syntax", "contextual linguistics", "text linguistics", various areas of pragmalinguistics and etc. Common features of various areas communicative linguistics are: 1) analysis of linguistic units in the specific conditions of communicative acts; 2) consideration of the text (utterance) as the starting position of the interpretation of the language. Communicative linguistics clarifies the nature of the adaptation of the semantic structure of a separate meaning of linguistic unit to the conditions of a specific communicative act" [2]. In English-foreign language similarity is determined on the basis of historical, psychological and mental closeness. For example, the certain matter happens below. Wed reflection of the respectful attitude of the British and Uzbeks towards the elderly is given in the following parallel:

English: green old age ↔ Uzbek. "qarigan chog'da"
["Vigorous old age"] ["old age"].

The figurative specificity of the end of life is associated in the English language picture of the world with the "west" - to go west, "paradise" - with a successful hunt - happy hunting, the grave - with daisies - under the daisies, etc. Of course, here you should take into account the specifics of the English-speaking way of life, which is manifested in an increase of the valued status in society of people of venerable age. The topic we are discussing is truly discursive and if the only element of this is covering the above pages then how many lists we need to discover the rest.

So in the nutshell, culture and language fulfills each other, without one other does not exist. So as users of such powerful tool we all should pay a distinct attention while approaching to foreign languages.

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INNOVATIVE METHODS IN TEACHING ESP

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Abstract: *at the being time, in the non-philological institutions the study of English occupies the important place and is an important component in training specialist for different branches of our country. Currently the introduction of the innovative methods to the sphere of teaching English has become and has a great practical importance. In article there is given synopsis and analysis of modern information-communication technology (ICT) in the field of teaching of English for special purposes.*

Keywords: *english for specific purposes, information-communication technologies (ICT), multimedia technologies, web-quest, communicative competence, IT.*

UDC 81-139

Introduction. At present, English for Specific Purposes (ESP) is shown everywhere throughout the world in various ways. Since the 60s of the only remaining century, when it initially began being discussed ESP as a different course in showing English as an unknown dialect, this part of English language instructing has grown extensively and has taken a main situation in showing English for expert purposes. With regards to the dynamic improvement procedure of global coordination and trade of data experts in any industry, notwithstanding conventional preparing, you need a device that enables you to successfully and effectively trade proficient data.

Methodology. Today, such a program recommended by the scientific and methodological advice in foreign languages professor S. G. Ter-Minasova exist. It is based on the following provisions recorded in contemporary documents for the modernization of higher education:

- Possession of a foreign language is an integral part of the training of experts in high school.
- Foreign language course is multi-level and developed in the context of lifelong learning.
- Learning a foreign language is aimed at comprehensive development of communicative, cognitive, informational, socio-cultural, professional and general cultural competence of students.

But, even with a single program, you must always take into account the specificity of each institution or its departments, customer demand and the students themselves.

An important role in vocational education plays ESP teachers. They are often asked to develop programs and training for ESP plans to organize a special English language courses for students, etc. As with any other form of training here, there are many methods and approaches used depending on the objectives of courses and resources available. Based on the philosophy of ESP, they can be divided into three main groups as follows: problem-based

learning (PBL), an autonomous entity (AL) and training with the help of information and communication technologies (ICT). It is worthy that all of them are student-oriented methodology. Today, when placed new emphasis on the interpretation of language education goals and made some changes in the process of educational interaction of the teacher and the student, the teacher must be clearer idea of what is required of him in the classroom of a foreign language. In the development of foreign language programs should take into account the potential of knowledge and language skills of students, as well as the motivation of the students in gaining knowledge.

Concerning the students of ESP, they are particularly inclined to focus on the material is firmly identified with their specialization specifically students of designing claims to fame. The ESP language ought not be spoken to either as a subject that ought to be considered in segregation from the real use, not as a mechanical expertise that ought to be created. Despite what might be expected, the English language must be exhibited in a credible setting, to familiarize students with explicit approaches to utilize the language they should have the option to apply to their strengths or works. Along these lines, most specialists on ESP regularly utilize their very own materials in ESP educating, uncommonly intended for a particular reason and the requirements of their students. Such web-quests are designed for a longer period — perhaps a semester or academic year. A feature of the educational web-quests is that part or all of the information for individual or group work of students is on the various websites. Web quests technology helps create and develop in students the following competences:

- Use of IT solutions for the professional tasks (including to search for the information you need, the results of the design in the form of computer presentations, websites, flash movies, databases and etc.);
- Self-learning and self-organization;
- Work in a team (planning, allocation of responsibilities, mutual aid and mutual control);
- The ability to find multiple ways to solve a problem situation, to determine the most rational option substantiation choice.

