



ancestry, meaning – free (man). Why does a family choose this name for a child? It is because at around the moment of birth one of the parents or relatives was sent to a jail. Yodgor – male name that means a memory of some- body, Umid – male and Umida – female name that mean hope of something and so on. I think that the naming of a child depends on a family environment. Some families name a child after their ancestor, some families after famous people in history and some families just after movie stars.

There are lots of Arabic names in the list of Uzbek names, for example: Muhammad, Mohammed – The name of the last Islamic Prophet. Ahmed, Abdulla, Karim, Sharif, Umar, Malik thus we can count on a huge number of Arabic names. So that sometimes we need to look through the dictionary to define the meaning of the name. There are also international names in the list of Uzbek names like Ibrahim (arabic) – Abraham(eng) – Авраам(rus).

And what about surnames we live by? The socialistic régime brought to Uzbekistan a new formula of naming with Russian endings in patronymics and surnames, for example in Russian: masculine, Ivan**ov** (surname) Sergey (name) Petro**vich** (patronymic). Feminine, Ivan**ova** (surname) Olga (name) Petro**vna** (patronymic). In Uzbek: masculine, Umar**ov** (surname) Bakhtiyor (name) Karim**ovich** (patronymic). Feminine, Umar**ova** (surname) Umida (name) Karim**ovna** (patronymic). In Arabic, Ahmed **ibn** Abdallah.

As you see there is no difference between Russian and Uzbek endings. So what these endings really mean? The endings – **ov**, **-ova** mean belongingness and answer the question “**Whose?**” “**Ivan’s**”. The endings – **vich** and – **vna** mean a name derived from the name of a father, typically by the addition of a suffix. For example: Tsar (king or monarch), and the son of tsar is tsare**vich**, Sergey Petro**vich** means Sergey the son of Petr and of course in Russian only not in Uzbek. In Uzbek these endings don’t make a sense.

Hereby I would like to restate Cecily Clark. She says that proper names are words without meaning; they make no sense because they have lost their meaning. They are words without connotation and are typically used to refer to individuals. She continues with the explanation that, before a descriptive formation becomes a ‘name’, it must be separated from its etymological meaning “in such a way that the sound sequence, no matter how complex its structure or plain its surface-meaning, becomes a simple pointer” [5, 2005: p.452].

After gaining the independence there occurred just partly changing in Uzbek naming. The Russian endings – **vich** and – **ovna** in patronymic were changed to – **o’g’li** (the son of) for male and – **qizi** (the daughter of) for female, but the endings – **ov** and – **ova** in surnames are still remaining.

In conclusion, I would like to emphasize that when a country has its own official language and alphabet, it must also establish its own naming rules. Names are integral elements of any language, reflecting not only the literary and cultural wealth of a nation, but also being evidence of its historical heritage for the whole world. Therefore, the creation of a unique and consistent naming system is a vital step in preserving and demonstrating the identity of the nation.

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O’QISH DARSLARINI TASHKIL ETISHDA MODULLI TA’LIM VA AXBOROT-KOMMUNIKATSIYA TEXNOLOGIYALARINING ROLI

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Annotatsiya: Mazkur maqolada o‘qish darslarini tashkil etishda modulli ta’lim va axborot-kommunikatsiya texnologiyalarining o‘rni va ahamiyati tahlil qilinadi. Modulli ta’lim o‘quv jarayonini tizimli, bosqichma-bosqich tashkil etishga yordam beradi, AKT esa o‘quvchilarda mustaqil fikrlash, matn bilan ishlash, tahliliy yondashuv ko‘nikmalarini shakllantirishda samarali vosita bo‘lib xizmat qiladi. Tadqiqotda modulli o‘qitish tamoyillari, interfaol metodlar va raqamli ta’lim resurslarining uyg‘unlashuvi o‘quvchilarning o‘qish motivatsiyasi va samaradorligiga ijobiy ta’sir ko‘rsatishi asoslab beriladi.

Kalit so‘zlar: modulli ta’lim, axborot-kommunikatsiya texnologiyalari, o‘qish darslari, interfaol metodlar, o‘quv samaradorligi, innovatsion yondashuv.

