



1-rasm. Kreativ ta’limning tarkibiy komponentlari

Ushbu ikki yondashuv bir-birini inkor etmaydi, aksincha, kreativ ta’lim muhitini yaratishda bir-birini to’ldiruvchi ikki zaruriy asos sifatida qaralishi mumkin. Agar o’qituvchi darsni kreativ uslubda tashkil etsa (Creativity Teaching), bu o’z-o’zidan o’quvchilarning kreativ fikrlashini rivojlantirish uchun sharoit yaratadi (Teaching for Creativity). Shunday ekan, har ikki yondashuvni uyg’unlashtirgan pedagogik model, o’qituvchi va o’quvchining kreativligini birgalikda yuksaltiradigan samarali tizim bo’lishi mumkin. Kreativ ta’lim o’z navbatida 2 ga bo’lingan ekan, kreativ o’qitish va kreativlik uchun o’qitishning ham o’ziga xos komponentlari mavjud. Yuqorida ta’kidlaganimizdek bu komponentlar bir-birini inkor qilmagan holda, bir-birini to’ldiradi. Va natijada ta’limning kreativligini ta’minlaydi[1].

XULOSA

Innovatsion ta’lim sharoitida kreativlik inson kapitalining eng muhim tarkibiy elementi sifatida namoyon bo’lmoqda. Ta’lim jarayonida kreativlikni rivojlantirish nafaqat o’quvchilarning intellektual salohiyatini oshiradi, balki o’qituvchining kasbiy o’sishini, uning metodik moslashuvchanligi va pedagogik tafakkurini ham yangi bosqichga olib chiqadi.

Tadqiqot shuni ko’rsatadiki, “kreativ o’qitish” (Creativity Teaching) va “kreativlik uchun o’qitish” (Teaching for Creativity) yondashuvlari o’zaro uzviy bog’liq bo’lib, biri o’qituvchining shaxsiy ijodiy yondashuvini ifodalasa, ikkinchisi o’quvchining ijodkorlik qobiliyatini rivojlantirishga yo’naltirilgan. Ularning integratsiyasi natijasida ta’lim jarayoni dinamik, interaktiv va refleksiv tus oladi.

Bunday uyg’unlashgan yondashuv o’qituvchidan quyidagi kompetensiyalarni talab qiladi: pedagogik yangiliklarga ochiqlik, o’quvchi shaxsini rivojlantiruvchi strategik fikrlash, muammoli vaziyatlarda kreativ yechim topa olish hamda o’qitish jarayonida emotsional va estetik sezgirlikni namoyon etish. Shu bilan birga, o’quvchilarda mustaqil fikrlash, tanlov imkoniyatiga ega bo’lish, savol berish madaniyatini shakllantirish va o’z faoliyatini baholay olish qobiliyatlari rivojlanadi. Demak, innovatsion ta’limda kreativlik konsepsiyasi o’qituvchi va o’quvchi o’rtasidagi ijodiy hamkorlikka asoslanadi. Kreativ o’qitish — bu jarayonning boshlang’ich nuqtasi, kreativlik uchun o’qitish esa uning natijasidir. Ularning uyg’unlashuvi ta’limni insonparvar, samarali va zamonaviy iqtisodiyot ehtiyojlariga mos tizim sifatida rivojlantirishga xizmat qiladi.

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LEARNING ENGLISH THROUGH SIGN LANGUAGE IN GENERAL EDUCATION SCHOOLS FOR DEAF AND HARD OF HEARING STUDENTS (IMPROVING COMMUNICATION SKILLS)

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Annotation In this article, the author summarizes the ways and methods of developing language competence in English and describes it through several examples. It mainly provides new methodical recommendations for the development of oral speech in students. The experiment carried out on them will bring the results of the test work. Summarizes the Imperial research methods he conducted.

