

ЎЗБЕКИСТОН RESPUBLIKASI
ОЛИЙ ВА ЎРТА МАХСУС ТАЪЛИМ ВАЗИРЛИГИ
MINISTRY OF HIGHER AND SECONDARY SPECIALIZED
EDUCATION OF THE REPUBLIC OF UZBEKISTAN

САМАРҚАНД ДАВЛАТ ЧЕТ ТИЛЛАР ИНСТИТУТИ
SAMARKAND STATE INSTITUTE OF FOREIGN LANGUAGES

САМАРҚАНД КОНФУЦИЙ ИНСТИТУТИ
SAMARKAND CONFUCIUS INSTITUTE

БУЮК ИПАК ЙЎЛИДА УМУМИНСОНИЙ ВА МИЛЛИЙ
ҚАДРИЯТЛАР: ТИЛ, ТАЪЛИМ ВА МАДАНИЯТ

GLOBAL AND NATIONAL VALUES ALONG GREAT SILK
ROAD: LANGUAGE, EDUCATION AND CULTURE

ХАЛҚАРО ИЛМИЙ-АМАЛИЙ КОНФЕРЕНЦИЯ
МАТЕРИАЛЛАРИ

Самарқанд, 2017 йил 23-24 июнь

PROCEEDINGS
OF THE INTERNATIONAL SCIENTIFIC CONFERENCE

Samarkand, 23-24 June 2017

Самарқанд-Шанхай, 2017
Samarkand-Shanghai, 2017

Taking consideration into one opinion I can say that multimedia helps us teachers make teaching and learning visual. Playing the video with or without the subtitles enhances visual learners. Radio helps auditory learners learn better. Listening to the tape and then having the script is a clear combination that helps visual and auditory learners. By using various kinds of Media in the classroom we can enhance students' understanding and promote it where necessary.

References

1. Teaching english through mass media. Vilna Talain Volume 2 Number 1, 2009
2. Paul Sanderson (2002). Using Newspapers in the Classroom, CUP
3. Jane Sherman (2002). Using Video in the Language Classroom, CUP
4. Gavin Dudley (2003). The Internet and the Language Classroom, CUP

ONLINE LEARNING OF WRITTEN FORMS OF SPEECH ACTIVITY

Rafyeva B. (Samsad)

In real life, a person faced with the need to possess written forms of speech activity (reading, writing). Unfortunately, the existing foreign language textbooks, both domestic and foreign, do not contain the full amount of material for these purposes. With the help of information materials on the Internet, you can fill in the missing gaps [3, 40].

Internet - an excellent tool to get information on the latest developments in the world. This primarily involves reading. The student can use the Internet to turn the classroom into a news agency, and their students - for-class readers. This activity is suitable for high school, because it includes a three-dimensional set of reading and interpretation. Firstly, it is necessary for most people. The possibility of direct communication with native speakers has a few, the ability to read at DICE (dictation, reports, programs) - almost everything. That is why the teaching of reading in favor today as the dominant method of getting the reading process, involving complex mental operations (analysis, synthesis, reasoning, etc.) and the result of it - information extraction - use of great importance in communicative-social activities of people [2].

Look-reading is to receive a total of a common understanding of the subject and the range of issues addressed in the text. This category, selective reading, reading text blocks for more detailed acquaintance with "focusing" parts and pieces. It usually occurs during the initial familiarization with the content of the publication to determine whether there is information the reader's interest in it, and on this basis to make a decision - to read it or not. When viewing the reading sometimes quite familiar with the contents of the first paragraph and the key proposals and to view the text. This kind of reading requires high reading skills as a reader and possession of a significant amount of linguistic material. To enhance the viewing reading is necessary to select a series of thematically related text materials and create a viewing situation. Of course, working directly with the Internet, students can also find a wealth of authentic reading materials on the studied subject [5]. In connection with this type of job are possible:

Title (illustrations) to make an assumption about the theme and content of the text;

On the external structure of the text, typography features to determine the type (character) text (advertising, announcement, weather reports, TV program);

By dominant leader word to make an assumption about the keywords and the text of the field of knowledge, which refers to the text.

It should be noted that when using the Internet in the classroom, the teacher can give students the opportunity to study the enormous amount of material (letters, photographs, various advertisements, ads, etc.) directly related to a specific topic, including a regional geographic nature, which contributes to the formation in children's ideas about the culture of the country of studied language.

Introductory reading is the reading of the knowing, in which the subject of attention of the reader becomes the voice of the work (book, article, story) without installing to receive certain information. For such a teacher can read up the lesson in the school library or from a home computer, if any, to choose texts for each student taking into account his individual capacity. Then, the lesson the teacher will only need to give the address of Internet texts, or if you cannot work in the classroom with a computer - print the texts.

Exploratory reading focuses on reading newspapers and literature in their specialty. Its goal is to find a quick text or texts of the array is quite certain data (factors, characteristics, digital indicators, instructions). It is aimed at finding specific information in the text. Look-reading requires the ability to navigate the logical-semantic structure of the text, choose from it the necessary information on a particular issue. The search serves more as a reading exercise, since the search of any information on the Internet, as a rule, is

carried out on the instructions of the teacher in the educational environment. Therefore, it is usually associated components in the development of other kinds of reading [2].