РОЛЬ МОДУЛЬНОГО ОБУЧЕНИЯ И ИНФОРМАЦИОННО-КОММУНИКАЦИОННЫХ ТЕХНОЛОГИЙ В ОРГАНИЗАЦИИ УРОКОВ ЧТЕНИЯ

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Аннотация: В статье рассматривается роль и значение модульного обучения и информационно-коммуникационных технологий в организации уроков чтения. Модульное обучение способствует систематизации образовательного процесса, а ИКТ выступают эффективным инструментом формирования у учащихся навыков самостоятельного мышления, анализа и работы с текстом. В исследовании обосновано, что сочетание принципов модульного обучения, интерактивных методов и цифровых образовательных ресурсов положительно влияет на мотивацию и эффективность чтения младших школьников.

Ключевые слова: модульное обучение, информационно-коммуникационные технологии, уроки чтения, интерактивные методы, учебная эффективность, инновационный подход.

THE ROLE OF MODULAR EDUCATION AND INFORMATION AND COMMUNICATION TECHNOLOGIES IN ORGANIZING READING LESSONS

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Abstract: This article analyzes the role and significance of modular education and information and communication technologies (ICT) in organizing reading lessons. Modular education helps to structure the learning process systematically, while ICT serves as an effective tool for developing students' independent thinking, analytical skills, and ability to work with texts. The study substantiates that the integration of modular teaching principles, interactive methods, and digital learning resources positively influences students' reading motivation and overall learning efficiency.

Keywords: modular education, information and communication technologies, reading lessons, interactive methods, learning efficiency, innovative approach.

O‘zbekiston Respublikasi ta’lim tizimida amalga oshirilayotgan keng qamrovli islohotlar doirasida ta’lim jarayonlarini modernizatsiya qilish, innovatsion usullar va texnologiyalarni keng joriy etish maqsad qilib qo‘yilgan. Ayniqsa, boshlang‘ich ta’lim tizimida o‘quvchilarning bilim, ko‘nikma va malakalarini oshirishda zamonaviy pedagogik texnologiyalardan foydalanish dolzarb masalalardan biri hisoblanadi. Zamonaviy texnologiyalardan boshlang‘ich sinflarda foydalanish yuzasidan ko‘plab tadqiqotlar olib borilgan. Bulardan Nafosat Jumaniyozova 2023-yilda “Boshlang‘ich ta’limda o‘quvchilarni ona tili va o‘qish savodxonligi darslarida samarali interaktiv metodlar orqali lug‘at boyligini oshirish” [1], Zarina Xudayqulova 2023-yilda “Boshlang‘ich sinflarni o‘qitishda interfaol metodlar” mavzusida, Dilfuza Is’haqova 2024-yilda “Boshlang‘ich sinf o‘quvchilarini o‘qitishda interfaol usullardan foydalanish” mavzusida, Musina Ziyodullayeva 2024-yilda “Boshlang‘ich sinflarni o‘qitishda interfaol metodlardan foydalanish” mavzusida, Dilafruz O‘raqova 2024-yilda “Boshlang‘ich sinf darslarini interfaol metodlar



asosida tashkil qilish” mavzusida tadqiqot olib borgan. S.A. Pattoyevich, R.M. Izatulloyevna va F.O’. Ashurqulovna muallifligidagi “Boshlang’ich sinflarda tabiiy fanlarni o’qitish jarayonida interfaol metodlardan foydalanish”[2], Sh.A.Donayeva muallifligidagi “Boshlang’ich ta’lim o’quvchilarini o’qitishda zamonaviy axborot texnologiyalaridan foydalanish usullari” [3], S. G’anijonova muallifligidagi “Boshlang’ich sinf o’quvchilarining o’qish fani savodxonligini oshirishda pedagogik texnologiyalar”[4], N.Q. Tovboyeva muallifligidagi “Boshlang’ich sinfda o’qitishning zamonaviy texnologiyalaridan foydalanish usullari”[5], Dilova N.G. “Boshlang’ich ta’limda o’zaro hamkorlik muhitini shakllantirish mexanizmlarini takomillashtirish”[6], Inaqov Q. “Hamkorlik pedagogikasi asosida ta’lim-tarbiya sifatini takomillashtirish”[7] kabi ishlarda boshlang’ich sinf o’quvchilarining o’qish samaradorligini oshirishdagi ta’sirini o’rgananganlar.

