

are so many visual learners, that is why learning new words with the help of Pictionary is one of the most essential part of making passive vocabulary into active one.

VOCABULARY BINGO

This game is mostly observed in teaching new words to young learners. However, we can use it with the students as well in institutions. Teachers can make students to create their own bingo cards through writing vocabulary in isolated spaces.

.Firstly, create cards and read all definitions

- . students should be able to understand what words did you choose.
- .tell learners to say “ BINGO” when they find 5 words in a line.
- . provide a prize for winners that will raise students’ mood. [1]

BALL GAMES

After finishing input part of the lesson , you can use it so as to check students knowledge whether they get new topic or not. Actually, this game is suitable at the end of the lesson which motivates students to learn better. Just music an important part of this game

- . put some music which should be energetic song
- .give a ball to learners and start the game
- .when some students can not catch it he or she should reply to questions
- .questions should be taken from new words that are taught in the beginning part of the lesson.

TABOO WORDS

For practicing synonyms and descriptions, taboo games are suitable. Have students to sit with looking opposite to each other and divide them into 2. Team member will choose themselves one student who sit in front of them in “hot seat”. Standing in behind the student who sit in “hot seat”, you raise a paper with word on it, but, student in “hot seat” will not be able to see it. Then the game starts. Teams have some minutes to explain the word on paper and student on “hot seat” should find it. You can give them 2 or 3 minutes to explain the word.

Notion! There are some groups that consist of many students, for example, more than 12 students. In that case, the class will be a bit noisy. In that situation you should have a game with one team.[2]

WORD SEARCH

One of the common classroom vocabulary games is word search. This classroom activity is used with handouts. There are several samples of word search that teachers can use according to their students’ language level. [3]

Taking all into account, there a great number of games that can be utilized in teaching new vocabulary for student which make teaching process more enjoyable and interesting for not only teachers but also for language learners.

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MAKTABGACHA YOSH DAVRIDA BOLALARNING SENSOR TARAQQIYOTI O‘RGANILISHI

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Annotatsiya: Maqolada maktabgacha yosh davridagi bolalarning sensor taraqqiyoti va xususiyatlari uni yoshga bog`liq xolatlari va aqliy taraqqiyotni sensor taraqqiyotga bog`liq ekanligi sensor taraqqiyotni amalga oshirish yo`l-yo`riqlari ko`rsatib o`tilgan bo`lib sensor taraqqiyotni rivojlantiruvchi mashqlar va o`yinlar haqida malumotlar berilgan.Bundan tashqari sensor taraqqiyot bo`yicha olib borilgan ilmiy ishlar va olimlarning fikrlari bayon etilgan.

Kalit so`zlar: Yosh, davr, sensor, taraqqiyot, xususiyat, aql, ilmiy ishlar,mashq,o`yin, xolat.

Maktabgacha yosh davri bolaning jismoniy fiziologik va psixologik taraqqiyotida muhim davr ekanligi tufayli bu davrdagi bolaning psixik taraqqiyotini o`rganish borasida bir qancha ilmiy tadqiqotlar olib borilgan. Maktabgacha yosh davridagi bolaning sensor taraqqiyoti borasiga rus olimi L.A.Venger tadqiqotlar olib borgan. U bolaning aqliy taraqqiyoti bilan sensor madaniyatning bog`liqligini psixologik jihatdan yoritib bergan. Chunki u olamni bilishning idrok etish bilan bog`lanishini ko`rsatib o`tadi. Shu bilan birga u har bir yosh davrida bolaning sensor taraqqiyoti xususiyatlarini yoritib berishga xarakter qilgan. Sensor taraqqiyotni