Conclusion. Thus, despite the fact that the teaching of ESP focuses on professionally oriented practical application, as well as any other aspect of English language teaching, it is based on the knowledge of the nature of language, to the knowledge of the basic methods and forms of teaching and learning. A blend of traditional teaching methods and new technologies, including the use of a virtual environment to support the motivation of the students, is becoming one of the productive approaches in the field of ESP training.

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ПРИМЕНЕНИЕ МЕТОДА ТЕСТОВОГО КОНТРОЛЯ ДЛЯ ПОДГОТОВКИ К ИТОГОВОМУ КОНТРОЛЮ

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Введение. В связи с возросшими требованиями к уровню профессионализма и компетентности специалистов особую значимость обретает повышение качества образования. Поэтому актуальной является проблема научно обоснованных методов контроля знаний и навыков, которыми обладают студенты высших учебных заведений в процессе обучения [2, 4]. Разработка оперативной системы контроля, позволяющей объективно оценивать знания обучаемых, выявлять имеющиеся пробелы и определять способы их ликвидации, – одно из условий решения данной задачи [3].

Несмотря на то, что ведется много споров о целесообразности использования тестов для контроля качества знаний обучающихся, на взгляд автора, именно тестовый контроль подходит для оценки преподавателем работы студентов с теоретическим материалом курса информатики. Тесты заставляют обучаемых мыслить логически, использовать зрительное внимание, укреплять память, выявляют пробелы в обучении, задают дальнейшее направление учебной деятельности. При оценке уровня знаний и достигнутой компетентности стандартизованные тесты обладают рядом преимуществ, таких как объективность, единообразие и оперативность [1, 5].

Методы. Для определения уровня успеваемости студентов в ВУЗах применяются следующие виды контроля:

- текущий контроль (ТК);
- промежуточный контроль (ПК);
- итоговый контроль (ИК).

Итоговый контроль обычно проводится в форме тестовых испытаний.

Для доказательства эффективности применения предварительных тестовых испытаний для подготовки к итоговому контролю (ИК) был проведен небольшой эксперимент.

Испытуемая группа (назовем ее условно группа Х) была разделена на 2 подгруппы, подгруппа А и подгруппа Б. Студенты обеих групп активно участвовали на занятиях, выполняли задания преподавателей.

После прохождения соответствующей учебному плану (силлабусу) темы, подгруппа А сдавала компьютерные тесты для определения уровня знаний по пройденной теме и закрепления пройденного материала.

В подгруппе Б тестовые методы для определения уровня знаний и закрепления пройденного материала не использовались.

Приблизительно после проведения 11 занятий по учебному плану был проведен 1-й тест для определения уровня знаний для целой группы Х по теме «текстовый редактор Microsoft Word».

Результаты представлены в таблице 1 (А и Б) (ФИО студентов условно обозначены числами).

Таблица 1А. Результаты тестирования

№	Полученный балл (макс.=100)
1	-
2	64
3	68
4	64
5	64
6	68
7	76
8	-
9	-
10	-
Средний балл по подгруппе	67

4 студента из подгруппы А не участвовали в тестировании. Средний балл по подгруппе составил 67%.



Рис. 1. Результаты тестирования подгруппы 1А

Таблица 1Б. Результаты тестирования

№	Полученный балл (макс.=100)
11	68
12	56
13	68
14	28
15	48
16	48
17	52
18	56
19	84
20	72

Средний балл по подгруппе	58
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Все студенты из подгруппы Б участвовали в тестировании. Средний балл по подгруппе составил 58%.