Hozirgi kunda boshlang’ich sinf o’quvchilarining o’qish samaradorligini yaxshilash masalasi global hamda milliy ta’lim tizimining dolzarb muammolaridan biri sifatida e’tirof etilmoqda. O’quv jarayonining sifatini oshirish maqsadida ta’limda interfaol yondashuvlardan foydalanish, modulli ta’lim metodikasi hamda media vositalarni tatbiq etishga alohida ahamiyat qaratilmoqda. Mazkur tadqiqot boshlang’ich sinf o’quvchilarining o’qish ko’nikmalarini rivojlantirishda zamonaviy usullarning qo’llanilishi, milliy va xalqaro tajribalarni uyg’unlashtirishga asoslangan yondashuvlarni o’rganishga yo’naltirilgan.

Ta’limning ilgari suruvchi kuchi – bu o’qituvchi faoliyatida didaktik masalalarni hal eta olish, zamonaviy metod va texnologiyalarni samarali uyg’unlashtirishdan iboratdir. O’quv jarayonida pedagogik texnologiyalarning to’g’ri loyihalaniishi, ularning natijaviyligi o’qituvchining didaktik vazifalarni chuqur anglab, ularni maqbullashtirib amalga oshira olishiga bevosita bog’liq.

Ma’lumki, interaktiv va mazmunan boy ta’lim jarayoni o’quvchilarda bilimga bo’lgan qiziqishni orttiradi, ularni mustaqil fikrlashga undaydi. Shu bois, o’quvchilar bilan ishlashda innovatsion yondashuv, faol o’qitish metodlari, hamkorlikka asoslangan pedagogik strategiyalar muhim ahamiyat kasb etadi. Hozirgi kunda ilg’or ilmiy-pedagogik maktablar, tajribali professor-o’qituvchilar va soha mutaxassislari yangi avlod ta’lim texnologiyalarini ishlab chiqish, sinovdan o’tkazish va ta’lim amaliyotiga joriy etishga katta e’tibor qaratmoqdalar.

Tinglab tushunish ko’nikmasini rivojlantirishda didaktik o’yinlarni ham o’rni katta. “Didaktik o’yinlarni fikrning audio-vizual, ekstralingvistik va emotsional ta’sir vositalari orqali ifodalanishi muloqot jarayonining tabiiy sharoitda yuz berishini ta’minlaydi buni sinfda va sinfdan tashqari mashg’ulotlarda foydalanish mumkindir” [8]. Bu o’yinning afzalliklari va qulayliklari juda ko’pdir. Psixologik jihatdan tadqiqot olimlarining olgan natijasiga ko’ra “inson eshitish orqali 40% ga faol o’zlashtiradi; ko’rish orqali 50% ga; bir vaqtning o’zida ko’rsa va eshitsa, bunday axborot 70-75% xotirada qoladi. Agar inson faoliyati mustaqil ravishda amalga oshirilsa, olingan ma’lumotlar 92% ga yodda qoladi” [9].

“Didaktik o’yinlar o’quvchining e’tiboridan chetda qolgan holda til materiali o’zlashtiriladi, bu esa yengilgan to’siqlardan qoniqish hissini va o’quvchining hamma bilan teng asosda so’zlasha olishini anglashga sabab bo’ladi” [10].

Ta’lim jarayonini modernizatsiya qilish, o’quvchilarning mustaqil bilim olish faoliyatini faollashtirish, o’qitish samaradorligini oshirishda modulli ta’lim texnologiyasi va axborot-kommunikatsiya texnologiyalari (AKT) muhim ahamiyat kasb etmoqda. Ayniqsa, boshlang’ich sinflarda o’qish darslarini tashkil etishda ushbu texnologiyalarni uyg’unlashtirish ta’lim sifatini yangi bosqichga olib chiqmoqda.