amalga oshirish yo'lyo'riqlarini ko'rsatib bergan. Bularni sensor rivojlantirish mashq va o'yinlarni ishlab chiqqan. Chet el psixologiya soxasida salmoqli tatqiqotlarni olib borgan olim M.Montessori ham bolaning sensor taraqqiyoti soxasida olib borgan tatqiqotlari diqqatga sazovordir. U maktabgacha talimtarbiya soxasiga sensor madaniyatni tushunchasini olib kirgan. U shakl,rang, katta-kichikni farqlashga o'rganishda sezgi azolarini mashq qildirishni tavsiya etadi. Chet el olimlaridan F.Frebel,O.Dekram bolaga sensor tarbiya berish bolalarda sensor taraqqiyotni taminlashga yo'naltirilgan faoliyat ekanligini ko'rsatib, bu bolaga maktabgacha yosh davrida talim tarbiya berishning asosiy tomonlaridan biri ekanligini takidlab o'tadilar. Rus olimi A.V.Zaporojes bolaga sensor tarbiya berishda sensor etalon tushunchasiga urg'u bergan. U bolalarda sensor etalonlar haqida tasavvurlarni xosil qilishga etiborni qaratib sensor etalonlar bu olamning tashqixususiyatiga ko'ra umumiy qabul qilingan namunalar ekanligini takidlab o'tadi.Rus psixologlaridan E.I.Tixiva, A.B.Usova, N.T.Sakumenalar ham bolaning sensor taraqqiyoti va uning aqliy taraqqiyoti dagi o'rni yuzasida tatqiqotlar olib borganlar. Maktabgacha yosh davrida bolaning taraqqiyoti va shaxsning shakillanishi borasida ilmiy tatqiqotlar olib borar ekan, bolaning sensor taraqqiyoti, sezgi va idrok xususiyatlari ba uni olamni bilishdagi o'rniga nazariy jihardan talqin qilgan. T.A.Kisilyuk va L.A.Teneviskiy ilk yoshda bola idroki buyumlarning payqash va olishning o'ziga xos xususiyatlarini o'rganib chiqqanlar bola malum bir narsani aniq bo'lmagan detallar bilan bog'lab o'rganishlarini ko'rsatib o'tganlar. Masalan dumaloq shaklni chizib biri, bu qizchal deb atasa, ikkinchi bolalbu kartoshkaldeb takidlagan. Ayni dumaloq shakl bolaning fantastik fikrlariga asos bo'lganligini ko'rsatib o'tadilar. Shu bilan birga katta yoshli bolalarning idrok qilish xususiyatlarini o'rganib turli yosh davrida taraqqiy etib borishini ko'rsatib o'tganlar. O'zbek psixolog olimlaridan N.S.Safiyev sensor tizim fenomenlari va ularga tizimli yondashuv muammosi bo'yicha tatqiqot ishlarini olib borgan . O'znavbatida eshitish, ko'rish idroklarining o'ziga xos xususiyatlarini ochib bergan R.A.Tursunov o'z tatqiqotlarida idrok badiiy obraz masalasini yoritib berishga xarakat qilgan. Ko'rinib turibdiki, sensor taraqqiyot muammosi bo'yicha ilmiy tatqiqotlar yetarli darajada olib borilmagan. Barcha sezgi azolari go'dak hali onaning qornidagilik paytidanoq ancha takomillga erishgan bo'ladi. Shuning uchun bola tug'ilishidan boshlab uning barcha sezgi azolari tashqaridan va ichki muhitdan bo'ladigan tasirlarni aks ettirish qobiliyatiga egadir. Masalan o'n kunlik bola o'zining ko'z qorachig'ini biror yorug'lik manbai (elector lampochkasi) ustida to'xtata oladi. Bir oylik chaqaloq unga engashib (yuzini yaqin olib kelib) qarab turgan onasining chexrasini o'z ko'z qorachiqclarini uzoq vaqt to'xtatib tura oladi. Ko'rish sezgisi chaqaloq bolalarda juda tez rivojlanadi. Ikki oylik bola sekin harakat qilayotgan narsani ko'z qorachig'i bilan kuzata oladi, to'rt oylik bola esa faqat ko'rish emas narsalarga faol qaray oladigan bo'lib qoladi. U qarayotgan narsalari turli xissiyotlarniyuzaga keltiradi. Go'dak bolalarda ko'rgan narsalarini tanish 5-6 oylik davrida paydo bo'ladi. Bola dastavval o'zi bilan eng ko'p munosabatda bo'ladigan odamni yani onasini tanib oladi. Sekin asta atrofdagi boshqa yaqin odamlarini tanib oladi. Buni biz kichik bolalarning uyga begona odam kelganda unga uzoq tikilishi va yotsirayotganidan bilamiz. Go'dak yoshidagi kichik bolalarda ranglarni sezish juda erta ko'rinadi.Masalan professor N.I.Krasnogorskiyning o'tkazgan tajribalariga ko'ra ranglarni farqlash bolalarda 3-4 oylik davridan boshlab ko'rina boshlaydi. Chunonchi bola xar-xil rangli butilkalardan ovqatlantirilgan. Lekin faqat qizil butilkalardagina sut bo'lgan. Oradan biroz vaqt o'tgash, bola faqat qizil butilkani og'ziga solgan,boshqa idishlarga befarq qaragan. Bu tajriba bolalarda ranglarni sezish va farqlash juda erta xosil bo'lishini ko'rsatadi. Shu tariqa psixologik taraqqiyot uchun juda katta ahamiyatga ega bo'lgan ko'rish sezish yasli yoshdagi bolalarning aktiv faoliyatlari jarayonida tez rivojlanib boradi. Go'dak yoshidagi bolalarda eshitish ham juda erta ko'rina boshladi, lekin bola tug'ilgandan so'ng nechanchi kundan boshlab eshita boshlashini aniqlash qiyin Bolalarning eshitish sezgirligini yoshlikdan oshirib borishi ularning aqliy o'sishiga yordam berish bilan birga ularga estetik tuyg'u tarbiyalashda ham katta ahamiyatga egadir. Malumki, ajoyib zamonaviy musiqalardan zavqlana bilish xususiyati kishida to'satdan paydo bo'lib, qolmaydi. Biz maktabgacha yosh davrida sensor taraqqiyotni o'rganish uchun maktabgacha talim muassasasida tatqiqot olib bordik. Bunda bog'chada talim olayotgan 15 nafar bolalar o'rtasida ranglarni idrok etish va ajrata olish bo'yicha bolalar bilan metodika olib bordik. Dastlabki ko'rsatkichlar va bolalar bilan ishlangandan so'ng natijalar quydagi jadvalda qayd etilgan: Ushbu natijalarni taxlil etar ekanmiz, shuni guvohi bo'ldikki bolalarni nazorat guruhidagi natijalar avval 4,5ni tashkil etar ekan oradagi farq 0,2nitashkil etadi. Natijadagi bunday oz miqdordagi farq bolani topshiriqni qayta qo'llash natijasida bolada hosil bo'lgan ko'nikmalar bilan bog'lash hamda ranglar bilan avval tanishishlarining ta'siri deb olish mumkin. Eksperiment guruhida olib borilgan shug'illanish ishlaridan keying farq 1,1ni tashkil etadi. Bola bilan qisqa vaqt shug'illanish uning ranglarni idrok eta olishlariga ta'sir ko'rsatgan, taraqqiy etish omili deb hisoblash mumkin. Bundan kelib chiqadiki maktabgacha talim muassasasida talim olayotgan bolalarda sensor taraqqiyotni oshirish uchun ular bilan muntazam shug'illanish shart.