Keywords: Linguistic Competence, oral speech, methods, innovative techniques, learning process

ИЗУЧЕНИЕ АНГЛИЙСКОГО ЯЗЫКА ПОСРЕДСТВОМ ЯЗЫКА ЖЕСТОВ В ОБЩЕОБРАЗОВАТЕЛЬНЫХ ШКОЛАХ ДЛЯ ГЛУХИХ И СЛАБОСЛЫШАЩИХ УЧАЩИХСЯ (РАЗВИТИЕ КОММУНИКАТИВНЫХ НАВЫКОВ)

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Аннотация В данной статье автор обобщает пути и методы развития языковой компетенции в английском языке и описывает ее на нескольких примерах. В основном представлены новые методические рекомендации по развитию устной речи студентов. Проведенный на них эксперимент подведет итоги тестовой работы. Обобщает методы имперских исследований, которые он проводил.

Ключевые слова: лингвистическая компетентность, устная речь, методы, инновационные приемы, процесс обучения

KAR VA ZAIF ESHITUVCHI O'QUVCHILAR UCHUN MO'LJALLANGAN UMUM TA'LIM MAKTABLARIDA IMO-ISHORA TILI BILAN INGLIZ TILINI O'RGANISH (MULOQOT KO'NIKMALARINI YAXSHILASH)

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Annotatsiya Ushbu maqolada muallif ingliz tilidagi til kompetensiyasini rivojlantirish yo'llari, usullarini umumiyashtirib, bir necha misollar orqali bayon qiladi. Asosan o'quvchilarda og'zaki nutqni rivojlantirish bo'yicha yangi metodik tavsiyalar beradi. Ular bo'yicha o'tkazilgan tajriba sinov ishlari natijalarini keltiradi. O'zi o'tkazgan Imperik tadqiqot metodlarini xulosalaydi.

Kalit so'zlar: Lingvistik kompetensiya, og'zaki nutq, metodlar, innovative tehnologiyalar, o'quv jarayonlari

Introduction

Oral communication skills are fundamental in language acquisition and are particularly vital in English language education, where proficiency in spoken English is often a key objective. Over the years, educators have employed various traditional methods to enhance students' oral speech abilities in English classrooms. These methods, rooted in pedagogical principles dating back to the early twentieth century, have undergone refinement and adaptation to meet the evolving needs of language learners.

Historically, the origins of traditional methods of teaching oral speech can be traced back to pioneers in language pedagogy such as Charles Berlitz and Maximilian Berlitz, who founded the Berlitz Method in the late 19th century. The Berlitz Method emphasized immersive language learning through direct communication and repetition, laying the foundation for subsequent approaches to teaching spoken language skills. Building upon this foundation, the Direct Method, popularized by François Gouin and later reformulated by Harold Palmer, emphasized the importance of oral interaction and situational contexts in language instruction.



Throughout the 20th century, traditional methods of teaching oral speech continued to evolve, influenced by linguistic theories and educational philosophies. Notable figures such as Leonard Bloomfield and Charles Fries contributed to the development of structural linguistics, which emphasized the systematic analysis of language structures and patterns. This structural approach informed traditional language teaching methods such as the Audio-Lingual Method, which gained prominence in the mid-20th century. The Audio-Lingual Method focused on drilling and repetition of language patterns, aiming to develop automatized language skills through habit formation.

In addition to structural linguistics, the emergence of behaviorism in psychology during the early to mid-20th century had a significant impact on language teaching methodologies. Behaviorist principles, espoused by theorists such as B.F. Skinner, underscored the role of reinforcement and conditioning in learning. This led to the development of techniques such as pattern drills and imitation exercises, which aimed to reinforce correct language usage through positive reinforcement.

As language teaching practices continued to evolve, traditional methods of teaching oral speech remained prevalent in English language classrooms around the world. Techniques such as dialogues, role-plays, and pronunciation drills provided learners with opportunities to practice speaking in controlled settings and to develop fluency and accuracy in spoken English. Moreover, traditional approaches such as the Grammar-Translation Method, although primarily focused on written language skills, also incorporated oral components such as translation exercises and recitation of dialogues.

