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### **XORIJY TILLARNI O'QITISHDA INNOVATSION TEXNOLOGIYALARNI QO'LLASH**

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**Annotatsiya:** Ushbu maqolada Chet tillarini o'qitishda zamonaviy texnologiyalardan foydalanish o'qitishni qiziqarli qilish va takomillashtirish nuqtai nazaridan samaraliroq qilish kabi ko'plab imkoniyatlarni taqdim etadi. Bundan tashqari, ushbu zamonaviy texnologik vosita o'quvchilarni qiziqishlariga qarab jalb qilish va o'rganishga yordam beradigan fikrlar yotitilgan.

**Kalit so'zlar:** Internet, audio va video majmualar, multimedia, o'quv kompyuter dasturlari, axborot texnologiyalari, oliy o'quv, yurtlari, Chet tillarini o'qitishda, zamonaviy texnologiyalar.

#### **Kirish**

Zamonaviy shart-sharoitlar nafaqat chet tillarini o'qitishda yangi texnologiyalardan foydalanishni, balki o'qitish metodikasidagi o'zgarishlarni va o'qituvchidan chet tillarini o'rganish jarayonida eng yangi innovatsion texnologiyalarni joriy etishni talab qiladi. Oliy o'quv yurtlari talabalarning mustaqilligi, moslashuvchanligi, tanqidiy fikrlashini shakllantirishga yo'naltirilgan o'qitishning faol usullaridan foydalanishni afzal ko'rishadi. Talabalarning ijodiy qobiliyatini, qiziqishlarni, ko'nikmalarini va boshqa aqliy xususiyatlarini rivojlantiradigan bilim faoliyatining eng kuchli manbai bu innovatsion texnologiyalardir. Innovatsion ta'lif texnologiyalari, avvalo, kompyuterlashtirilgan ta'lif bilan chambarchas bog'liq bo'lgan axborot-kommunikatsiya texnologiyalaridir. Innovatsion texnologiyalarni qo'llashning asosiy muammolari kompyuterlarni o'qitish dasturlarining tarkibi, ularning mazmuni va Web-muhitni maqbul tartibga solishdir.

Talabalarga chet tilini o'rganishda beba ho yordamni Internet taqdim etishi mumkin. Global veb-sayt talabalarga asl matnlardan foydalanish, ona tilida so'zlashuvchilar bilan muloqot qilish, tabiiy til muhitini yaratish va madaniyatlararo hamkorlik qobiliyatini shakllantirish uchun noyob imkoniyat beradi. Internetga kirish chet tilini ravon bilihsiga turki beradi. Internet ma'lumot uzatish vositasi sifatida Internet, ayniqsa, talabalarning darsdan keyingi mustaqil ishi uchun dolzarbdir. Internetda sayr qilish paytida talabalar mustaqil ravishda bilim olish, katta hajmdagi ma'lumotlar bilan ishslash, ma'lumotlarni tahlil qilish, muammolarni ko'rish va echish qobiliyatlarini egallaydilar.

#### **Mavzuning dolzarbliги:**

Internet, audio va video majmualar, multimedia o'quv kompyuter dasturlari kabi yangi axborot texnologiyalari oliy o'quv yurtlarida keng q'llanilmoqda. Ushbu texnologiyalarning barchasi talabalarning ijodkorligini rivojlantirish uchun qo'shimcha imkoniyatlar yaratishga yordam beradi, ularning qiziquvchanligini oshiradi va tadqiqot ishlariga qiziqishini kuchaytiradi.

Bundan tashqari, bu quyidagi bir qator didaktik vazifalarni samarali echishga imkon beradi:

O'qish (Reading) qobiliyatini oshirish;

Zamonaviy xorijiy so'zlar bilan so'z boyligini kengaytirish;

Monologik va dialogik nutq ko'nikmalarini takomillashtirish;

Web Internet materiallarini muhokama qilish;

#### **Mavzuning yangiliklari:**

Bugungi kunda turli darajadagi til bilimiga ega kishilar uchun o'quv materiallarining katta to'plamlari mavjud. Ushbu maqsadga yetishishda muvaffaqiyatga erishish, o'qituvchilarning amaliy uslublari va malakasiga bog'liq. Turli usullarni birlashtirib o'qituvchi muayyan ta'lim dasturlarini yechishga qodir bo'ladi. Shu munosabat bilan o'qituvchilar va talabalar xorijiy tillarni o'qitishning zamonaviy usullari bilan tanishishlari kerak. Natijada maqsadlariga erishish uchun eng samarali usullarni tanlay bilish ko'nikmalar shakllanadi. Bunda o'qitish va o'rganishning bir necha metodlaridan foydalanish samarali natija beradi. O'qitish kichik bosqichlarda amalga oshiri-ladi va o'quvchining mavjud bilim tizimiga asoslanadi.

