



2013 год — Год поддержки собственного предпринимательства
индивидуальных предпринимателей

**ГАРМОНИЧНО РАЗВИТОЕ ПОКОЛЕНИЕ —
УСЛОВИЕ СТАБИЛЬНОГО РАЗВИТИЯ
РЕСПУБЛИКИ УЗБЕКИСТАН**

Сборник научно-методических статей

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century New York. O. Henry had an inimitable hand for isolating some element of society and describing it with an incredible economy and grace of language.

Some of his best and least-known work is contained in **Cabbages and Kings**, a series of stories each of which explores some individual aspect of life in a paralytically sleepy Central American town, while advancing some aspect of the larger plot and relating back one to another. He had an obvious affection for the city, which he called "Bagdad-on-the-Subway", and many of his stories are set there – while others are set in small towns or in other cities. His final work was "**Dream**", a short story intended for the magazine the *Cosmopolitan* but left incomplete at the time of his death.

Among his most famous stories are: "**The Gift of the Magi**" about a young couple, Jim and Della, who are short of money but desperately want to buy each other Christmas gifts. Unbeknownst to Jim, Della sells her most valuable possession, her beautiful hair, in order to buy a platinum fob chain for Jim's watch; while unbeknownst to Della, Jim sells his own most valuable possession, his watch, to buy jeweled combs for Della's hair. The essential premise of this story has been copied, re-worked, parodied, and otherwise re-told countless times in the century since it was written.

"**The Cop and the Anthem**" about a New York City hobo named Soapy, who sets out to get arrested so that he can be a guest of the city jail instead of sleeping out in the cold winter. Despite efforts at petty theft, vandalism, disorderly conduct, and "flirting" with a young prostitute, Soapy fails to draw the attention of the police. Disconsolate, he pauses in front of a church, where an organ anthem inspires him to clean up his life; ironically, he is charged for loitering and sentenced to three months in prison. "A Retrieved Reformation" which tells the tale of safecracker Jimmy Valentine, recently freed from prison. He goes to a town bank to cash it before he robs it. As he walks to the door, he catches the eye of the banker's beautiful daughter. They immediately fall in love and Valentine decides to give up his criminal career. He moves into the town, taking up the identity of Ralph Spencer, a shoemaker. Just as he is about to leave to deliver his specialized tools to an old associate, a lawman that recognizes him arrives at the bank. Knowing it will seal his fate, Valentine opens the safe to rescue the child.

However, much to Valentine's surprise, the lawman denies recognizing him and lets him go. "**The Caballero's Way**", in which Porter's most famous character, the Cisco

Kid, is introduced. It was first published in 1907 in the July issue of everybody's Magazine and collected in the book *Heart of the West* that same year. In later film and TV depictions, the Kid would be portrayed as a dashing adventurer, perhaps skirting the edges of the law, but primarily on the side of the angels. In the original short story, the only story by Porter to feature the character, the Kid is a murderous, ruthless border desperado, whose trail is dogged by a heroic Texas Ranger. The twist ending is, unusually for Porter, tragic. In conclusion, world literature is a mirror which can clearly show nations' heritage and mental wealth. American famous writer O. Henry is the one of the high respectful author and by the help of his stories reader can create their own personality for themselves. His works can lead people to the light tomorrow.

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3. www.shortstoriesbyOHenry.uz

EFFECTIVE TEACHING OF ENGLISH WITH THE USE OF DIFFERENTIATED INSTRUCTION

F.Umarova, senior teacher of chair "Foreign languages"

Tashkent Institute of Irrigation and agricultural Mechanization of Engineers

The first step in differentiating instruction is to examine current practice. The effective teaching that ranges from whole class instruction to sustaining a differentiated instruction culture in the classroom. Consider where you are now and the steps you could take to increase your effectiveness and your responsiveness to learners' needs. A commitment to implementing differentiated instruction is a pledge to engage in the achievement of students, professional development and a collaborative process that ensures learning and success for all. Committing to differentiated instruction involves:

- Using assessment to gather information about students' readiness, interests and learning preferences
- Using this information to differentiate the learning environment, instruction, and assessment and evaluation.

