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DEVELOPMENT OF COGNITIVE MOBILITY OF FUTURE FOREIGN LANGUAGE TEACHERS

Annotation

The article analyzes the stages of developing cognitive mobility of future foreign language teachers, the methodology of developing cognitive mobility in classroom and non-auditory classes based on exercises.

Key words: mobility, cognitive mobility, methodology, didactics, pyramid discussion.

РАЗВИТИЕ КОГНИТИВНОЙ МОБИЛЬНОСТИ БУДУЩИХ УЧИТЕЛЕЙ ИНОСТРАННОГО ЯЗЫКА

Аннотация

В статье анализируются этапы развития познавательной мобильности будущих учителей иностранного языка, методика развития познавательной мобильности на аудиторных и неаудиторных занятиях на основе упражнений.

Ключевые слова: мобильность, когнитивная мобильность, методология, дидактика, обсуждение пирамиды.

BO‘LAJAK CHET TIL O‘QITUVCHILARINING KOGNITIV MOBILIGINI RIVOJLANTIRISH

Annotatsiya

Maqolada bo‘lajak chet til o‘qituvchilarining kognitiv mobiligini rivojlantirish bosqichlari, kognitiv mobiligini auditoriya va auditoriyadan tashqari mashg‘ulotlarda rivojlantirish metodikasi mashqlar asosida tahlil etilgan.

Kalit so‘zlar: mobillik, kognitiv mobillik, metodika, didaktika, piramida diskussiyasi.

Kirish. Jahon ta‘lim va ilmiy-tadqiqot tashkilotlarida kognitiv mobillik tizimi zamonaviy sharoitlarda oliy kasbiy ta‘lim o‘zining asosiy maqsadi sifatida mehnat bozorida talabga ega bo‘lgan barkamol, muvaffaqiyatli va raqobatbardosh, umum madaniy va kasbiy kompetensiyalarga, ko‘nikma va bilimlarga, ijtimoiy va ma‘naviy-ma‘rifiy fazilatlariga ega bo‘lgan malakali mutaxassislarni tayyorlash, til p‘rgatish metodlarini takomillashtirish bo‘yicha ilmiy tadqiqotlar olib borilmoqda. Shu bilan birga, bo‘lajak chet til o‘qituvchilarni o‘qitish va kasbga tayyorlash, ta‘lim sifatini xalqaro darajaga ko‘tarish, kasbiy va kognitiv mobilikni rivojlantirish darajasini oshirish, texnologiyalarini yaratish modulli ta‘limni yo‘lga qo‘yish bo‘yicha ilmiy tadqiqotlarga alohida e‘tibor berilmoqda.

Ushbu maqolada bo‘lajak chet tili o‘qituvchilarini kognitiv mobiligini rivojlantirish yo‘llari o‘rganildi. Hozirgi zamonaviy ta‘limda nafaqat biror soha mutaxassisi sifatida, balki chet tillarni va axborot texnologiyalarini ham yaxshi biladigan, dunyoqarashi va bilimi keng inson sifatida shakllanmog‘i kerak. “Xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” O‘zbekiston Respublikasi Prezidentining PQ-5117-son qarori [2] asosida ta‘lim sohasida chet tillarni bilish darajasini amalga oshirilgan tub islohotlar jismonan sog‘lom, ma‘nan yetuk, har tomonlama barkamol zamonaviy shaxsni tarbiyalashga qaratilgan va yoshlarni ta‘lim sohasida amalga oshirayotgan islohotlarining faol ishtirokchisiga aylantirishdan iborat.

