

Аннотация. В статье рассматриваются эффективные технологии обучения английскому языку на традиционных (оффлайн) занятиях студентов филологических направлений в высших учебных заведениях. Упражнения и задания играют большую роль в обучении иностранному языку, и без них изучать иностранный язык невозможно. Категория упражнений в обучении английскому языку была тщательно исследована с учетом ее важности для эффективного обучения. В данном исследовании предлагается использовать при обучении иностранному языку упражнения, классифицированные на такие группы, как мотивационные, практические и упражнения критического мышления. Кроме того, предлагается использовать рубрику, содержащую специальный раздел для взаимной оценки и обратной связи в практических заданиях, чтобы развивать языковые и оценочные навыки будущих учителей английского языка. Эффективные технологии обучения иностранному языку должны служить учащимся не только в овладении иностранным языком, но и способствовать самостоятельному принятию решений, критическому мышлению и профессиональным навыкам учащихся. С учетом развития навыков, которые являются требованиями современного рынка труда, разработана технология адаптации упражнений из учебника.

Ключевые слова: обучение английскому языку; мотивационное задание; практическое задание; задание критического мышления; адаптированное задание; эффективность.

Abstract. The article considers effective technologies of teaching English in traditional (offline) classes to students of philological majors in higher educational institutions. The role of exercises and tasks in learning a foreign language is significant, and it is impossible to learn a foreign language without exercises. The task category in teaching English was studied, highlighting its importance in effective teaching. This study suggests using tasks divided into groups such as motivational, practice, and critical thinking in foreign language teaching. Moreover, it proposes using a rubric containing a special section for peer evaluation and feedback in the practice tasks to develop future EFL teachers' language and assessment skills. Considering developing skills that are the requirements of today's job market, the technology of adapting textbook exercises has been developed. The study concludes that effective foreign language teaching technologies should improve students' independent decision-making, critical thinking and professional skills.

Keywords: teaching English; motivational task; practice task; critical thinking task; adapted task; efficiency.

Chet tilini samarali o'qitish va ta'lim jarayonini muvaffaqiyatli tashkil etish Davlat ta'lim standartiga mos ravishda olib borilishi bilan bir qatorda chet til o'rganuvchilarini zamon talabi hisoblangan mustaqil qarorlar qabul qilishga, tanqidiy fikrlashga va shu bilan birga bo'lajak chet tili o'qituvchilarini kasb mahoratlarini puxta egallashlariga qaratilishi lozim. Ingliz tilini an'anaviy (offlayn) tarzda samarali o'qitish uchun taklif qilingan texnologiyalar talabani mustaqil ravishda, ijtimoiy o'zaro munosabatga kirishib chet tilini o'rganish g'oyasini olg'a suruvchi ijtimoiy konstruktivizm nazariyasiga hamda shaxsga yo'naltirilgan yondashuv va metodlarga asoslangan.

Ma'lumki, chet tili mashq va topshiriqlar yordamida o'rganiladi, shuning uchun ham an'anaviy ta'limni samarali tashkil etish uchun taklif etilgan texnologiyalarda mashqlar tizimi ilmiy tahlil qilindi. Xorijiy tilni o'qitishda mashq va topshiriqlarning o'rnini D. Nunan (8), J. Willis (12), J. Richards va T. Rodgers (9), V.A. Buxbinder (4), A.N. Shukin (11), I.L. Bim (2), V.I. Andriyanova (1), V.A. Brilova (3), J.J. Jalolov (6), M. Djusupov (5), S. Saidaliyev (10) va E. Lagaylar (7) tomonidan ilmiy tadqiq etilgan. Ingliz tilini samarali o'qitish uchun mashqlarni to'g'ri tizimlash va munosib ketma-ketlikda bajarish lozim, bu esa, albatta, ilmiy izlanishlar asosida amalga oshiriladi. Ingliz olimi D. Nunan chet tilini o'rganish uchun topshiriqlarni ularning maqsadidan kelib chiqqan holda quyidagi ikki turga bo'lishni taklif qiladi: 1) autentik mashqlar — real hayotda tilni amaliy qo'llashga mo'ljallangan topshiriqlar; 2) pedagogik mashqlar — o'quvchilarning bilimini maqsadli ravishda takomillashtirishga mo'ljallangan topshiriqlar (8).

