



MOBIL TEXNOLOGIYALAR ASOSIDA TEXNIK YO‘NALISHDAGI TALABALARGA CHET TILLARINI O‘QITISH

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Annotatsiya: Ushbu maqolada chet tillarini o‘qitishning metodik tizimi va talabalarni mobil texnologiyalar orqali o‘qitishga jalb etish uchun muhim bo‘lgan tamoyillar yoritilgan. Chet tilini o‘qitish metodikasida ko‘rinishning bir necha shakllari mavjud bo‘lib, maqolada chet tili darslarida ko‘rgazmali vositalardan foydalanish g‘oyasi bayon etilgan.

Kalit so‘zlar: mobil ta’lim, didaktik tamoyillar, metodik tamoyillar, kompyuter vizuallashtirish, ko‘rgazmalilik.

USING MOBILE TECHNOLOGIES TO TEACH FOREIGN LANGUAGES TO STUDENTS IN TECHNICAL FIELDS.

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Annotation: This article demonstrates the methodological system of teaching foreign languages and the principles which are important to know to engage our students to mobile technologies, there are several forms of visibility in the methodology of teaching a foreign language, the idea about visual aids in foreign language classes.

Key words: mobile learning, didactic principles, methodological principles, computer visualization, visibility:

ИСПОЛЬЗОВАНИЕ МОБИЛЬНЫХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ СТУДЕНТОВ ТЕХНИЧЕСКИХ НАПРАВЛЕНИЙ

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Аннотация: В данной статье рассматривается методическая система обучения иностранным языкам и принципы, которые важны для вовлечения студентов в процесс обучения с использованием мобильных технологий. В методике преподавания иностранного языка выделяются различные формы наглядности, а также рассматривается идея использования наглядных пособий на занятиях по иностранному языку.

Ключевые слова: мобильное обучение, дидактические принципы, методические принципы, компьютерная визуализация, наглядность.

These days, mobile learning has gained popularity due to its numerous benefits. For example, it provides a more convenient and flexible way to learn, allowing learners to fit education into their busy schedules. Additionally, mobile learning can improve engagement and motivation, as it provides a more interactive and personalized learning experience. Furthermore, it can increase accessibility to education for individuals who may not have access to traditional classroom settings. However, there are some challenges we face when we teach the students. Thus, we should know about following patterns of building modern methodological learning systems, let us dwell in detail on the system of principles that are most suitable for using mobile technologies in teaching students a foreign language:

1) didactic principles of teaching a foreign language:

- the principle of visibility;
- the principle of consciousness;
- the principle of activity;



- the principle of accessibility and feasibility;
- the principle of strength;
- the principle of adaptability;
- the principle of organizational ergonomics;
- 2) methodological principles of teaching a foreign language:
 - the principle of communication;
 - the principle of situational-thematic organization of training;
 - the principle of interactivity;
 - the principle of modular training;
 - feedback principle;
 - the principle of informatisation of education. [1]

Now, it is an explanation some principles which is important in the methodological system of teaching foreign languages. For example: when using mobile technologies in teaching students a foreign language is expressed in computer visualization of educational material aimed at mastering knowledge and developing skills and abilities. The essence of the principle of visibility is to enhance the sensory perception of students through the use of specific images to define abstract concepts. In the methodology of teaching a foreign language, there are several forms of visibility:

linguistic, reflecting the functional aspects of the language (language norms, speech samples, etc.); visual (photo and video materials) and auditory (audio materials).

In addition, the bidirectional use of visual aids is noted: from learning to cognition. Firstly, visual aids contribute to the mastery of students' speech skills and language skills, introduce students to the pronunciation norms of the language, grammar and lexical phrases, etc. Secondly, visual aids act as a source of knowledge, from where students draw knowledge about the country of the language being studied. Visual aids are currently active used in foreign language classes. However, despite this, there is an unspoken rule stating that the visualization of educational material should be used in moderation and contribute to a conscious perception and adequate assessment of what is happening. [2]

The principle of consciousness suggests that in the process of teaching a foreign language, the teacher transmits knowledge to students, and each individual student independently develops personal ideas and attitudes. First of all, it is worth noting that the degree of assimilation of educational material directly depends on the actions of the teacher, who sets the general motivation of the study group and the activation of cognitive activity. However, the implementation of this principle also depends on the conscious attitude of students to the educational process, which, in turn, implies the ability to verbalize existing knowledge, positive motivation for learning and the subject of study in particular, and expressing the maximum degree of independence in studying the material.

The principle of activity is the development of mental activities of students based on the satisfaction of speech needs. The speech activity of students determines the inclusion of such mental processes as thinking and memory, which contribute to the realization of creative potential and the formation of skills for independent work with systematized knowledge.[3] Highlighting the sources of activity, it is necessary to note the importance of motivating factors: the use of visual teaching aids, the organization of project activities, the use of tasks of a problematic nature, etc.

The principle of communication is the leading principle in methods of teaching a foreign language. According to this principle, the process of teaching a foreign language is based on real situations of communication or as close as possible to them. Following the principle of communicativeness determines the forms of constructing classes in teaching a foreign language, in accordance with which the goal of learning (mastery of the language as a means of communication) intersects with the means of achieving this goal - speech activity. This approach to learning implies a focus on solving specific problems in the process of communicating in a foreign language.[4]

To sum up, mobile learning is not easy but we can create attractive lessons in order to engage our students to our lessons. These given principles useful for us to create attractive ones. Mobile learning is a great opportunity to learn foreign languages in a different situations. Creative methods mark a next desirable superior level in modernizing the teaching strategies so that the full potential of a student's abilities can be activated and the desire for independence and originality, for competition, for searching novelty and working better in the language classes can be encouraged and the learners' best interests are satisfied [5]

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INKLYUZIV TA'LIM JARAYONIGA OILA VA JAMIYATNING TA'SIRI: IMKONIYATLAR VA MUAMMOLAR

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Kalit so'zlar: Inklyuziv ta'lim, Jamiyat, Oila, Ta'lim tizimi, Nogiron bolalar, Ota-onalar roli, Ijtimoiy adolat, Farzandlar rivoji, Maxsus ehtiyojlar, Inkluziv ta'lim konsepsiyasi.

THE INFLUENCE OF FAMILY AND SOCIETY ON THE INCLUSIVE EDUCATION PROCESS: OPPORTUNITIES AND CHALLENGE

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Abstract: This article analyzes inclusive education and its importance in society, as well as the contribution of the family and society to the education system. It emphasizes the need for parental and community support for inclusive education, training of pedagogical personnel, development of the material and technical base of schools, and improvement of the social environment for children with disabilities.

Keywords: Inclusive education, Society, Family, Education system, Children with disabilities, Role of parents, Social justice, Child development, Special needs, Inclusive education concept.

ВЛИЯНИЕ СЕМЬИ И ОБЩЕСТВА НА ПРОЦЕСС ИНКЛЮЗИВНОГО ОБРАЗОВАНИЯ: ВОЗМОЖНОСТИ И ПРОБЛЕМЫ

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Аннотация: В статье анализируется инклюзивное образование и его значение в обществе, а также вклад семьи и общества в систему образования. Подчеркивается необходимость поддержки инклюзивного образования со стороны родителей и общества, подготовки педагогических кадров, развития материально-технической базы школ и улучшения социальной среды для детей с ограниченными возможностями здоровья.