Mavzuga oid adabiyotlarning tahlili. Inson dizaynning mobiligi shaxsning qiymat yo‘nalishlariga, faoliyatning ijodiy tabiatiga bog‘liqligi haqidagi g‘oya qimmatlidir, ya‘ni shaxs qanchalik harakatchan bo‘lsa, uning ijodiy salohiyati shunchalik faol bo‘ladi va u uchun yaratish zarurati shunchalik dolzarb va qimmatlidir. O.Amosova mobilikni (talabalarining) o‘ziga xos ko‘nikmalarni egallashi bilan bog‘lab, uni “aniq vaziyatlarda o‘z harakatlarini tezda qayta tashkil etish (to‘g‘rilash) qobiliyati, sodir bo‘layotgan o‘zgarishlarga tez javob bera olishi” [3; 27-b.] deya ta‘kidlagan.

T.L.Arakelova, bo‘lajak o‘qituvchining kognitiv mobiligi- bu shaxsning zamonaviy pedagogik voqelikning o‘zgaruvchan sharoitlarida muammolarni konstruktiv hal qila olish qobiliyati hamda tayyorgarligini ifodalaydigan, motivatsion, kreativ va releksiv tarkibga ega bo‘lgan integrative xususiyatini o‘rgangan. [4; 56-b.]

O.M.Dementova esa bo‘lajak chet tili o‘qituvchilarining kognitiv mobiligini shaxsning tez eskiradigan axborotlar sharoitida bilishga oid faolligi, qiziqishi va ehtiyoji, o‘z-o‘zini rivojlantirishga va bilishga oid shaxsiy faoliyatini zamonaviy talablarga muvofiqlashtirish qobiliyati, axborotlar, muammolar bilan ishlash, ulardan xulosalar chiqarish ko‘nikmasi, qiziquvchanligi, diqqatni keng taqsimlash, jamlash va kata tezlilikda yo‘nalishini o‘zgartirishni ifodalovchi integrative xususiyatdir, deya ta‘riflaydi. [6; 38-b.]

Hayotning barcha sohalarida sodir bo‘layotgan o‘zgarishlarning tabiati zudlik bilan insondan atrofda voqelikning xilma-xilligini samarali boshqarishga, har qanday o‘zgarishlarga ijodiy va samarali yondashishga imkon beradigan fazilatlarini talab qiladi. Oliy ta‘limi sohasida bu kelajakdagi mutaxassisning intellektual, ijodiy shaxsiyatining kognitiv mobiligini rivojlantirishga qaratilgan maqsadlar va qadriyatlar tizimini shakllantirishga olib keldi.

Yoshlar va talabalarining kognitiv mobiligi mavzusi mahalliy va xorijiy mualliflarning rivojlanish muammolariga bag‘ishlangan, nazariyasi va amaliyotining asosiy falsafiy, tarixiy, siyosiy, iqtisodiy, ijtimoiy va huquqiy jihatlarini tahlil qiladigan asarlarida o‘z aksini topgan hodisadir.

O‘zaro o‘rganish kelajakdagi chet tili o‘qituvchilarida kognitiv mobilikni rivojlantirishning samarali sharti ekanligi haqidagi pozitsiyamizning haqiqatini eksperimental tekshirish bir nechta vazifalarni hal qilishni o‘z ichiga oldi: kelajakdagi o‘qituvchilarda kognitiv mobilik rivojlanishining boshlang‘ich darajasini aniqlash; talabalarining o‘zaro ta‘limini tashkil etish metodologiyasini ishlab chiqish va sinab ko‘rish; talabalarining o‘zaro ta‘limini tahlil qilish; bo‘lajak chet til o‘qituvchilarning kognitiv harakatchanligini rivojlantirish dinamikasi; olingan natijalarni umumlashtirish muhim ahamiyat kasb etadi.