Ko'pgina manbalarda olimlar topshiriqlarni dizayni va tavsifiga ko'ra tasniflashgan. Bunday olimlardan, T. Pika topshiriqlarni quyidagicha tasniflaydilar: 1) Jigsov mashqlar (Jigsaw tasks) — talabalar aralashirilgan ma'lumotning turli qismlarini birlashtirib, uni yaxlit holga keltirishlari lozim; 2) ma'lumot tushirib qoldirilgan mashqlar (information gap) — o'quvchilarning birinchi guruhida ma'lumotning bir qismi bor bo'lsa, ikkinchi guruhda to'liq shaklda bo'ladi. Ma'lumot to'liq bo'lishi uchun birinchi guruh a'zolari tushirib qoldirilgan bo'shliqlarni ikkinchi guruhdan ma'lumotlarni so'rab to'ldirishlari lozim; 3) muammoni hal qilish mashqlari (Problem-solving) — o'quvchilarga muammo beriladi va ular buning yechimini topishlari lozim bo'ladi; 4) qaror qabul qilish mashqlari (decision-making) — bunday topshiriqni bajarishda ham muammo hal qilinadi, lekin muammoni hal qilish mashqlaridan farqi shundaki, talabalar yechim sifatida har xil variantlardan birini tanlashi kerak bo'ladi. Ya'ni o'quvchi/talabaga taklif qilingan yechimlar variantlari beriladi; 5) fikr almashuvchi mashqlar (Opinion exchange) — talabalar muhokama qilinayotgan mavzu bo'yicha o'z fikrlarini almashadilar (9, 234).

J. Willis topshiriqlarni oltita guruhga ajratadi: 1) ro'yxat (listing); 2) tartibga solish va saralash (ordering and sorting); 3) taqqoslash (comparing); 4) muammolarni hal qilish (problem solving); 5) shaxsiy ma'lumotlarni bo'lishish (sharing personal information); 6) ijodiy mashqlar (creative tasks) (12).

J. Richards va T. Rodgerslar ham mashqlarni tasnifini beradi: 1) bir tomonlama yoki ikki tomonlama (one way or two way) — topshiriq bir tomonlama ma'lumot almashishni o'z ichiga oladimi yoki ikki tomonlama almashishni; 2) konvergent yoki divergent (convergent or divergent) — talabalar umumiy maqsadga erishadimi yoki bir necha xil maqsadlarga erishadimi; 3) hamkorlik yoki raqobat (collaborative or competitive) — talabalar topshiriqni bajarish uchun hamkorlik qiladimi yoki topshiriqni bajarish davomida bir-biri bilan raqobatlashadimi; 4) bitta yoki bir nechta natijalar (single or multiple

outcomes) — bitta natija bo'ladimi yoki har xil natijalarga erishish mumkinmi; 5) aniq yoki mavhum til (concrete or abstract language) — topshiriq aniq tilni yoki mavhum tildan foydalanishni nazarda tutadimi; 6) oddiy yoki murakkab jarayon (simple or complex processing) — topshiriq nisbatan oddiy yoki murakkab kognitiv jarayonni talab qiladimi; 7) sodda yoki murakkab til (simple or complex language) — topshiriqning lingvistik talablari nisbatan sodda yoki murakkabmi; 8) voqelikka asoslangan yoki voqelikka asoslanmagan (reality-based or not reality-based) — topshiriq hayotiy faoliyatni aks ettiradimi yoki pedagogik faoliyatnimi (9, 234–235).

A.N. Shukin esa mashqlar tizimini 1) taklif etishiga ko'ra; 2) tavsifiy xarakteriga ko'ra; 3) bajarilish usuliga ko'ra kabi kategoriyalarga ajratadi. Olim mashqlar tizimi kategoriyasini aniq va tushunarli bo'lishi uchun har bir kategoriyani ham o'z navbatida quyidagicha guruhlariga ajratadi: 1) taklif etishiga ko'ra: a) nazorat, b) kompleks, d) reseptiv mashqlar; 2) tavsifiy xarakteriga ko'ra: a) dialogik, b) monologik mashqlar; 3) bajarilish usuliga ko'ra: a) og'zaki yoki yozma, b) sinfda yoki uyda, d) yakka yoki jamoa bo'lib bajariladigan mashqlar (11).

E.A. Lagay ham chet tilini o'qitishda mashqlarni quyidagicha uch turga ajratib, foydalanish maqsadga muvofiq deb ta'kidlaydi: 1) reseptiv mashqlar: a) tayyorlov, b) analitik, d) imitativ; 2) reproduktiv mashqlar: a) sintetik, b) yarimkonstruktiv; 3) produktiv mashqlar: a) konstruktiv, b) transformatsion (7, 91).

J. Jalolov "Chet til o'qitish metodikasi" kitobida "Vulf Abramovich Buxbinder esa informatsion, operatsion va motivatsion mashqlar haqida tadqiqot olib borgan. Sodda qilib, ularni bilim, ko'nikma, malaka berish mashqlari, deyish joizdir", — deb yozadi. Ya'ni *information* mashqlar bu bilim beruvchi mashqlar bo'lsa, operatsion mashqlar talabada ko'nikmani shakllantiradi. Motivatsion mashqlar esa o'z navbatida o'rganuvchining til bilish malakasini rivojlantiradi. J. Jalolov metodist olimlar mashqlarni shakllantiruvchi, rivojlantiruvchi va takomillashtiruvchi mashq turlariga ajratgan bo'lib, mazmunni o'zlashtirishda shakllantiruvchi, o'rgangan bilimni qo'llashda rivojlantiruvchi, produksion jarayonda esa takomillashtiruvchi mashqlar qo'llanishini ta'kidlab o'tadi (6, 12).