• Selecting from a varied repertoire of strategies to meet the particular needs of students.

Knowing the Learner means to know student readiness, student interests, student learning preferences, learning style preferences, intelligence preferences and environmental preferences. Assessing to Inform Differentiated Instruction includes assessment for learning and assessment as learning. Developing Learner Profiles includes class profiles and student profiles. When we find out who our students are, we can support them in their learning. Differentiated instruction involves using assessment to gather information about student readiness, interests and learning preferences.

Differentiated instruction is teaching with student differences in mind. It requires us to have an understanding of our students as learners so that we can purposefully plan instruction, assessment and evaluation to best meet their diverse needs.

When students and teachers work together to find out about readiness, learning preferences and interests, students come to know them better. Students who have a clearer understanding of themselves are prepared to make more informed choices when differentiated options are available. Student Readiness is knowledge of a student's readiness to learn a particular concept is critical when preparing to differentiate instruction. For example, some students may be ready to work with complex fractions; others may require more practice with simple fractions before moving on.

Readiness is different from ability and much more helpful to our work. If we have some prior knowledge, a point of connection, or even a positive feeling about the new material, our potential to learn is enhanced. Readiness varies for each of us whenever we are learning something new. When we know a student's readiness for a particular concept, we can introduce and work with that concept according to student need.

When we differentiate tasks according to a student's readiness, we are creating tasks that are a closer match to the student's skill level and understanding of the topic than we would be if we assume that all students come to a new concept with the same background knowledge. We might administer a quick pre-assessment to determine what our students understand about the topic or we may observe students as they brainstorm or complete a carousel activity. Other options include examining student work such as prior assignments, anticipation guides or concept maps.

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We may use exit cards (e.g., an index card or sticky note) to simply ask students what they know and can do or to provide a response to an assessment question.

INTThe primary benefit that we've seen in our classrooms through the readiness activities, is that the students are able to self-assess the students are engaged in their learning and on a day-to-day basis they come to class and are excited.

We can use the results of assessment to create short-term flexible learning groups that allow each student to develop new understandings about the topic from his or her point of readiness. When differentiating by readiness, it is important to ensure that all tasks are interesting, engaging and respectful of all learners.

Some ways we can differentiate based on readiness include varying the:

- Pace.
- Level of complexity.
- Degree of independence.
- Amount of structure provided.

We may also choose to have some students start at a different entry point (e.g., reviewing for some and extending learning for others). A second piece of information that helps us in our teaching is knowledge of our students' interests so that we can plan for engaging and meaningful learning opportunities. Attending to students' interests ignites their motivation to learn. Meaningful learning happens when new ideas are personally relevant, and relevance occurs when new information links to something the student already knows. Student interests are relatively easy to determine.

Questions asked before a new unit of study allow us to group students according to aspects of the unit that are of particular interest, and beginning of year or semester interest questionnaires will help us guide students when they are selecting material for personal and project-based investigations. Other ways to find out about the interests of students include surveys, exit cards, partner introductions, asking questions, and asking students to connect their interests with topics of study.

When teachers consider the interests of their students and provide relevant connections to the learning, students feel that their diversity is recognized and valued.

The list of used literatures

1. www.wikipedia.com

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2. www.edugain.com

3. Differentiated Instruction Educator's Package. (2010).

THE COMMUNICATIVE ENGLISH PROGRAM BLENDED-LEARNING MODEL

F.Umarova, senior teacher of chair "Foreign languages"

Tashkent Institute of Irrigation and agricultural Mechanization of Engineers

Nowadays the English program aims to develop integrated linguistic skills, with an emphasis on listening comprehension and oral production and a focus on learning for authentic communication. It has been implemented through a blended learning (blearning) strategy. In general, b-learning is defined as a combination of technology and classroom instruction in a flexible approach to learning that recognizes the benefits of delivering some training and assessment online but also uses other modes to make up a complete training program which can improve learning outcomes and/or save costs. According to some authors, there are as many b-learning models as there are organizational challenges (Reid-Young, 2003; Marsh, McFadden, & Price, 2003).