Shuni ham ta'kidlash kerakki, kognitiv mobillik shaxsga o'z hayotining muallifligini aniqlash, mustaqil ravishda tartibga solish, o'z hayot yo'lini tashkil etish, o'z maqsadlari, qadriyatlari, ma'nosini bo'ysundirish, kasb va jamiyatdagi o'zgarishlarni hisobga olish imkonini beradi. Bu sifat, agar u shaxsning o'zini o'zi boshqarishga bo'lgan doimiy istagi bilan uzviy ravishda birlashsa, hayot yo'li, uning yaxlit va qadriyat yo'nalishi bilan bog'liq bo'lgan yuqori shaxsiy ta'lim, hayot subyekting yuqori darajadagi va chinakam optimal sifatining namoyon bo'lishi mumkin. Bo'lajak o'qituvchi - bu o'zini o'zi belgilash, o'z-o'zini takomillashtirish yo'liga tushgan va shuning uchun murakkab o'zini rivojlantiruvchi tizim deb hisoblaydigan, o'ziga xosligini, shaxs sifatida o'zini qadrlashini, amalga oshirish huquqini tan oladigan o'qituvchidir. Doimiy o'zini takomillashtirish tufayli u o'ziga to'liq tayanish - mustaqil tanlov qilish, o'z pozitsiyasini egallash, ochiq va o'z hayot yo'lida yangi burilishlarga tayyor bo'lish qobiliyatini egallaydi.

O'z ustida doimiy ishlash jarayonida shaxsiy va kognitiv o'zini rivojlantirish tufayli bo'lajak o'qituvchi yuqori darajadagi ijtimoiy va kognitiv mobillikka va natijada pedagogik mahorat va kasbiy kompetensiyaga erishish mumkin. T.M.Buyakas fikricha, o'z-o'zini rivojlantirish - bu ijtimoiy, shaxsiy va ekzistensial darajada o'z "men"ini kashf qilish va o'z-o'zini takomillashtirish yo'li bo'lib, u insoniy munosabatlar tizimida o'z o'rnini izlashni, o'zini muallif, yaratuvchi sifatida his qilishni ta'minlaydi. [5; 54-b.]

Bo'lajak chet tili o'qituvchisining o'z-o'zini tarbiyalashning uzluksizligini biz shunday ko'rib chiqamiz: bu kasbiy rivojlanish va takomillashtirish, kognitiv mobillikni yuqori darajada saqlashning zarur shartidir. Shubhasiz, o'qituvchi zamonning yangi chaqiriqlariga javoban o'z kasbiy dunyosini mobil tarzda qayta tiklay oladigan o'z-o'zini tadqiqotchi va o'zini yaratuvchiga aylinish orqaligina kasbiy mahoratga ega bo'ladi.

Tadqiqot metodologiyasi. Bo'lajak o'qituvchining kognitiv mobillikni rivojlantirishga hissa qo'shadigan, chet tilini o'qitish jarayonida qo'llaniladigan metodikani ishlab chiqish muhim ko'rinadi. Ushbu metodika maqsadlarga qat'iy muvofiq qurilgan, aniq kutilgan natija shakliga ega bo'lgan pedagogik harakatlar, operatsiyalar va aloqalar zanjiridan, o'qituvchining o'zaro bog'liqligini ta'minlaydigan o'quv modellari to'plamidan iborat tizim bo'ladi. Ochiq tushunchalar katta shakllantiruvchi imkoniyatlarga ega bo'lib, talaba va o'qituvchi tomonidan ijodkorlik va individuallikning namoyon bo'lishi uchun joy qoldiradi. O'qituvchi tomonidan har bir o'quv guruhiga qo'llanilishi mumkin bo'lgan aniq batafsil bosqichma-bosqich ishlanmalar bo'lmasa, ijodkorlik uchun joy mavjud. Ma'lumki, o'quv muammolarini hal qilishga qaratilgan muammoli mashqlardan foydalanish talabalarning bilim faolligini rag'batlantiradi, ma'ruzachilarning nutq faoliyatini rivojlantirishga yordam beradi. Quyida aynan auditoriya va auditoriyadan tashqarida (mustaqil ish) mashg'ulotlar uchun mashqlar tizimidan bir qancha namunalar berilgan.