M. Djusupov esa mashqlarni: 1) til sistemalarida bilimlarni shakllantirishga doir; 2) til dinamikasida bilimlarni shakllantirishga doir; 3) nutq faoliyatida ko'nikma va malakalarni shakllantiruvchi mashqlar kabi guruhlariga ajratadi hamda chet tilini o'qitishda birinchi va ikkinchi guruh mashqlarini tayyorlov, uchinchi guruhni esa asosiy mashq sifatida foydalanish mumkin deb hisoblaydi (5).

Yana bir o'zbek olimi S. Saidaliyev mashqlarni: *tilga oid* va *tayyorlov mashqlariga* ajratadi. Olimning ta'kidlab o'tishicha, birinchi guruhga kiruvchi tilga oid mashqlar o'quvchiga tildan muomala vositasi sifatida foydalanishiga o'rgatuvchi mashqlar hisoblansa, tayyorlov mashqlari tilning fonetikasi, grammatikasi, leksikasini hamda nutq mexanizmlarini shakllantiruvchi mashqlardir (10, 85).

Olimlar tomonidan mashq va uning turlari ustida olib borilgan ilmiy izlanishlarni tahlil qilish chog'ida chet tilini o'qitishda mashqlarni ma'lum bir sistema asosida tashkil etish muhimligiga hech bir shubha qolmadi.

Topshiriq va mashqlarning tasnifi borasidagi tadqiqot ishlarini o'rganib chiqib, biz filologik yo'nalish talabalariga ingliz tilini o'qitishda an'anaviy (offlayn) ta'limni samarali olib borish uchun quyidagi mashqlar tasnifini ishlab chiqdik: 1) motivatsion mashqlar; 2) sinov mashqlari; 3) tanqidiy fikrlash mashqlari. Chet tilini, xususan, ingliz tilini o'qitishda mashqlardan shu ketma-ketlikda, ya'ni dars boshida motivatsion, undan so'ng mavzuga doir sinov, keyin esa tanqidiy fikrlash mashqlaridan foydalanish maqsadga muvofiq. 1) Motivatsion mashq (motivational task) — o'quvchilarni asosiy mashqqa tayyorlab, dars davomidagi keyingi jarayonlarda talabalarni yuqori qiziqish bilan faol bo'lishga undovchi topshiriqlar. Ba'zida talabalar topshiriqlarni bajarishdan zerikishlari mumkin, bunday vaziyatda mazkur mashqlar talabalarga motivatsiya berib, yana yangidan topshiriqlarni qiziqish bilan bajarishga undaydi. Motivatsion mashqlar talabalarni ingliz tilini o'rganishga qiziqishini oshiradigan mashqlar bo'lib, mashg'ulot oxirida talabalar chet tilini o'rganishga ishtiyoqlari oshib, qiziqish bilan o'quv jarayonini davom ettiradilar. Misol sifatida tajriba-sinov davomida talabalar tomonidan qiziqish bilan bajarilgan quyidagi motivatsion mashqlarni keltirib o'tamiz.

Motivational task

This task can be played individually or with two teams. To set up the task, pass out an index card and a pen for each participant. Ask each person to write down something interesting they have done.

Try to instruct students to write a fact that most people don't already know – the sillier (or more unbelievable) the better. Collect all the cards (separate them into two piles if two teams are playing). Shuffle the cards and then pass them back out. Each person (or team) takes turns reading aloud their card and then the reader must guess whose fact he or she read. After he or she guesses, the guessed student simply says "yes" or "no". If the person guesses correctly, the guessed person can briefly explain what they wrote (if desired). The guessing continues until all cards are exhausted. Everyone reveals who wrote which card at the end.

2) Sinov mashqlari — yangi mavzuni o'rganish uchun bajariladigan topshiriqlar. Sinov mashqlari quyidagi ikki usulda foydalanilishi mumkin: 1) mavzu o'qituvchi tomonidan tushuntirilmasdan, aksincha talabalarning o'zlari anglab yetishlariga undash maqsadida yangi mavzu doirasidagi bir necha mashqlar o'quvchilarga beriladi. Bu topshiriqlarni bajarib, o'qituvchidan xatolari haqida fidbek olgandan so'ng, o'quvchilar yangi mavzuni o'zlari tushunib yetadilar. 2) Yoki sinov topshiriqlarini o'qituvchi yangi mavzuni tushuntirgandan so'ng, konsepsiyani amalda qo'llash va yaxshiroq tushunish uchun berish mumkin.