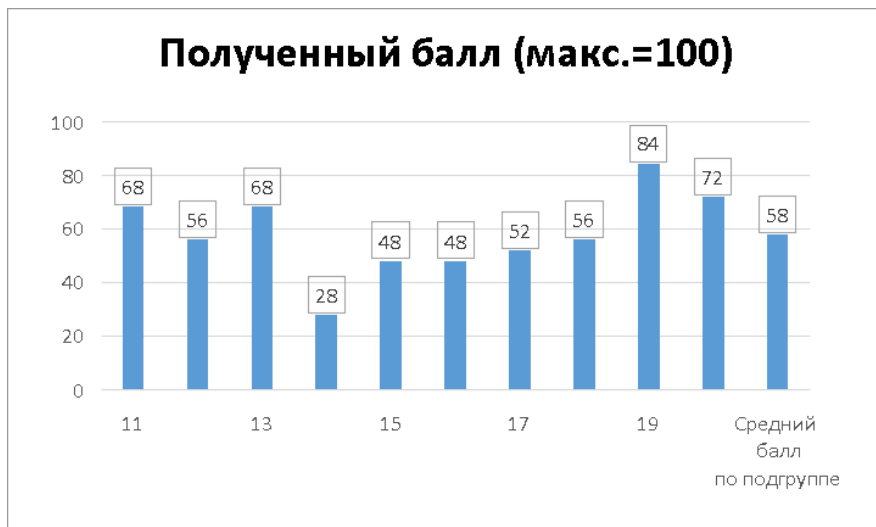


Рис. 1. Результаты тестирования подгруппы 1Б

Разница успеваемости студентов по подгруппам составила 9 баллов.

Через 3 занятия было проведено следующее тестирование для целой группы Х по теме «Процессор электронных таблиц Ms Excel».

Результаты представлены в таблице 2 (А и Б) (ФИО студентов условно обозначены числами).

Таблица 2А. Результаты тестирования

№	Полученный балл (макс.=100)
1	45
2	-
3	60
4	80
5	-
6	-
7	70
8	70
9	-
10	-
Средний балл по подгруппе	65

5 студентов из подгруппы А не участвовали в тестировании. Средний балл по подгруппе составил 65%.



Рис. 2. Результаты тестирования подгруппы 1Б

Таблица 2Б. Результаты тестирования

№	Полученный балл (макс.=100)
11	12
12	60
13	72
14	-
15	40
16	68
17	60
18	68
19	28
20	-
Средний балл по подгруппе	51

2 студента из подгруппы Б не участвовали в тестировании. Средний балл по подгруппе составил 51%.



Рис. 3. Результаты тестирования подгруппы 2Б

Разница успеваемости студентов по подгруппам составила 14 баллов.

На следующем занятии было проведено следующее тестирование для целой группы X по теме «Редактор презентаций Ms Power Point».

Результаты представлены в таблице 3 (А и Б) (ФИО студентов условно обозначены числами).

Таблица 3А. Результаты тестирования

№	Полученный балл (макс.=100)
1	60
2	-
3	52
4	48
5	-
6	-
7	44
8	52
9	-
10	-
Средний балл по подгруппе	51

5 студентов из подгруппы А не участвовали в тестировании. Средний балл по подгруппе составил 51%.



Рис. 4. Результаты тестирования подгруппы 3А

Таблица 3Б. Результаты тестирования

№	Полученный балл (макс.=100)
11	52
12	80
13	32
14	-
15	52
16	44
17	40
18	60
19	40
20	-
Средний балл по подгруппе	50

2 студента из подгруппы Б не участвовали в тестировании. Средний балл по подгруппе составил 50%.