Thus, if work is provided with the text of a trial, or viewing search reading, the teacher should also find suitable texts on the network in advance. Reading these texts is better to give children a homework in class to organize an active oral practice on the basis of reading. At the lesson the teacher organizes the activities of students in accordance with the specifics of this kind of reading.

An indispensable tool in terms of mastery of reading skills is an online newspaper. It will allow students to plunge into the thick of world events taking place almost at the moment, to see things from different perspectives.

BBC World Service provides the opportunity to not only read, but also listen to the news, in many languages, and you can even choose the appropriate level of English and listen to news LEARNING ENGLISH mode. Interesting may seem a dual classification of items - by topic and by content. Feedback from the publisher by using links CONTACT US.

ABC News accompanies their publications in addition to audio and video even underneath. We can also talk on the proposed topic among readers in CHAT sections.

CNN World News also provides information in several languages and a double classification of articles. Perhaps the cause of audio and video support. Interaction readers with editorial staff and with each other is possible under the rubric DISCUSSION (discussion), which has a board (MESSAGE BOARDS), room for a chat (CHAT) and communication with the editorial board (FEEDBACK). The New York Times in addition to the above offers its readers a training version of the paper with pre-job development.

In addition to work on reading, you can fill up your vocabulary. For this we need to offer students make entries, based on the read information. Perhaps the acquisition of new grammatical skills, examples of articles will help them to enrich their vocabulary [4, 6].

The main advantage of this work is that the students have access to first-hand information, rather than a week or more ago of print, and are involved in the thick of world events, personally exerting an influence on him.

As a result, the Internet may be used not only passively but actively. With the help of the Internet, students can try yourself as not consumers, and providers of information. Website THE YOUNG VOICES OF THE WORLD - an open forum, which is a kind of publishing, where anyone can publish his works, making them accessible to an audience of millions and expressing their views for discussion. All works are accompanied by their creators' email address, which allows the implementation of feedback and using discussions. The Internet can fully provide us with the text information [1, 18].

Thus, with the help of the Internet, you can successfully implement effective training productive kinds of speech activity as reading.

References

1. Профессора К.И. Огневиче исследование перн // "ЯИИП", 1999, - №2, -18 с.
2. Крылова Н.В. Непознавание ИИТ в учебной деятельности иноязычного языка // Биопоиски ИИТ: опыт, проблемы, перспективы. 2008. - №34.
3. Макагенири Н.И. Непознавание ИИТ на языке ИИТ // "ЯИИП", 2001, - №5, - 40 с.

ROLE AND PLACE OF TELECOMMUNICATIONS IN THE STUDY OF A FOREIGN LANGUAGE IN THE SYSTEM OF HIGHER EDUCATION

Yakubova M. (SamsadCHTI)

The use of computers and telecommunications became widely practiced in the system of higher education abroad and in our country, especially in teaching a foreign language. With regard to a foreign language, due to the absence of a natural environment in the learning process, an artificial environment is created. New opportunities, opened by e-learning, the use of multimedia, have further diversified the methods of teaching a foreign language. The main groups of tasks, solved by means of multimedia, include:

1. Supporting students' educational work.
2. Providing real communication with native speakers.
3. Providing quick access for all participants of the educational process to rapidly growing information funds stored in online information systems.
4. Enriching interaction between teachers, exchange of pedagogical experience and didactic materials.

E-learning is a novel term that is used to refer to different forms of learning, where a teacher and a student are separated, from each other by space and time and communicate with each other through information technology. The term "e-learning" is used in various contexts. Recently, in most institutions of