Ingliz tilini samarali o'qitishda sinov mashqlarini quyidagi texnologiya orqali bajarish maqsadga muvofiq. Talabalarning mustaqil ingliz tilini o'rganishga undash maqsadida darslikdagi tayyor mashqlar emas, balki ularni moslashtirib foydalanish lozim. Retseptiv til ko'nikmalarini rivojlantirish uchun tinglab tushunish va o'qib tushunish mashqlarini quyidagicha moslashtirish lozim: talabalar ingliz tilidagi matnni tinglab yoki o'qib bo'lgach, o'qituvchi tomonidan tayyorlangan yoki darslikda berilgan savollarga javob berish o'rniga, o'quvchilar o'zlari matn yuzasidan savollar, to'g'ri/noto'g'ri mashqi uchun matn asosida to'g'ri/noto'g'ri gaplar tuzadilar. So'ng talabalar tengdoshlarining ingliz tilidagi matnni tushunganini tekshirish uchun o'zlari tuzgan savollarni so'rashlari va tengdoshlarining savollariga javob berishlari lozim bo'ladi. Albatta, avval tayyor, faqat javobini topadigan mashqlarni bajargan talabalar uchun bunday mashqlar qiyin va zerikarli tuyulishi tabiiy. Bunday qiyinchilikni bartaraf etish uchun dars davomida moslashtirilgan mashqlardan birdaniga to'liq emas, balki har bir darsda birma-bir foydalanish maqsadga muvofiq. Shunda talabalar moslashtirilgan sinov mashqlarini qiyinchiliksiz bajara oladi. Bunday mashqlarni bajarish orqali filologik yo'nalish talabalari nafaqat ingliz tilini o'rganadilar, balki bo'lajak o'qituvchi sifatida o'zlari mashqlarni til o'rganuvchilarga moslab o'zgartirishlar kiritish kabi kasb mahoratini ham rivojlantiradilar. Sinov mashqlariga misol sifatida quyidagilarni keltiramiz:

An'anaviy foydalanilayotgan tinglab tushunish mashqi:

3.1 Listen to a song called *9 to 5*. Answer the questions.

- How does the singer begin *her* day?
- Does she enjoy her work? Why/Why not?
- What's the 'rich man's game'?
- What do you think her job is?

Moslashtirilgan tinglab tushunish mashqi:

Listen to a song "9 to 5". Make 5 comprehension questions based on the song. Ask and answer created comprehension questions in pairs to check that your partner understood the song.

An'anaviy foydalanilayotgan o'qish mashqi:

1. TRUE / FALSE: Read the headline. Guess if a-h below are true (T) or false (F).

- Plants have never grown on the moon before this mission. T / F
- Chinese scientists showed photos of moss growing on the moon. T / F
- The plants are growing on the far side of the moon. T / F
- Cotton seeds were the first plants to sprout. T / F
- Scientists said their long-term aim is to grow plants on Mars. T / F
- Scientists said there are no chances of survival in space. T / F
- There are sixty different organisms in the Chinese eco-system project. T / F
- The article said dead plants will be used to provide oxygen for fruit flies. T / F

Moslashtirilgan o‘qish mashqi:

Read the text and write your own true/false statements based on it. Work in pairs and find your peer’s statements are true or false. Circle T for true statements, F for false one.

1. _____ T/F
2. _____ T/F
3. _____ T/F
4. _____ T/F
5. _____ T/F

Produktiv til ko‘nikmalari uchun taklif qilingan texnologiyada gapirish va yozishni, shu bilan birga bo‘lajak ingliz tili o‘qituvchilarining muhim kasb mahoratlaridan biri baholash ko‘nikmasini rivojlantirish uchun sinov mashqlari quyidagicha moslashtiriladi: talabalarga gapirish/yozishlari uchun mavzu, mashqni bajarishlari uchun yo‘riqnoma va baholash mezoni beriladi. Mashqlar yakka tartibda yoki kichik guruhlarda bajarilishi mumkin. Talabalar berilgan mavzu va baholash mezoni asosida topshiriqni bajargandan so‘ng, partadoshlari yoki boshqa guruh vakillari bilan bajargan mashqlarini almashadilar. Ya’ni yozish ko‘nikmasini rivojlantirish mashqlarida yozgan insho yoki xatni almashsalar, gapirish mashqlarida bir-birlariga nutq so‘zlaydilar. Talabalar bir-birlarini berilgan baholash mezoni asosida tekshirib, fidbek beradi. Tengdoshlarining fikr-mulohazalarini inobatga olgan holda talabalar yozma ishlarini qayta yozib, keyin o‘qituvchiga tekshirish uchun topshiradi. Gapirish mashqlarida esa tengdoshining fikr-mulohazasini inobatga olib, xatolarni tuzatib, o‘qituvchiga yaxshiroq nutq so‘zlash imkoniga ega bo‘ladi. Bu, albatta, talabaning xatolari kamayishiga, bir-biridan o‘rganib bilimlari oshishiga va o‘z navbatida yuqoriroq baho olishiga hamda eng muhimi ingliz tilini mustaqil ravishda o‘rganishiga olib keladi. Gapirish ko‘nikmasini rivojlantirish uchun namuna sifatida quyidagi mashqni keltiramiz.

Moslashtirilgan gapirish mashqi:

You are given following topic and one to two minutes for preparation. Firstly, practice the speech with your partner for 4-6 minutes, and give feedback. Next, the teacher examines you.