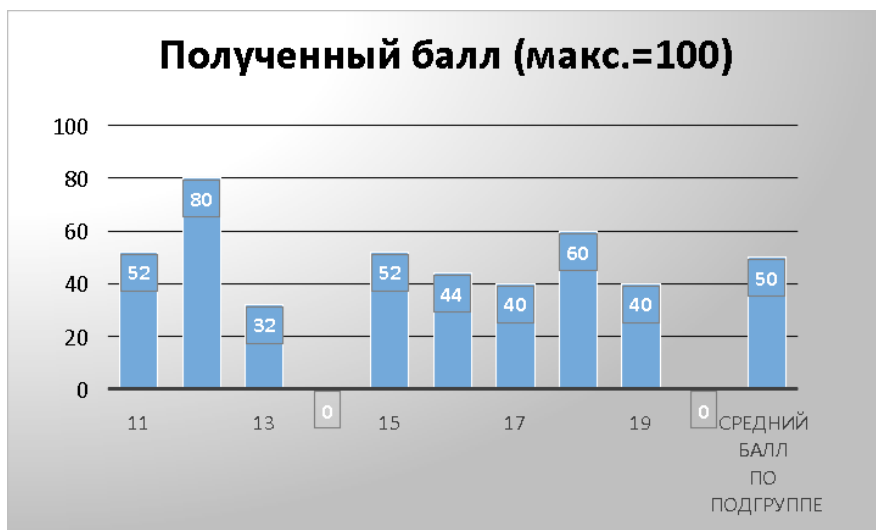


Рис. 5. Результаты тестирования подгруппы 3Б

Таблица 4. Результаты тестирования по программам

Предмет/Подгруппа	MS Полученный балл (макс.=100)	Word Полученный балл (макс.=100)	Excel Полученный балл (макс.=100)	Power Полученный балл (макс.=100)	Point балл
Подгруппа А	67,33333333	65	51,2		
Подгруппа Б	58	51	50		

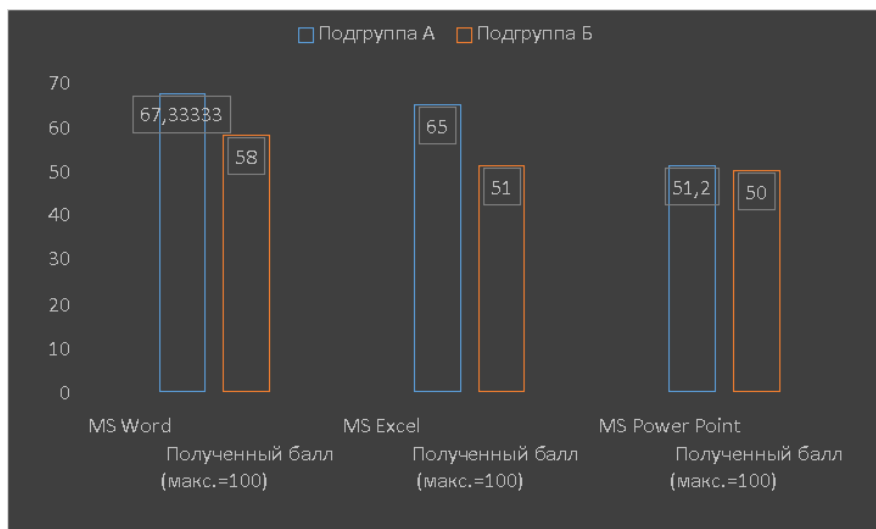


Рис. 6. Инфографика по группам

Как видно из результатов, показатели успеваемости студентов обеих подгрупп начали приближаться к одинаковому показателю. Разница успеваемости студентов по подгруппам на последнем тестировании составила 1 балл.

Выводы. Эксперимент наглядно показал, что использование тестовых технологий для подготовки к итоговому контролю (ИК) заметно влияет на результаты тестирования. Применение тестовых технологий можно рекомендовать для подготовки к финальному тесту ИК.

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АНАЛИЗ УЧЕБНОГО ПРОЦЕССА И ОПРЕДЕЛЕНИЕ ПОКАЗАТЕЛЕЙ, ВЛИЯЮЩИХ НА УСПЕШНОСТЬ УЧЕБЫ СТУДЕНТОВ

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Введение. В процессе обучения преподавателям приходится искать и применять различные методы доведения информации до студентов, согласно учебному плану. Встречаются различные психотипы студентов, к которым нужно найти подход и вовлечь в учебный процесс. Иногда приходится работать со студентами, которым не интересен предмет или учебный процесс. Это выражается в игнорировании обращений, требований и просьб преподавателя [1, 2, 3].

Методы. Был проведен анализ учебного процесса 2-х групп (условно назовем их Л и С.) в течение 2-го семестра в ВУЗе

Студенты группы Л активно посещали занятия, выполняли требования и просьбы преподавателя, активно слушали теоретическую часть, выполняли практические задания, решали тесты и т.д.

