

**XORIJIY TILLARNI O'QITISHDAGI VA XORIJIY TILLARNI
O'RGANUVCHI TALABALARNING OG'ZAKI NUTQINI
SHAKLLANTIRISHDAGI MUAMMOLAR**

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Annotatsiya: Mazkur maqolada xorijiy tillarni o'qitishdagi muammolar asosan og'zaki nutq kompetensiyalarini shakllantirishda duch keliniladigan muammolarning kelib chiqishi hamda ularning yechimlari haqida batafsil ma'lumot beriladi. Chet tillarini intensiv o'qitishga ta'sir ko'rsatayotgan omillarni o'rganish maqsadida ta'lim sohasi standartlar asosida tekshirildi shu bilan birga pedagoglar bilan fikrlar almashildi. Jarayon shuni yaqqol ko'rsatadiki, dars jarayonida asosiy manba faqat darsliklar ekanligi, guruhlardagi taqsimotning maqsadga muvofiq emasligi, ish o'rinlarini band qilgan ayrim o'qituvchilar o'z ishlarining ustasi emasligi va asosiy kamchiliklardan biri guruhda til muhitining qoniqarli emasligi o'quvchi (talaba)larning xorijiy tillarni o'rganishini qiyinlashtirmoqda. Maqolada yuqoridagi muammolarga atroflicha yechim hamda xulosalar ko'rsatilgan.

Kalit so'zlar: intensiv o'qitish, standard, nutq kompetensiyasi, master, interaktiv o'yinlar, kreativ, muqobil tanlov, metod.

Annotation: this article provides detailed information about the origin of the problems in teaching foreign languages, mainly in the formation of oral speech competences, and their solutions. In order to achieve this goal, the field of education was checked on the basis of the standards, at the same time opinions were exchanged with the pedagogues. The process clearly shows that the main source in the course of the lesson is only textbooks, the distribution in groups is inappropriate, and some teachers have reserved jobs. The fact that he is not a master of his work and one of the main disadvantages is that the language environment in the group is not satisfactory, which makes it difficult for students to learn foreign languages.

Keywords: intensive training, standard, speech competence, master, interactive games, creative, alternative choice, method.

Hozirgi rivojlanib borayotgan jamiyatimizda xorijiy tillarni o'rganishga bo'lgan talab jadallik bilan oshib ketdi. Endilikda insonlar o'zlarini ham shaxsiy ham kasbiy rivojlantira

olishlar uchun chet tillarini o'rganishni eng muqobil tanlov sifatida belgilamoqda. Jumladan, chet tillarini o'rganishga ehtiyoj sifatida qaralgandan buyon o'qitishdagi ba'zi muammo va kamchiliklar yaqqol ko'zga tashlanib qoldi. Avvalo, muammolarga yechim qidirishdan oldin ularni o'rganib chiqish maqsadga muvofiq.

Ayni vaqtda, ko'pchilik ta'lim muassasalarida kuzatiladigan kamchiliklardan biri bu - o'qituvchilar dars jarayonida faqat darsliklarga tayanib qolishidir. Belgilangan o'quv darsliklar asosiy manba sifatida qaralsada, XXI asr fan - texnologiyalar rivojlangan va kundalik hayotining bir qismiga aylangan o'quvchi (talaba)larni kreativ g'oyalar, interaktiv o'yinlar bilan boyitilgan dars jarayonisiz, energiyaga boy jonli muhit yaratib berolmagan o'qituvchi bolaning motivatsiyasini tushirib yuborishi turgan gap. Bundan tashqari, o'quvchi (talaba)larni bilim darajasi hamda o'zlashtirishiga qarab guruhlarga ajratgan holda shug'ullanish ham samarali metodlardan biri sifatida qaraladi. Binobarin, xorijiy tillarni o'rganuvchi ayniqsa og'zaki nutqini shakllantirish uchun talaba (o'quvchi) ustoz bilan muntazam ravishda fikr almashishi, gapirish (speaking) ko'nikmalarini mashq qilib turishi lozim.

Aytishimiz mumkinki, dars jarayonlarini tashkil qilishda kamchiliklarga yo'l qo'yilganligining bosh sababi - ayrim xorijiy tili o'qituvchilarning o'z ishlarining masteri emasligidir. Ya'ni ular dars jarayonini to'g'ri shakllantira olmaganliklari uchun talaba (o'quvchi)lar og'zaki nutqini shakllantirishda qiyinchiliklarga duch kelishmoqda. Guruhda va til o'rganuvchi talaba (o'quvchi) atrofida qulay muhit yaratilmaganligi keyingi kamchiliklardan biri deb talqin qilinadi. Negaki, tillarni o'rganish jarayonida og'zaki nutqini shakllantirish doimo o'sha tildagi muntazam ravishda muloqatda bo'lishni talab qiladi. Bu degani chet tillarini asosan nutq ko'nikmalarini shakllantirish uchun ikki yoki uch soatlik darsdagi muloqat kutilgan natijaga erishish uchun yetarli emas. Demak, ular atrofida to'g'ri auditoriyani yig'a bilishi lozim.

Ushbu maqola chet tillarini o'rganishdagi ayniqsa og'zaki nutq ko'nikmalarini shakllantirishda yo'l qo'yiladigan kamchiliklar va ularning atroficha yechimlari haqida ta'kidladi. Og'zaki nutqni rivojlantirish nafaqat kasbiy hamda shaxsiy rivojlanish uchun kerakli qism bo'lganligi uchun ham dars jarayonidagi kamchiliklarga e'tibor qaratilib, maqbul metodlardan foydalanish lozim.

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