Remember: in task one, you are scored how appropriately evaluating and giving feedback on your partner's speech (in the peer feedback section). In task 2, You are scored on how well you speak.

Task 1. Answer the questions to your partner. Evaluate peer speech according to the given rubric and write your feedback in the peer feedback section.

Appearance and personality

What does your closest friend look like?

Do you and your friends have similar personalities?

How important is it for you to look good?

What makes good friend?

Are you good at keeping secrets?

Task 2. *Exclude errors from your speech and develop it considering your peer's feedback in task 1. Speak to the teacher about the chosen topic and answer the questions.*

Talabalar yuqoridagi kabi moslashtirilgan ogʻzaki nutqni rivojlantiruvchi mashqni bajarganda bir-birlarini tekshirish uchun baholash mezonini ishlab chiqildi (1-jadvalga qarang). Mazkur baholash mezonida ogʻzaki nutqni quyidagi beshta mezon asosida tekshirish talab etiladi: 1) aniq va tushunarli nutq soʻzlash; 2) grammatik tuzilmalardan oqilona foydalanish va grammatik xatolar; 3) soʻz boyligining yetarliligi va soʻzlarni kontekstga mos ravishda toʻgʻri qoʻllay olish; 4) ravon nutq soʻzlay olish va toʻgʻri talaffuz; 5) berilgan vaqt ichida fikrni toʻliq bayon etish va oʻziga ishonch bilan nutq soʻzlash. Ushbu mezonlarning har biriga maksimal uch ball dan ajratilgan va har bir baholash mezoniga qay holatda bir, ikki yoki uch ball qoʻyilishi batafsil tavsiflangan boʻlib, umumiy hisobda talaba maksimal 15 ball olishi mumkin.

1-jadval.

Speaking Rubric

Criteria	Satisfactory (1 pts)	Good (2 pts)	Excellent (3 pts)	Given score	Peer feedback
Clarity & Comprehension	Answers are awkward and do not use English language properly -Student is difficult to understand at times. Student shows little comprehension of questions.	Answers are awkward at times, but always comprehensible and using English language. -Student is bit difficult to understand. Student understands most of what is asked of him/her.	Answers are clear and comprehensible, use English at all times -Student is not difficult to understand. Student fully understands the questions which are asked and answers correctly.	___/3	
Grammar	Uses basic structures with a lot of errors	Uses a variety of sentence structures but makes some errors.	Uses many different structures depending on contexts with only a few grammatical errors.	___/3	
Vocabulary	Vocabulary used is sometimes not appropriate to answer the questions and to complete the prompt -Not much variety of vocabulary is used because a few words are repeated.	Vocabulary used is mostly appropriate to answer the questions and to complete the prompt -A variety of vocabulary is used, but some words are repeated.	Vocabulary used is appropriate to answer the questions and to complete the prompt -Only a variety of vocabulary is used.	___/3	
Fluency & Pronunciation	Some effort is required to maintain the conversation because of a few long pauses. Student's pronunciation, inflection, and/or expression inhibits understanding.	A bit of effort is required to maintain the conversation or interview because of some pauses. Student's pronunciation, inflection, and/or expression is understandable with some errors.	Student acts as a facilitator, helping the conversation's or interview's flow and development. -No pauses are present. Student's pronunciation/ inflection, and/or expression is like a native speaker's pronunciation, inflection, and/or expression. (No errors)	___/3	
Time & Confidence	Exudes very little confidence. Speech is given within 20% of allotted time.	Exudes some confidence. Speech is given within 10% of allotted time.	Exudes excellent confidence. Speech is given within allotted time.	___/3	
Total score			/15		
Speaker's name		Evaluator's name			

Yuqoridagi bo'lajak ingliz tili o'qituvchilarining gapirish ko'nikmasini rivojlantirish uchun

tavsiya etilayotgan baholash mezonining "Peer feedback" bo'limiga talabalar tengdoshlarining nutqi borasidagi o'z fikr-mulohazalarini yozadilar va buning uchun ham baholanadilar. Bizning fikrimizcha, bu kabi baholash mezonidan foydalanish bo'lajak ingliz tili o'qituvchilarining kelajakda o'quvchilarining og'zaki nutqlarini tekshirish chog'ida hech bir qiyinchilikka duch kelmasligini ta'minlaydi.

An'anaviy foydalanilayotgan yozish mashqi:

In 45 minutes, produce a discussion essay of 200 - 300 words.

Although some believe that the internet has fostered connections between people and communities, others make a different argument.

Discuss both concepts and share your viewpoint.

Moslashtirilgan yozish mashqi:

The task consists of two steps. In the first step, your score is counted on how well you write an essay. In the second step, you are scored on how appropriately to evaluate and give feedback (on the peer feedback section) to your peer's essay.

Step 1. *Choose one topic and write a discussion essay in 25 minutes of about 150 words.*

Remember: After completing step 2, take back the evaluated version of your essay, do not write it for the second time, but correct neatly and improve it by considering peer's feedback to submit to the teacher corrected one.