1. Modulli ta’limning o’qish darslaridagi o’rni

Modulli ta’lim — bu o’quv jarayonini maqsadga yo’naltirilgan, mustaqil o’rganishga asoslangan, kichik mantiqiy bloklar (modullar) orqali tashkil etish tizimidir. Har bir modul o’quvchi tomonidan aniq maqsadga yo’naltirilgan bilim, ko’nikma va malakalarni o’zlashtirishga xizmat qiladi. Boshlang’ich sinf o’quvchilari uchun modulli o’qitish jarayoni o’qish darslarini bosqichma-bosqich, izchil va individual yondashuv asosida tashkil etish imkonini beradi. Bu esa:

- o’quvchilarda mustaqil fikrlash va o’zlashtirish sur’atini rivojlantiradi;
- o’quvchining individual qobiliyatlarini hisobga olgan holda o’qitish imkonini beradi;
- o’quv jarayonining shaxsga yo’naltirilgan modelini yaratadi;
- o’qish darslarida tahlil, taqqoslash, umumlashtirish kabi kognitiv jarayonlarni kuchaytiradi.

Masalan, “O’qish darslari uchun modulli dastur” o’quv materialini mavzular bo’yicha mantiqan bog’liq qismlarga ajratadi: tayyorlov moduli, asosiy modul va yakuniy modul. Har bir modul o’quvchilarning yosh va psixologik xususiyatlariga mos shaklda ishlab chiqiladi.



2. Axborot-kommunikatsiya texnologiyalarining roli

AKT vositalari (multimedia taqdimotlar, audio-kitoblar, elektron darsliklar, interaktiv platformalar, onlayn test tizimlari va videomateriallar) o’qish darslarini tashkil etishda o’quvchilarning e’tiborini jalb etadi, ularning o’qishga bo’lgan motivatsiyasini oshiradi.

AKT vositalarining o’qish jarayonidagi afzalliklari quyidagilardan iborat:

- o’quvchilarda matnni vizual va audio tarzda qabul qilish imkoniyatini yaratadi;
- axborot manbalariga tezkor kirish imkonini beradi;
- o’qituvchi va o’quvchi o’rtasidagi muloqotni interaktiv shaklda tashkil etadi;
- individual ta’lim traektoriyasini shakllantirishga yordam beradi.

O’qish darslarida, masalan, AKT vositalari yordamida hikoyani tinglash, personajlarni tahlil qilish, matn asosida animatsion sahna yaratish yoki interaktiv o’yinlar orqali mazmunni mustahkamlash mumkin. Bu jarayon o’quvchilarda matnga nisbatan hissiy qiziqishni uyg’otadi va matnni chuqurroq anglashga yordam beradi.

3. Modulli ta’lim va AKT integratsiyasining samarasi

Modulli ta’lim va axborot texnologiyalarining integratsiyasi boshlang’ich ta’lim jarayonini innovatsion va faol o’qitish modeliga aylantiradi. Bu integratsiya o’qitishning quyidagi sifat ko’rsatkichlarini oshiradi:

- bilimlarni uzviy va tizimli o’zlashtirishni ta’minlaydi;
- o’quvchilarni mustaqil izlanish faoliyatiga yo’naltiradi;
- o’qish savodxonligi va matn bilan ishlash kompetensiyasini shakllantiradi;
- o’qituvchining pedagogik texnologik kompetensiyasini rivojlantiradi.

Masalan, darsning har bir modulida multimedia materiallari (video, animatsiya, elektron matnlar)dan foydalanish o’quvchi uchun yangi axborotni tez va samarali o’zlashtirish imkonini beradi. O’quvchi o’zining o’rganish sur’atini belgilaydi, topshiriqlarni mustaqil bajaradi va natijani onlayn tarzda baholaydi.