Despite the emergence of communicative and task-based approaches to language teaching in the late 20th century, traditional methods of teaching oral speech have endured due to their perceived effectiveness in developing foundational language skills. While newer methodologies emphasize communicative competence and real-world language use, traditional techniques continue to play a valuable role in language education, particularly for learners at the beginner and intermediate levels.

Methods

To examine the effectiveness of traditional methods of teaching oral speech in English classes, a thorough review of literature was conducted, encompassing studies and articles published between 1990 and 2024. The search was conducted across multiple databases, including ERIC, JSTOR, and Google Scholar, using a combination of keywords such as "traditional methods," "oral speech," "English language teaching," and "language pedagogy." Additionally, reference lists of relevant articles and books were scrutinized to identify additional sources.

The inclusion criteria for selecting studies were focused on research that specifically addressed traditional pedagogical techniques aimed at improving oral communication skills in English learners. Studies that employed experimental designs, longitudinal studies, qualitative inquiries, and mixed-methods approaches were considered, providing a comprehensive understanding of the topic.

One seminal study by Richards and Rodgers (2001) titled "Approaches and Methods in Language Teaching" provided a foundational framework for understanding traditional methods of language teaching, including those related to oral speech instruction. This comprehensive overview delineated the evolution of language teaching methodologies and highlighted the characteristics and principles underlying traditional approaches.

In addition to theoretical frameworks, empirical studies exploring the efficacy of traditional methods in enhancing oral speech skills were examined. For instance, a longitudinal study by Brown (2007) investigated the impact of role-playing activities on the development of oral proficiency in English language learners over a semester. The findings revealed significant improvements in speaking fluency, accuracy, and confidence among participants who engaged in regular role-playing exercises.

Furthermore, qualitative studies exploring teachers' perspectives on the implementation of traditional oral speech teaching methods provided valuable insights into classroom practices. A qualitative inquiry by Smith et al. (2015) examined English language teachers' beliefs and experiences regarding the use of pronunciation drills in enhancing students' speaking skills. The study revealed that while some teachers perceived drills as effective for improving pronunciation, others expressed concerns about their limited applicability to real-life communication situations.

Moreover, observations of English language classrooms utilizing traditional methods of teaching oral speech offered firsthand observations of instructional practices and student engagement levels. These observations provided valuable data on the effectiveness of traditional techniques in promoting active participation and language acquisition among learners.

Results



The review of literature on traditional methods of teaching oral speech in English classes yielded significant findings regarding the effectiveness and applicability of these pedagogical approaches. Studies examining the outcomes of traditional oral speech teaching methods consistently reported positive effects on students' language proficiency, fluency, and confidence in speaking English.

One key finding from the literature is the role of structured practice activities, such as drills and repetition exercises, in enhancing oral fluency and accuracy. Research by Johnson (2010) demonstrated that regular pronunciation drills led to noticeable improvements in students' pronunciation and intonation patterns, resulting in clearer and more comprehensible speech. Similarly, studies by Brown and Lee (2013) underscored the benefits of pattern drills in reinforcing grammatical structures and vocabulary usage, thereby facilitating smoother and more fluent oral communication. Moreover, interactive techniques such as role-plays and dialogues were found to promote authentic language use and communicative competence among English language learners. Research by Garcia and Smith (2018) revealed that engaging in role-playing activities encouraged students to apply language skills in contextually relevant situations, leading to increased confidence and proficiency in spoken English. Similarly, studies by Chen et al. (2016) highlighted the positive impact of collaborative dialogues on students' conversational skills and interpersonal communication abilities.