Topic 1. *Although some believe that the internet has fostered connections between people and communities, others make a different argument.*

Discuss both concepts and share your viewpoint.

Topic 2. *Some individuals believe that earning a degree from a university is the greatest way to ensure finding a solid job, while others think it would be preferable to enter the workforce right away and get experience.*

Discuss those sides and offer your viewpoint.

Step 2. *Now swap your papers with one of your groupmates. You will check your peer's work using the rubric given. Make sure to include any error in the "peer feedback" section.*

O'quvchilar moslashtirilgan yozish mashqni bajarganda bir-birlarining ishlarini tekshirish uchun maxsus baholash mezonini ishlab chiqildi (2-jadvalga qarang). Mazkur baholash mezonida yozish ko'nikmasini quyidagi beshta mezon asosida tekshirilish talab etiladi: 1) tuzilma (inshoning barcha tarkibiy qismlarining mavjudligi va to'g'ri tartibda berilganligi); 2) berilgan savol yoki mavzuga to'g'ri va mos javob berish; 3) so'z boyligining yetarliligi va so'zlarni kontekstga mos ravishda to'g'ri qo'llay olish; 4) grammatik

tuzilmalardan kontekstga mos ravishda oqilona foydalanish va grammatik, texnik xatolar; 5) mualliflik fikrning mavjudligi va uni to'g'ri bayon eta olish. Ushbu mezonlarning har biriga maksimal uch ball dan ajratilgan va har bir baholash mezoniga qay holatda bir, ikki yoki uch ball qo'yilishi batafsil tavsiflangan bo'lib, umumiy hisobda talaba yozilgan insho uchun maksimal 15 ball olishi mumkin.

2-jadval.

Essay Rubric

Criteria	Satisfactory (1 pts)	Good (2 pts)	Excellent (3 pts)	Given score	Peer feedback
Organization	The key issue is stated in the introduction. There is not a definite structure. There is included a conclusion.	The main topic and a summary of the article are stated in the introduction. There is included a conclusion.	The introduction sets the tone for the article, presents the main idea, and gives an overview. The presentation of the information is reasonable and appropriate. The conclusion is well-written.	___/3	
Task response	The work is only half addressed. Argues a point, but the direction of development is not always evident. Presents a few key concepts, but they are brief and incomplete, and there may be unnecessary details.	All parts of the task are covered, however some aspects might be more thoroughly than others. Presents key core concepts, some of which may be underdeveloped, and possibly unfocused supporting ideas.	Thoroughly completes the assignment in all respects. Answers the question by presenting a properly formed argument that includes relevant, fully developed, and well-supported ideas.	___/3	
Usage of vocabulary	The author tries to communicate properly and uses few words, yet the writing is monotonous.	The language used by the author is vibrant. Sometimes the word selection and placement is incorrect or appears excessive.	The language used by the author is fascinating. The word selection and placement appear precise, spontaneous, and not overdone.	___/3	
Grammar & Mechanics	Sentences might sound unnatural, be repetitious in a way that is distracting, or be challenging to grasp. Understanding is affected by the author's numerous grammatical, mechanics, and/or spelling mistakes.	Despite being well-written, most sentences share a similar structure and/or length. A few minor grammatical, mechanics, and/or spelling mistakes are there but do not prevent comprehension.	Each sentence is carefully written and has a unique structure and length. There are no grammatical, mechanical, or spelling errors by the author.	___/3	
Author's Voice	The author's writing goal is generally obvious, and audience consideration is evident. The author has little expertise in this area and/or knowledge about it.	There is some evidence that the author paid attention to their audience, and the objective of their work is evident. It is clear that the author has knowledge about and/or expertise with the topic.	The author's writing goal is quite obvious, and audience consideration is clearly evident. It is clear that the author has substantial knowledge about and/or expertise with the subject.	___/3	
Total score				/15	
Writer's name:			Evaluator's name:		

Yozma nutqni tekshirish uchun tavsiya etilgan rubrikada ham an'anaviy foydalanilayotgan rubrikadan farqli o'laroq, tengdoshlarning bir-birlarining insholari borasidagi fidbeklari uchun "Peer feedback" bo'limi mavjud. Bu esa, o'z navbatida, talabalarni

tengdoshlarining ishlarini tekshirish uchun chuqur mulohaza yuritishga, analiz va sintez qilishga undaydi.

Tengdoshlarning bir-birini baholashi bo'lajak ingliz tili o'qituvchilarining baholash va fidbek berish malakalarini rivojlantiradi. Yuqorida ko'rsatib o'tilgan moslashtirilgan gapirish va yozish mashqlarida talabalar mashqni bajarish bilan birgalikda, tengdoshlarini ham baholashlari va fikr-mulohazalarini berishlari lozimligi talabalarni o'z-o'zidan tanqidiy fikrlashga undaydi.