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THE EFFECTIVENESS OF GRAMMAR-TRANSLATION METHOD IN LANGUAGE TEACHING

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Abstract: Learning is an active communication between students and the teacher, so it does not have a one-way property. Basically, the success of the process of teaching a foreign language directly depends on the teacher. Each teacher, based on his professional experience, chooses methods and techniques of work. Language teaching approaches and methods have cast light on the language teaching theory and practice. There are still many controversies about their usefulness and appropriateness. This article tries to analyze the effectiveness of one of the most influential teaching methods: Grammar-translation Method, in order to have a better understanding and application in the future teaching practice. Using theoretical materials made in this sphere, it is obvious that, there is no inherent contradiction between grammar instruction and communicative approach, and a sort of explicit grammar instruction can complement communicative language teaching to raise learners' conscious awareness of the form and structure of the target language.

Key words: grammar-translation method, effectiveness of GTM, aim of GTM, principles of GTM, exercises for GTM

In the modern methodology, the problem of finding and choosing the most appropriate techniques and methods of teaching foreign languages that would meet the requirements of the standards of modern education remains relevant. Nowadays, there are many productive methods for learning a foreign language in higher educational institutions. Each of the methods has its own characteristic features. This article will consider the grammar-translation method of teaching as one of the effective methods for students to learn a foreign language. Practice shows that the grammar-translation method is the main one in the modern education system. Despite the fact that it is a classic method that has been used for more than one decade, most teachers use it actively in the educational process.

The basic principles of grammar-translation method are: 1) the written word, as a basis for training; 2) memorizing grammatical rules and words and composing sentences based on them; 3) assimilation of language material by translation and mechanical memory, as well as the use of analogy based on the mother tongue.

GTM claims that students can easily understand the target language by memorizing the grammatical rules and structures of the target language. In grammar, translation is taught deductively, with an emphasis on memorizing grammatical structures and vocabulary. Grammar rules are taught and students learn the language by practicing the rules authentically. The student learns the language to become familiar with the literature in the target language. The text in the second language is translated into the local language; Vocabulary and grammar rules are memorized. It is considered that the grammatical translation method to be a useful method for learners of all levels of second language learning. Similarly, Damiani (2003) in his study on the grammatical translation method states that it is the best way to teach grammar and vocabulary and the teacher believes that his students learn while the teacher in any other method is not sure how students should learn the language.

Considering grammar-translation method in grammar lessons, it should be noted that it must be known historically and has been widely used in different schools for centuries. If this problem is methodically exacerbated, then some of the formal-pedagogical tasks of foreign language teaching can be pointed out, which arose on the basis of traditional language learning of the Renaissance.

The aim of the grammar-translation method is to read and translate using grammatical rules and read literature. The sentence is the basic unit of learning through this application. Written speaking is central, and listening and speaking are only means of learning. The main advantages of grammar-translation method are learning techniques for working with the text: analysis of complex sides of text, grammatical and lexical