Our model combines (a) learners' independent work on a dedicated platform with the *UdeC English Online* software, (b) face-to-face EFL classes led by teachers, who are also students' online tutors, (c) online monitoring carried out by these teachers, and (d) weekly conversation classes with native speakers of English.

1. The decision concerning the elements to be included in our blend was made taking the following factors into account students' preferences for learning methods. The information obtained through target learners' focus groups showed that students prefer face-to-face classes to online learning. They mentioned the feelings of isolation they had experienced in other subjects they had taken in an e-learning fashion. They expressed the wish that even though teachers may place the learning materials and the tasks on the website, they want more opportunities for face-to-face interaction with the teacher and peers, something which they regard as fundamental for their motivation.

2. Students' need to communicate effectively in English. Technology would give learners more opportunities for exposure to L2 input and interaction, with the possibility of many hours of independent work at their own pace.

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3. Students' need to reach two goals: learning English and mastering ICT. Students need to achieve not only the goal of learning English effectively but also mastering the use of ICT.

The complete Communicative English Program is made up of four modules implemented in the *UdeC English Online* web platform and lasts a total of two academic years. Each module runs over a 15-week term, including 1 week at the beginning of the term for system familiarization sessions and for diagnostic evaluation and 1 week at the end of the term for final assessment. Each module contains about 100 hours of interactive language learning tasks. The linguistic competence level to be achieved through the modules has been determined in line with the levels of the Common European Framework (<http://www.coe.int>). Learners are expected to reach an "independent user" B-1 level; although a B-2 level might also be expected for hard-working learners. Students are currently asked to complete the European Language e-Portfolio (ELP) (<http://www.eaquals.org/portfolio/default.asp>) to help them reflect on their language learning process and to plan their learning objectives.

A topic-based, learner-centered curriculum has been designed to meet learners' needs and interests. Syllabus content has been developed taking account of the target learners' profile that emerged from work carried out with focus groups on campus.

This profile included information about learners' personal motivation to learn English, their favorite free-time activities, plans to study or work abroad, and information they believed a person would need to be able to communicate when living in a foreign country. They also reported on their expectations for an English course and their perceptions of a good English teacher. Through Modules 1 and 2 students learn the language they need to know in order to meet people, talk about part-time jobs, free-time activities, people, places, and so forth. Module 3 builds on the daily-life situations of recent graduates who may wish to travel to English-speaking countries to pursue graduate studies or careers. Module 4 deals with working in an English cultural environment: practice in job interviews and learn about interpersonal relations, customs, and traditions. Research findings show that developing a positive attitude towards the target language culture or fostering an integrative orientation focusing on similarities between L1 and L2 cultures facilitates language acquisition (Robinson,

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1993). In this language-learning system, the computer plays the role of a tool (Crook, 1994; Levy, 1997; Kern & Warschauer, 2000) because it provides the media that students use to access information and to interact with other speakers in English. It serves as a resource and catalyst for socially constructed knowledge and understanding (Snyder & Palmer, 1986; Penfield, 1987; Papert, 1993; Winograd & Flores, 1988) and a support to encourage collaborative activity, making it possible to integrate authentic and creative communication in the English program. It also plays the role of a tutor (Coley & Griffin, 1987; Levy, 1997) because it is used to deliver input in multimodal channels in learning tasks that allow students to practice their language skills.

The list of used literatures

1. www.wikipedia.com Creative communication in the English program.
2. www.edugain.com L1 and L2 cultures facilitate language acquisition.
3. Complete Communicative English Program: www.coe.int.com