3) Tanqidiy fikrlashni rivojlantiruvchi mashqlar. Tanqidiy fikrlash chuqur o'rganishni rag'batlantiradi va rivojlantirish kerak bo'lgan asosiy ko'nikma hisoblanadi, shuning uchun mazkur mashqlar o'quvchilarga bu ko'nikmani shakllantirish va rivojlantirish uchun beriladi. Sinov topshiriqlarini bajargandan so'ng, talabalar mavzuni o'zlari tushunganlarida, berilgan mavzuni samarali o'zlashtirish va real hayotda qo'llash uchun tanqidiy fikrlash mashqlarini bajarishlari lozim. Tanqidiy fikrlash mashqiga namuna sifatida quyidagi mashqni keltirib o'tamiz.

Critical Thinking Task

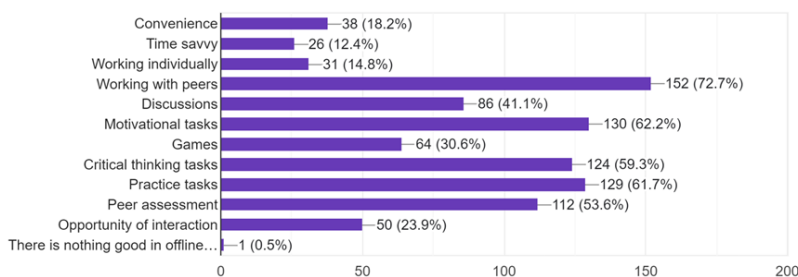
You need to agree on when to have classes and how to prepare for the exam. Suggest solution to the situation.

Student: You are doing an English language course and want to take the exam. There is an exam in two weeks' time but you haven't finished the course. The next exam is in six months' time, but you don't want to wait; you want to do the exam soon. You would like the teacher to give you extra lessons so you are ready for the exam in two weeks' time.

Teacher: You are the teacher of the English course. The course ends in one month. You also teach another course in the evenings. You do not have much free time and you don't really want any more work.

Yuqorida keltirilgan texnologiya va mashqlar sistemasidan foydalanib olib borilgan an'anaviy (offlayn) ingliz tili darslaridan so'ng talabalardan darslar haqida fikrlarini bilish maqsadida Google form orqali onlayn tarzda anketa-so'rovnoma o'tkazildi va quyidagi natijalar olindi (1-va 2-rasmlarga qarang). Anketa-so'rovnomaning to'liq shakli bilan quyidagi havola orqali tanishishingiz mumkin: https://docs.google.com/forms/d/e/1FAIpQLSdrWlufiD1577Pa6UMMuMehB5aVLL33xEEbfQjaWX16ERizg/viewform?usp=sf_link

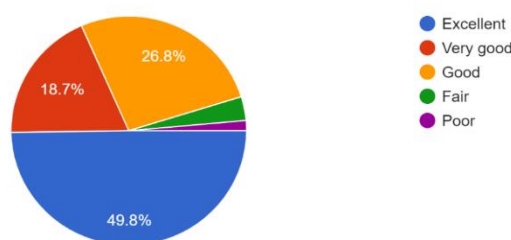
15. What are the best ones in Offline English course? (Please Check all that apply)
209 responses



1-rasm. Anketa-so'rovnoma savollaridan namuna

Anketa-so'rovnoma natijasidan ko'rinib turibdiki, 62,2% (130 ta) talaba an'anaviy ingliz tili darslarining samarali bo'lishida bajarilgan motivatsion mashqlar, 61,7% (129 ta) talaba sinov mashqlari, 59,3% (124 ta) talaba esa tanqidiy fikrlash mashqlarini, 53,6% (112 ta) tengdoshlarni baholashni a'lo darajada deb ta'kidlagan. Bu esa, o'z navbatida, mashqlarni motivatsion, sinov va tanqidiy fikrlash kabi tasniflash va shu tartibda qo'llashning samarali ekanligini ko'rsatadi.

4. How would you rate the effectiveness of methodologies on learning English offline?
209 responses



2-rasm. Anketa-so'rovnoma savollaridan namuna

Yuqorida olingan natijalardan ko'rinib turibdiki, an'anaviy (offlayn) ingliz tili darslarining samarali bo'lishi uchun taklif qilingan metodikani 49,8% tajriba ishtirokchilari a'lo, 18,7% i juda yaxshi, 26,8% i yaxshi deb qayd etgan bo'lsa, bor yo'g'i 3,3% (7 ta) qoniqarli va 1,4% (3 ta) talaba yomon deb ta'kidlagan. Bundan xulosa qilish mumkinki, tajriba davomida an'anaviy (offlayn) ingliz tili darslarini samarali o'tishini ta'minlash uchun taklif qilingan texnologiya va mashqlar tizimi borasida tajriba ishtirokchilarining fikrlari ijobiy.