Студенты группы С, напротив, посещали занятия неохотно, игнорировали просьбы преподавателя, не обращали внимания на теоретическую часть, пассивно выполняли практические задания и т.д. Для оценки знаний по предмету преподавателю приходилось упрощать задания студентам решать тестовые задания. В конце семестра был проведен анализ успеваемости студентов обеих групп.

Таблица 1. Показатель посещения уроков (за семестр)

Название группы/Причина отсутствия на уроке	По болезни (кол-во студентов)	С разрешения деканата (кол-во студентов)	Причина неизвестна (кол-во студентов)
Л	13	6	3
С	20	4	20

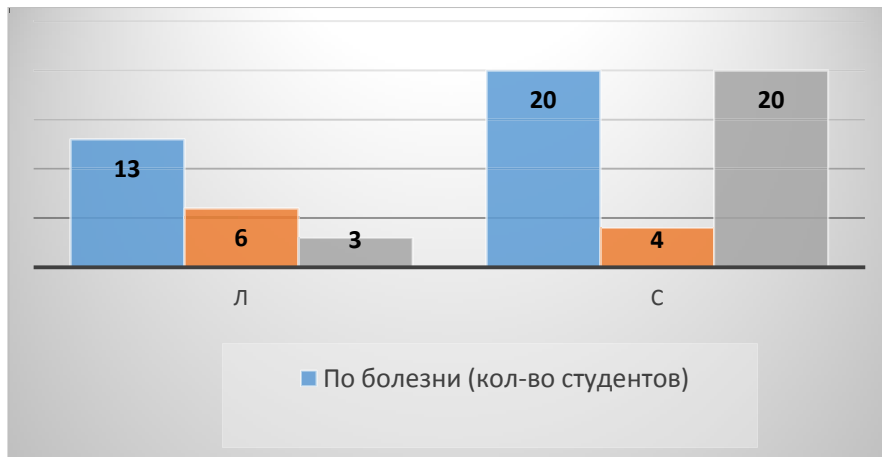


Рис. 1. Показатель посещения уроков за семестр

Таблица 2. Показатель успеваемости (за семестр)

Название группы/Баллы за обучение (макс.=100 баллов)	Тесты	Практические задания	Средний балл
Л	56,22674	88,07039072	72,14857
С	53,91365741	68,6875	61,30058

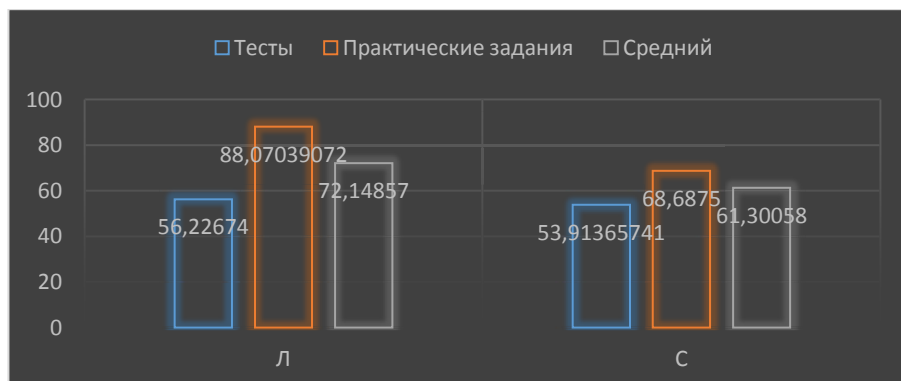


Рис. 2. Показатель успеваемости (за семестр)

Как видно на показателях успеваемости за семестр, средний результат тестов по группам практически одинаковый. Активное участие на уроках и последовательное выполнение практических заданий позволило группе Л вырваться вперед и набрать более высокий средний балл.

Вывод. Активное посещение учебных занятий и последовательное выполнение практических заданий приводит к получению более высоких баллов на уроках.

Естественным образом это отразится на получении лучшей стипендии, лучших оценок в дипломе, лучших знаний и навыков по предмету и более высоким шансам при трудоустройстве.

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