FORS TILIDA FE'L NEGIHLARI VA INGLIZ TILIDAGI FE'L NEGIHLARINING ISHLATILISH AHAMIYATI

O' Umarov, O'zDJTU o'qituvchisi

Fors tilida fe'l negizlari 2ga bo'linadi: 1. O'tgan zamon fe'l negizi. 2. Hozirgi zamon fe'l negizi. Fors tilida fe'llar lug'atlarda har doim masdar shaklida beriladi. Fe'ning bu shakli shaxs, son va zamoni bildirgan uchun ham fe'ning noaniq shakli deb nomlanadi. Masdar fe'ning otga yaqin shakli bo'lib, ham fe'llik, ham otlik belgilariga ega. Fors tilida fe'llarning noaniq shakli har doim *dan*, *tan*, *idan*, *idan* qo'shimchalari bilan tugallangan bo'ladi. Masalan: *omadan* (kelmoq), *xoridan* (yemoq), *raftan* (bormoq, ketmoq). Hozirgi zamon fe'l negizi esa, birmuncha murakkab bo'lib, ma'lum bir qoidaga bo'ysunmagan holda yasaladi.

Shuning uchun fe'ning hozirgi zamon o'zagi odatda lug'atda fe'ning infinitiv shakli bilan birga beriladi. Masalan: *raftan* *ro'u* (bormoq), *neshastan* (o'tirmoq), *neshin* (o'tirmoq), *dadan* *deh* (bermoq), *didan* *bin* (ko'rmoq), *sho'stan* *shu* (yuvmoq), *xoridan* *xo'r* (yemoq), *ichmoq*, *bar doshtan* *bar der* (ko'tarmoq), *zadan* *zan* (urmoq), *kardan* *ko'n* (qilmoq). Hozirgi zamon fe'li. Ba'zi bir

fe'llarning hozirgi zamon negizini oddiy yo'l bilan hosil qilish mumkin. *idan* bilan tugagan fe'llarning hozirgi zamon negizini yasash uchun fe'ning infinitiv shaklidan *idan* qo'shimchasini olib tashlash lozim. *خر* [xiridan] – sotib olmoq, *پرس* [porvidan] – so'rarmoq, b) *تن* *idan* qo'shimchasi bilan tugagan fe'llardan hozirgi kelasi zamon fe'l negizini yasash uchun *تن* *adan* qo'shimchasi olib tashlanadi.

O'tgan zamon fe'l negizi

Fe'ning o'tgan zamon negizi oddiy yo'l bilan, ya'ni fe'ning noaniq formasidan *an* qismini olib tashlash orqali yasaladi. Masalan: *افتادتن* *oftadin* – yiqilmoq. Ingliz tilida fe'llar: 1. Fe'llar oddiy o'tgan zamon fe'li (Simple Past) va o'tgan zamon sifatdosh (Past Participle) shakllarining yasashiga qarab to'g'ri va noto'g'ri fe'larga bo'linadi. 2. To'g'ri fe'llarning Simple Past va Past Participle shakllari fe'l o'zagiga qo'shimchasi qo'shish orqali yasaladi. Masalan: *To open – opened. To work – worked.* 3. Simple Past va Past Participle shakllari *-ed* qo'shimchasini qo'shmasdan to'g'ri yo'llar bilan yasaladigan fe'llar noto'g'ri fe'llar deyiladi. Lug'atlarda noto'g'ri fe'llarning shakllari fe'ning asosiy shakli va o'qilishidan keyin kichik qavs () ichida birinchi o'rinda fe'ning Simple Past shakli, undan keyin esa Past Participle shakli berilgan bo'ladi. Agar kichik qavs ichida faqat bitta shakl berilgan bo'lsa, shu bitta shakl ham esa Simple Past uchun, ham Past Participle uchun ishlatiladi. Masalan: *Go (gou). I. v (went, gone) I) bormoq, Send (send) I. v (sent) I) jo'natmoq.*

Noto'g'ri fe'llarning o'tgan zamon shakli fe'l o'zaginging o'zgarishi bilan hosil bo'ladi: *To write – wrote. To break – broke.* Hozirgi ingliz tilida ko'p ishlatiladigan noto'g'ri fe'llarning ro'yhati darsliklarda ilova qilinadi. Inkori va so'roq gaplar do yordamchi fe'ning o'tgan zamon shakli did vositasida yasaladi. Masalan: *I did not watch – Men ko'rmadim. They did not clean – Ular tozalamadilar.*

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