Foydalanilgan adabiyotlar

1. Андриянова В.И. Теория и практика обучения узбекских школьников устноречевому общению на русском языке. Дисс. ...док.пед.наук. — Т., 1997. — 350 с.
2. Бим И.Л., Гаврилова Т.А. Мосты 2: учеб. нем. яз. как второго иностр. Для 9-10-х кл. — М.: ИД-МАРТ, 2003. — 203 с.
3. Брылова В.А. Открытая система управления содержимым курсов МООДУС как основа виртуальной образовательной среды факультета лингвистики // Классическое лингвистическое образование в современном мультикультурном пространстве: материалы междунар. науч. конф., 2006 г. — Пятигорск. — С. 79–86.
4. Бухбиндер В.А. О системе упражнений // Общая методика обучения иностранным языкам: хрестоматия. — М., 1991. — С. 91–99.
5. Джусупов М. Билингвалное образование: подходы, методы (неродной язык в тюркоязычной аудитории) // От билингвизма в транслингвизму: про и контра. Материалы III международной

- научно-практической конференции. РУДН. — М., 2017. — С. 185–190.
6. Jalolov J. *Chet til o'qitish metodikasi*. — Toshkent: O'qituvchi, 1996. — 434 b. — URL: <https://uzlib.uz/kitoblar/chet-tili-oqitish-metodikasi>
7. Лагай Е.А. Лингвометодические основы обучения учащихся билингвов 5–6 классов средствам выражения определительных отношений в русском языке: Дисс. ...канд.пед.наук. — Т., 2005. — 196 с.
8. Nunan D. *Designing Tasks for the Communicative Classroom*. — New York: Cambridge University Press, 1989. — 211 p.
9. Richards J.C. and Rodgers T.S. *Approaches and Methods in Language Teaching, A description and analysis*. — Cambridge: Cambridge University Press, 2010. — 254 p.
10. Saidaliyev S. *Chet til o'qitish metodikasidan ocherklar*. — Namangan. 2004. — 238 b.
11. Щукин А.Н. *Обучение иностранным языкам: теория и практика: учеб. пос. для преподавателей и студентов*. — М., 2004. — 416 с.
12. Willis J. A flexible framework for task-based learning. In J. Willis and D. Willis (eds.), *Challenge and Change in Language Teaching*. — Oxford: Heinemann, 1996. — 52–62 p.

References

1. Andriyanova V.I. *Teoriya i praktika obucheniya uzbekskikh shkol'nikov ustnореchevomu obshcheniyu na russkom yazyke* (Theory and practice of teaching Uzbek schoolchildren oral communication in Russian), Doctor's thesis, Tashkent, 1997, 350 p.
2. Bim I.L., Gavrilova T.A. *Mosty 2: ucheb. nem. yaz. kak vtorogo inostr.* (Bridges 2: studies in German as a second foreign language), Based on the English. For grades 9-10 of general education. Institutions, Moscow: ID-MART, 2003, 203 p.
3. Brylova V.A. *Klassicheskoe lingvisticheskoe obrazovanie v sovremennom mul'ti kul'turnom prostranstve: materialy Mezhdunar. nauch. konf* (Classical Linguistic Education in the Modern Multicultural Space: Proceedings of the International Scientific Conference), Pyatigorsk, 2006, pp. 79–86.
4. Bukhbinder V.A. *Obshaya metodika obucheniya inostrannym yazykam: khrestomatiya* (General Methods of Teaching Foreign Languages: a Textbook), Moscow, 1991, pp. 91–99.
5. Dzhusupov M. *Ot bilingvizma v translingvizmu: pro i kontra. Materialy III mezhdunarodnoi nauchno-prakticheskoi konferentsii* (From bilingualism to translinguism: pro and contra. Proceedings of the III International Scientific and Practical Conference), Moscow, 2017, pp. 185-190.
6. Jalolov J. *Chet til o'qitish metodikasi* (Methods of Teaching a Foreign Language), Tashkent: Ukituvchi, 1996, 434 p., available at: <https://uzlib.uz/kitoblar/chet-tili-oqitish-metodikasi>

7. Lagai E.A. *Lingvometodicheskie osnovy obucheniya uchashchikhsya bilingvov 5-6 klassov sredstvami vyrazheniya opredelitel'nykh otnoshenii v russkom yazyke* (Linguometodic Foundations of Teaching Bilingual Students Grades 5-6 by Means of Expressing Definitional Relations in the Russian Language), candidate's thesis, Tashkent, 2005, 196 p.
8. Nunan D. *Designing Tasks for the Communicative Classroom*, New York: Cambridge University Press, 1989, 211 p.
9. Richards J.C. and Rodgers T.S. *Approaches and Methods in Language Teaching, A description and analysis*, Cambridge: Cambridge University Press, 2010, 254 p.
10. Saidaliyev S. *Chet til o'qitish metodikasidan ocherklar* (Essays from the Methodology of Teaching a Foreign Language), Namangan, 2004, 238 p.
11. Shchukin A.N. *Obuchenie inostrannym yazykam: teoriya i praktika: ucheb.pos.dlya prepodavatelei i studentov* (Teaching Foreign Languages: Theory and Practice), Moscow, 2004, 416 p.
12. Willis J. A flexible framework for task-based learning. In J. Willis and D. Willis (eds.), *Challenge and Change in Language Teaching*, Oxford: Heinemann, 1996, pp. 52–62.