O'quvchilarga uy vazifasi sifatida matnlar berib boriladi. Matnni tushunganligini tekshirishga mo'ljallangan mashqlar berilib ular quyidagicha ifoda etilishi mumkin:

Answer the question on the text Samarkand:

Why Samarkand is called like this?

- Where is the ancient centre of the city?
- How many population is there?

Savol — javob mashqlaridan foydalangan holda o'quvchi nutqini kuchaytirish, xotirasini yaxshilash, takrorlash natijalariga erishiladi. Matnlar ichidan chiqqan yangi so'zlar yod olinadi. Savol-javob qilish natijasida o'sha so'zlarning xotirada takrorlanishi hamda nutqda qo'llay bilish ko'nikmalar shakllanadi. Bundan tashqari darslarda turli xil o'yinlarni tashkil etish o'quvchini til o'rganishga bo'lgan qiziqishini orttirib, o'rganish sur'atini oshiradi. "Hot ball" o'yinida o'quvchilar aylana bo'lib oladilar, koptochni bir-birlariga yangi so'zlardan birini aytib otadilar. Ishtirokchilar bir-birlarining aytgan so'zlarini takrorlamaydi, takrorlagan yoki so'z ayta olmay to'xtab qolgan holda o'yindan chiqariladi. Shu tarzda o'yin davom ettiriladi.

#### **Xulosa**

Shunday qilib, innovatsion texnologiyalar chet tillarini o'qitish jarayonini sezilarli darajada boyitadi va diversifikasiya qiladi. Monoton ish o'rnini egallash uchun intellektual, ijodiy izlanish paydo bo'ladi. Bu doimiy o'z-o'zini tarbiyalash va rivojlantirishga yo'naltirilgan, faol, maqsadga muvofiq, yangi turdag'i shaxsni yaratishga yordam beradi. Shunday qilib, axborot texnologiyalari o'quv jarayonining samaradorligini oshirishni, uni individualizatsiya qilishni, o'qituvchilar va talabalarning faol pedagogik hamkorligini qo'llab-quvvatlaydi; talabalarning mustaqil bilim faoliyatida ma'lumotlardan ijodiy foydalanish uchun maqbul shart-sharoitlarni yaratish. Kompyuterlar qo'llanilishi o'qitishni boshqarishni optimallashtirishga, o'quv jarayonining samaradorligini oshirishga, o'qituvchilarning o'quv materiallari bilan ishslash vaqtini tejashta, uni qidirishni, tahlil qilishni, tanlashni soddalashtiradi va o'qitishning yangi tashkiliy shakllarini qo'llash imkoniyatini beradi

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## A BRIEF ANALYSIS OF THE INTERNATIONAL EXPERIENCE OF TEACHING AND LEARNING WORLD VARIANTS OF ENGLISH

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**Abstract:** This article provides a brief analysis of the experience of teaching and learning world English variants, as well as the advantages and disadvantages of the analyzed courses.

**Аннотация:** В данной статье превидёт краткий анализ опыта преподавания и изучения мировых вариантов английского языка, а также отмечены преимущества и недостатки анализируемых курсов.

**Key words:** World Englishes, variant, learners, lexicology, course

As we know, the most common variants of the English language, named after the countries in which they function, are British English, American English, Australian English. There are also other variants of English, in particular New Zealand, Canadian, South African, Indian, Singaporean. According to M. Berns [2;85], variants of English in three major regions (South America, Europe and the Middle East) are gradually gaining an independent status in terms of reaching a critical mass of English language learners and speakers, as the number of its real (as well as virtual) users is constantly growing. D. Crystal points to this phenomenon as an unavoidable linguistic reality that translators, intercultural communication specialists have to face in their practical work [3;222].

In this connection, familiarization of *linguistic* students with different variants of English in order to broaden their linguistic horizons and increase their competitiveness in the labor market becomes an urgent task. The increasing number of contacts with foreign partners communicating in English variants and insufficient level of linguistic profile graduates' understanding of their features become an obstacle to effective communicative interaction and lead to misunderstanding, communication failures and lack of effectiveness of communication at the intercultural level.

The peculiarities of English variants are considered during the learning of such disciplines as theoretical phonetics, lexicology, theoretical grammar, history of English, introduction to special philology. Some universities introduce courses aimed at acquainting students with global variants of English as part of the variative part of the general professional cycle. The purpose of this course is to develop the ability to analyze and interpret texts in accordance with the specifics of the studied English variant, as well as identify by ear the corresponding national variant, based on the features of its functioning in specific territories.

The curricula and training courses offered by foreign linguistic centers have no goal-oriented orientation. In terms of goal, they vary from familiarizing students with the theoretical findings of the world's English variants, to extremely practical advice and recommendations built on an intuitive basis and concerning effective intercultural communication with speakers of different English variants.

Universities around the world offer a variety of curricula, characterized by a theoretical focus and designed for undergraduate and graduate students of linguistics. As a rule, these courses usually include an