Жуманилова Д., Ганиев Ш. (Миллий рассомлик ва дизайн институти) Буюк ипак йўлининг эралий тарихи.....	313
Зарипов О. (СамДУ) Буюк ипак йўли мамлакатларида ушбу инсоний қадриятларнинг ривожланиши.....	316
Имомов Ш.А. (СамДУ) Жамият ҳаётида иқтисодий институтлар.....	317
Қаҳҳоров С. (ТошГУ) Буюк ипак йўлида жойлашган айрим давлатларга "оммавий маданият"нинг таъсири.....	318
Қодирова Э. Б. Муродова М. Х. (ТулДУ) Буюк ипак йўли мамлакатларининг халқлари қўлаган тақдирлар тарихидан.....	320
Қушнаева Д.У. (СамДУ) Азия давр ва илк ўрта асрларда Ўрта Осиё халқларининг маданий алоқлари.....	322
Навлинков У. (ТулГУ) Китайская каллиграфия и её эстетическая сущность.....	323
Музаффаров Н. (СамДСИ) Буюк ипак йўлининг Ғарб жамият тарраққоти ривожланиши аҳамияти.....	326
Муллаев А. (СамДУ) Ўзбекистоннинг замонавий ипак йўлидаги маданий муносабатлари.....	327
Муталлабжонов М. (АВХТХКУМОИ) Амир Темур ва темирйўллар даврида буюк ипак йўли.....	329
Назаров А.А. (СамДУ) Мустанеллик билларида археология соҳасида халқаро ҳамкорлик.....	331
Нормуродова Н.З. (доцент ТПУУЯД), Национально-культурный подход в свете новых направлений.....	332
Раҳимов М. (СамДУ), Ғриббева М. (музей илмий ходими) Сохобкирон Амир Темур ҳақида ёзилган бадиий, тарихий асарлардаги замон, макон ва шахслар хусусида баъзи мулоҳазалар.....	334
Раҳматов Б. Б. (СамДҲТИ доценти) "Буюк ипак йўли" ўттай мамлакатлар истисодий ривожланиши.....	336
Тўракулова М. (АВХТХКУМОИ) Марказлашган Амир Темур давлатининг ташкил топини масаласига доир.....	337
Умаров А.Ш. (СамДУ) Буюк ипак йўлининг энг қадимги шаҳарларидан бири Самарқанд воқиси: ибтидоий тарихдан.....	339
Шаринова М. (ЎЗДЖТУ) Ўзбек халқининг умумий мулки.....	340
Эргашев Х.С. (ТАТУ Қарим филиали) Буюк ипак йўли мамлакатларида модал қадриятлар.....	342
Исҳоубанов Н.К. (СамДУ) Великий шелковый путь в эпоху Амира Темура.....	345
Есбоғанова Б.Д., (НПШ) Декоративно-прикладное искусство каракалпацкого народа.....	347
Ким С.Ф. (СамГУ) Обстоятельства определения в повести А.С. Пушкина "Дубровский".....	348
Ураимова М. (АОИШПҚНО), Внедрение педагогических и инновационных технологий в процесс преподавания русского языка и литературы.....	350
Khaytullayev Kh. (SamsIFL) About hierarchical relations between phonematic level's units and morphematic level's units.....	352
Nabiyev O. (SamsDCHTI) Madaniyatlararo euloqot va tarjima jarayoni.....	354
Akhmadjonov B.I. (FetKPEC) Features of business etiquette in the uzbek and english languages.....	355
Amirova M.I. (FetSU) Language features of different types of written english and uzbek official documents.....	357
Бағирова А.М. (СамИЭС) Отражение языковой личности в портретах описаниях.....	360
Amirov A.T. (SamsIFL) Proverbs and sayings as cultural property of uzbek people.....	361
Petruşan N.V. (SamsIFL) Oral methods of teaching in primary school.....	361
Doblyeva L.B. (SamsDCHTI) Sinderov F.X. (SamsSI qoshidagi 2-son itisuz Fransuz tilida fe'l shakllarining o'tlashishi va ularning ayrim o'ziga xos xislatiyatlari.....	363
Murodova F. (SamsIFL) The role of mass media in teaching and learning foreign languages.....	364
Kabyeva B. (SamsAI) Online learning of written forms of speech activity.....	366
Yakubova M. (SamsDCHTI) Role and place of telecommunications in the study of a foreign language in the system of higher education.....	367
Abdullayeva A.E. (TRU) The actuality of using project and activity methods in teaching foreign languages.....	369
Касымова Н.Д. (АОИШПҚНО) Диагностика коммуникативной компетентности.....	371
dezhnevskaya.....	371
Баҳрадинова М.Ш. (СамГИЯ) The role of authentic materials in the classroom.....	371
Djurgayeva M. (SamsDCHTI) Oliy o'quv yurtlarida xorijiy tillarni o'qitishda multimedia vositalaridan foydalanish.....	373

БУЮК ИПАК ЙЎЛИДА УМУМИНСОНИЙ ВА МИЛЛИЙ ҚАДРИЯТЛАР:
ТИЛ, ТАЪЛИМ ВА МАДАНИЯТ

(Халқаро илмий-амалий конференция материаллари)

GLOBAL AND NATIONAL VALUES ALONG GREAT SILK ROAD:
LANGUAGE, EDUCATION AND CULTURE

(Proceedings of international conference)

Муҳаррирлар: И. Тоғасев, С. Қаримова, Н.Н. Муминов
Техник муҳаррир: Х. Амиридов
Компьютерда саҳифаловчи: Ш. Норбугасев, Д. Жўрамуллоев
Муҳалликлар: Ш. Абдураҳимов, Б. Ибодуллоев
Таржимонлар: Д. Киселёв, Г. Митанов, Н. Тўғалов

Editors: Togayev I. S., Karimova, N. Muminov
Technical correction: H. Amiridov
Computer design: Sh. Norbutayev, D. Juramurodov
Text correction: Sh. Abdurakhimov, B. Ibdullayev
Translators: D. Kiselev, G. Mitanov, N. Tugayev

ISBN 978-9943-4399-0-0

Ўтказилган № 10-3512
Босилган 19.08.2017 йилда руҳсат этилди.
Қоғоз бичими А4. Офсет қоғози. Шарҳи босма таъбири 38.3.
Наширнинг ҳисоб таъбири 47,2. Алади 100 нуска. Буюртма №142.

СамДҲТИ нашр-маъбаа марказида чоп этилди.
Матни: Самарқанд шаҳри, Бўстонсарой кўчаси, 93-уй.