4. Ilmiy-pedagogik natijalar

Tadqiqotlar shuni ko’rsatmoqdaki, modulli ta’lim va AKT asosida tashkil etilgan o’qish darslari o’quvchilarda:

- o’qish tezligini o’rtacha 20–25% ga oshiradi;
- o’qilgan matnni tushunish va tahlil qilish ko’nikmalarini 30% ga yaxshilaydi;
- o’qishga nisbatan ichki motivatsiyani sezilarli darajada kuchaytiradi;
- mustaqil va ijodiy fikrlashga rag’bat uyg’otadi.

Bu esa o’z navbatida o’qish savodxonligini rivojlantirish, kommunikativ ko’nikmalarni shakllantirish va o’quvchini axborot jamiyatida faol shaxs sifatida tarbiyalashga xizmat qiladi. O’qish darslarida modulli ta’lim va axborot-kommunikatsiya texnologiyalarining uyg’un qo’llanilishi ta’lim jarayonining sifatini oshirish, o’quvchilarning o’qishga bo’lgan qiziqishini kuchaytirish va o’qish kompetensiyasini rivojlantirishda muhim ilmiy-amaliy ahamiyatga ega. Ushbu yondashuv boshlang’ich sinf o’quvchilarini zamonaviy bilim olish muhitiga tayyorlaydi, ularda mustaqil o’rganish, muloqot va tahliliy fikrlash ko’nikmalarini shakllantiradi.

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FOSTERING COGNITIVE-ANALYTICAL THINKING AND DEVELOPING TRANSFORMATIVE READING SKILLS IN ENGLISH LESSONS AT PRESIDENTIAL SCHOOLS

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Annotation: This article explores the integration of cognitive-analytical thinking and the development of transformative reading skills in English language instruction at Presidential Schools in Uzbekistan. It highlights the importance of equipping students with higher-order thinking abilities that go beyond surface-level comprehension, enabling them to critically engage with texts and reflect on their own perspectives. The paper outlines practical strategies for fostering analytical thinking through inquiry-based learning, discussion, and real-world content. It also emphasizes the role of transformative reading in shaping students’ personal growth and global awareness. The article concludes with recommendations for educators and curriculum designers to enhance English teaching practices in line with modern educational goals.

Key words: Presidential Schools, English Language Teaching, Cognitive-Analytical Thinking, Transformative Reading, Critical Thinking Skills, Student-Centered Learning, Reflective Reading, 21st Century Education.

PRESIDENT MAKTABLARIDA INGLIZ TILI DARSLARIDA KOGNITIV-ANALITIK FIKRLASHNI SHAKLLANTIRISH VA TRANSFORMATIV O‘QISH KO‘NIKMALARINI RIVOJLANTIRISH

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Annotatsiya: Ushbu maqolada O‘zbekiston Prezident maktablarida ingliz tili darslarida kognitiv-analitik fikrlashni shakllantirish va transformativ o‘qish ko‘nikmalarini rivojlantirish masalalari yoritilgan. Unda o‘quvchilarda yuzaki tushunishdan tashqari, chuqur fikrlash, matn bilan tanqidiy ishlash va o‘z qarashlarini tahlil qilish kabi yuqori darajadagi tafakkur ko‘nikmalarini shakllantirishning ahamiyati ta’kidlanadi. Maqolada izlanishga asoslangan ta’lim, munozara va real hayotiy materiallardan foydalanish orqali analitik fikrlashni rivojlantirish bo‘yicha amaliy strategiyalar keltirilgan. Shuningdek, transformativ o‘qishning o‘quvchilarning shaxsiy rivojlanishi va global dunyoqarashini shakllantirishdagi o‘rni yoritilgan. Maqola yakunida ingliz tili o‘qituvchilari va o‘quv dasturlarini ishlab chiquvchilar uchun zamonaviy ta’lim maqsadlariga mos ravishda tavsiyalar berilgan.

Kalit so‘zlar: Prezident maktablari, Ingliz tilini o‘qitish, Kognitiv-analitik fikrlash, Transformativ o‘qish, Tanqidiy fikrlash ko‘nikmalari, O‘quvchiga yo‘naltirilgan ta’lim, Reflektiv o‘qish, 21-asr ta’limi.