Masalan, "Family values: Family tree and family album. Types of families. Upbringing children. Family celebrations" mavzusini oladigan bo'lsak, dastlab talabalarga aqliy hujum qisqa savollar asosida asosida tashkil qilinib, keyin akademik mavzuga doir so'zlar beriladi. Undan so'ng qiziqarli metodik mashqlar yordamida dars tashkil qilinadi.

Warm-up

Question for discussion

1. What is family value?
2. Do you know types of family?
3. Which celebrations are important in a family?

Advanced vocabulary

Parent – a person's father or mother

-I'm glad that my **parents** live close by as it's easy to visit them.

Motherhood – the state of being mother

-I'd like to have children one day but I'm not ready for **motherhood** yet.

Fatherhood – the state of being father

-Sakda is taking the responsibilities of **fatherhood** seriously and now only goes out drinking with his friends once a month.

To start a family – to have children

-Billy and I are planning **to start a family** as soon as we get married.

To give birth – to have a baby

-It was a special moment in Bobur's life when he saw his wife **giving birth** to their first child.

Offspring – a person's child or children

-My two sisters are coming over later with their **offspring** so the house is going to be very noisy.

Family man – a man who enjoys being at home with his wife and children

-Deepak used to love partying but now that he has kid's become a real **family man**.

Family life – the kind of life a person normally leads when they are married and have children

-My husband and I enjoy **doing** lots of activities with our children and we all have a great **family life** together.

To raise (a child) – to take care of child

-It's a big responsibility **raising** children but I love being a parent.

To bring up (a child) – to raise child

-When Jae-min's husband died, she was left to **bring up** the child on her own.

Upbringing – the way in which you are treated and educated when young, especially by your parents

-I was fortunate to have a good **upbringing** but not all children have caring parents who look after them well and teach them the right way to behave.

To support (a family) – to have enough money to be able to look after a family

-Egor earned very low wages and had to work two jobs **to support** his family.

Activity 1. Group discussion. Speaking. Main types of families.



- Which are more common in your country, nuclear families or extended families?
- Are families with lots of kids common in your country?
- Are single-parent families common in your country?
- Are step-families common in your country?
- Are families with adopted children common in your country?
- Are international marriage families common in your country?

So'nggi 50 yil ichida oila tuzilishi keskin o'zgardi. "Leave it to Beaver" oilasi endi standart emas va oilada bir nechta o'zgarishlar yaratilgan. Bugungi kunda jamiyat tomonidan aniqlangan oltita o'ziga xos oila tuzilmalari mavjud.

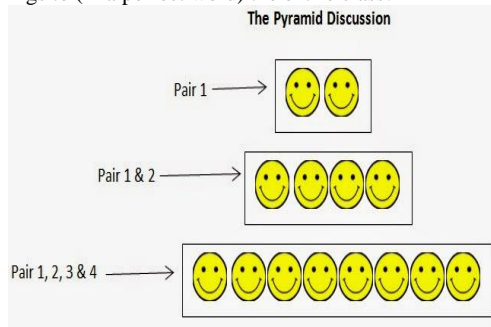
Family Structures

The following types of families exist today, with some families naturally falling into multiple categories. For example, a single parent family who lives in a larger, extended family. While these types of families are distinct in definition, in practice the lines are less clear. As laws and norms change, so do family structures.

Activity 2. Pyramid Discussion.

Not in the least does this conversation get understudies up and moving, however it expects them to effectively draw in with each other too. The outcome? You can develop a discussion from

the gathering! Maybe the greatest benefit of this connecting with conversation action is that the scaffolded approach makes entire class conversations less scary. Rather than getting going important their plans to a whole gathering, understudies move gradually up to that by drawing in with little gatherings. Over the long run, the gatherings become bigger and bigger, from accomplices to little gatherings to (in a perfect word) the entire class!