Furthermore, authentic assessments of students' oral speech proficiency demonstrated the effectiveness of traditional teaching methods in preparing learners for real-world communication tasks. Performance-based assessments, such as oral presentations and debates, provided opportunities for students to demonstrate their language skills in meaningful and purposeful contexts. Research by Wang and Johnson (2019) indicated that students who participated in oral presentation tasks exhibited higher levels of fluency, coherence, and persuasiveness compared to their peers who did not engage in such activities.

In addition to improving linguistic competence, traditional methods of teaching oral speech were found to foster socio-cultural awareness and intercultural communication skills among English language learners. Studies by Smith and Brown (2017) explored the role of storytelling and narrative-based activities in promoting empathy and understanding of diverse cultural perspectives. By sharing personal anecdotes and cultural narratives, students developed empathy and appreciation for the cultural diversity inherent in oral communication.

Observations of English language classrooms implementing traditional methods of teaching oral speech provided additional evidence of their efficacy in facilitating language learning and skill development. Classroom observations revealed students' active involvement in speaking activities and their demonstrated progress in oral proficiency over time.

Discussions

The enduring relevance of traditional methods of teaching oral speech in English language education is underscored by their effectiveness in fostering systematic skill development and scaffolding of learning. The structured nature of traditional approaches provides learners, especially beginners and those with limited language proficiency, with a clear framework for acquiring and mastering oral communication skills. By breaking down complex language tasks into manageable components and providing ample opportunities for practice and repetition, traditional methods enable students to gradually build confidence and fluency in spoken English.

Moreover, the emphasis on repetition and practice inherent in traditional approaches facilitates the mastery of linguistic components essential for effective oral communication. Through consistent engagement with language patterns, vocabulary, and pronunciation drills, students develop automatized language skills that contribute to smoother and more fluent speech production. This repetitive practice not only reinforces language structures but also enhances students' ability to retrieve and apply linguistic knowledge in real-time communication situations.

Despite their effectiveness, traditional methods of teaching oral speech are not without limitations. One notable drawback is the potential lack of engagement and student motivation associated with repetitive and teacher-centered instructional practices. In today's digital age, where learners are accustomed to interactive and multimedia-rich learning environments, traditional methods may struggle to captivate and sustain students' interest over time. Moreover, these approaches may fail to address the diverse learning styles and preferences of individual students, leading to disparities in learning outcomes and engagement levels.

Furthermore, the evolving nature of language teaching necessitates the integration of innovative techniques and technology-enhanced pedagogies to meet the diverse needs of learners in the digital age.



Modern teaching methodologies such as communicative language teaching and task-based learning offer opportunities for authentic and meaningful language use in real-world contexts, fostering interactive communication and collaboration among students. Additionally, the integration of digital tools and resources, such as online language learning platforms, interactive whiteboards, and multimedia materials, can enhance the effectiveness and efficiency of language instruction by providing dynamic and interactive learning experiences.

By incorporating innovative techniques and technology-enhanced pedagogies alongside traditional methods, educators can create dynamic and engaging learning environments that cater to the diverse needs and preferences of learners. Blending the strengths of both traditional and modern approaches allows for a balanced and holistic approach to language teaching, maximizing students' opportunities for language acquisition and proficiency development.

In conclusion, while traditional methods of teaching oral speech remain integral in English language education for their structured approach and emphasis on systematic skill development, it is essential to recognize their limitations and adapt to the evolving needs of learners in the digital age. By integrating innovative techniques and technology-enhanced pedagogies, educators can create dynamic and engaging learning experiences that foster meaningful language learning and proficiency development in students.

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O'QITISH JARAYONINING NEYROFIZIOLOGIK XUSUSIYATLARI

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Annotatsiya: Mazkur maqolada inson miyasi faoliyatining o'qitish jarayonidagi o'rni va ahamiyati, shuningdek, o'quv faoliyatini samarali tashkil etishda neyrofiziologik mexanizmlarning tutgan o'rni tahlil etilgan. Miya tuzilmalari, nerv impulslarining o'tishi, xotira, diqqat va tafakkur jarayonlarining