Keling, buni ajratib ko'rsatamiz: Piramida muhokamalar talabalar kelishib olishlari mumkin bo'lgan (va ideal tarzda) savollarga asoslangan bo'lishi kerak. Shuning uchun savollaringizni shunga mos ravishda rejalashtirishingiz kerak. Shunday qilib, faqat ikkita potensial javobga ega bo'lgan savollardan qoching. Savolingizni berishdan oldin o'quvchilardan juftlik tanlashlarini so'rang. Shu bilan bir qatorda, siz ularni tayinlashingiz mumkin. Keyin, savolni oching va juftlik bitta javob bo'yicha murosaga kelguncha muhokama qiling. Keyingi bosqichda o'quvchilarning juftliklari o'zaro kelishib, to'rt kishilik guruh hosil qilmaguncha, boshqa juftliklar bilan muloqot qilishlari kerak. Bu format butun sinf bir fikrga kelguncha yoki suhbatlar to'xtab qolguncha davom etadi. Qanday bo'lmasin, o'quvchilarni mashg'ulotning o'zi va muhokama qilingan mavzu bo'yicha butun sinf muhokamasi uchun o'z joylariga yuboring.

Masalan, siz types of family o'qimoqchisiz (yoki o'qigansiz) deylik. Siz Talabalarigizdan har qanday turdagi oilalarda yashash uchun zarur bo'lgan beshita asosiy narsalar ro'yxatini tuzishni so'rashingiz mumkin. Shu bilan bir qatorda, siz ulardan eng muhim jihatini aniqlashni so'rashingiz mumkin. Ammo mavzu qanday bo'lishidan qat'i nazar, piramida muhokamalar ishtirok yetishni rag'batlantirish va talabalar muloqotini jalb qilish uchun samarali yondashuvdir.

Piramida muhokamasi ham samarali o'qitish usullaridan biri bo'lib, bu ayniqsa biroq tortinchoq talabalar uchun foydalidir. Tajriba jarayonida talabalar bu mashqni juda qiziqish bilan bajarishgan.

Activity 3. Listening task.

You will hear a lecture on changes in family structure.

<https://www.esleschool.com/ib-family-structure/>

Complete the sentences. Write no more than three words for each answer.

- Recent changes in society are eroding the traditional _____.
- Slightly fewer than 50% of American children under 13 live in _____.
- Statistics show that cohabiting couples are more liable _____ than married couples.
- DINKS focus on _____ rather than having children.

Answer the questions below. Write no more than three words for each answer.

- How many children in the UK now live in single-parent families? _____
- According to some sociologists, who are responsible for the rise in single parenting? _____
- What have the largest group of lone parents never done? _____
- Where are single-parent families more likely to live? _____

Choose the correct statement.

- Which point does the lecturer give as one of the disadvantages of living alone?
 - People living alone will need help from the community.
 - It is more likely to foster a fragmented population.
 - It creates an accommodation shortage.
 - People may have children too late.

Xulosa va takliflar. Bo'lajak o'qituvchilarning kognitiv mobilligini va ularning shaxsiy rivojlanishini oshirish mazmunining o'ziga xos xususiyatlari to'g'risidagi masala alohida dolzarflik kasb etadi. Bo'lajak o'qituvchilar uchun kasbiy va kognitiv mobillikni rivojlantirishda shakllarini, ta'lim usullarini va vositalarini egallash muhim ahamiyatga egaligi hamda ularni qo'llash orqali natijaga erishish nazarda tutilgan.

Talabalarning mustaqillik darajasini va chet tilini o'zlashtirishda ularning mustaqil ta'lim faoliyatining rolini oshirish vazifasi talabalarining avtonomligi va avtonom (o'z-o'zini boshqarish) konsepsiyasidan kelib chiqqan holda bo'lajak o'qituvchilarning kognitiv mobilligini rivojlantirishning didaktik talablari ya'ni mustaqil ishlash qobiliyatidan samarali foydalanish maqsadga muvofiqdir.

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