

ЎЗБЕКИСТОН РЕСПУБЛИКАСИ АХБОРОТ ТЕХНОЛОГИЯЛАРИ
ВА КОММУНИКАЦИЯЛАРИНИ РИВОЖЛАНТИРИШ ВАЗИРЛИГИ

МУҲАММАД АЛ-ХОРАЗМИЙ НОМИДАГИ
ТОШКЕНТ АХБОРОТ ТЕХНОЛОГИЯЛАРИ УНИВЕРСИТЕТИ

ЮҚОРИ МАЛАКАЛИ МУТАХАССИС-КАДРЛАРНИ ТАЙЁРЛАШДА
ЎҚИТИШНИНГ КРЕДИТ ТИЗИМИНИ ҚЎЛЛАШ МАСАЛАЛАРИ
республика илмий-услубий конференцияси маърузалар
ТЎПЛАМИ



СБОРНИК

докладов республиканской научно-методической конференции
**ВОПРОСЫ ПРИМЕНЕНИЯ КРЕДИТНОЙ СИСТЕМЫ ОБУЧЕНИЯ ПРИ
ПОДГОТОВКЕ ВЫСОКОКВАЛИФИЦИРОВАННЫХ КАДРОВ**

The COLLECTION of reports
of Materials of Republic Scientific-Methodological Conference
**ISSUES ON IMPLEMENTING CREDIT SYSTEM EDUCATION IN TRAINING
HIGHLY QUALIFIED SPECIALISTS**

II қисм

Тошкент 2020

Конференция ташкилий қўмитасининг

ТАРКИБИ:

Тешабаев Т.З.	Ректор, раис.
Агзамов Ф.С.	Ўқув ишлари бўйича проректор, раис ўринбосари.
	Аъзолар:
Абдуллаев Ж.А.	Академик
Раджабов Т.Д.	Академик
Камилов М.М.	Академик
Бекмуратов Т.Ф.	Академик
Эргашев А.К.	Ўқув услубий бошқарма бошлиғи.
Алишеров Ф.	Таълимнинг кредит тизимини бошқариш бўлими бошлиғи
Абдужаппарова М.Б.	Телекоммуникация инжиниринги кафедраси мудири.
Исаев Р.И.	Телекоммуникация инжиниринги кафедраси профессори.
Хужаматов Х.Э.	Маълумот узатиш тизимлари ва тармоқлари кафедраси мудири.
Парсиев С.С.	Телекоммуникацияда бошқарув тизимларининг аппарат ва дастурий таъминоти кафедраси мудири.
Носиров Х.Х.	Телерадиоэшиттириш тизимлари кафедраси мудири.
Пулатов Ш.У.	Мобиль алоқа технологиялари кафедраси мудири.
Мухаммадиев А.Ш.	Аудиовизуал технологиялар кафедраси мудири.
Базарбаев Б.Ж.	Телестудиялар тизимлари ва иловалари кафедраси мудири.
Джуманов Ж.Х.	Компьютер тизимлари кафедраси мудири.
Зайнидинов Х.Н	Ахборот технологиялари кафедраси мудири.
Назирова Э.Ш.	Мультимедия технологиялари кафедраси мудири.
Исмоилова Г.Ф.	Менежмент ва маркетинг кафедраси мудири.
Иминова Н.А.	АКТ соҳасида иқтисод кафедраси мудири.
Ганиев С.К.	Ахборот хавфсизлигини таъминлаш кафедраси профессори.
Ганиев А.А.	Ахборот хавфсизлигини таъминлаш кафедраси мудири.
Ганиева Б.И.	Ахборот кутубхона тизимлари кафедраси мудири.
Керимов К	Тизимли амалий дастурлаш кафедраси мудири.
Рахматов Р.Р.	Олий математика кафедраси мудири.
Ибрагимова Н.А.	Чет тиллар кафедраси доценти.
Туленова Г.Ж.	Гуманитар фанлар кафедраси профессори.
Пазилова Ш.	Ахборот таълим технологиялари кафедраси доценти.
Мухитдинов Х.А.	Ахборот-коммуникация технологиялари ва алоқа ҳарбий институти (АКТ ва АҲИ) бошлиғи
Рахимов Б.Н.	АКТ ва АҲИ бошлиғининг ўқув ва илмий ишлар бўйича ўринбосари
Байджанов М.	Ургенч филиали директори.
Холжигитов А.	Самарқанд филиали директори.
Расулов А.	Фарғона филиали директори.
Қаипбергенов Б.	Нукус филиали директори.
Тургунов О.	Қарши филиали директори.
Сапаев М.	Энергия таъминлаш тизимлари кафедраси доценти, муҳаррир.
Туляганов А.А.	Электроника ва радиотехника кафедраси мудири, масъул котиб.
Абдуллаева Н.Т.	Ўқув услубий бошқарма ходими, котиба.

PROBLEMS OF INVOLVING STUDENTS TO SPEAKING ACTIVITIES IN THE ENGLISH LANGUAGE CLASSES IN THE CREDIT SYSTEM

Zakhidova G. E., TUIT

Tashkent University of information technologies named after Muhammad al-Khwarizmi started implementation of the credit system in the university from September, 2018. The system has been implemented with the freshmen (1st year students) of the university. In this article we discuss why speaking tasks are important to proper learning of English and the number of problems of involving students to speaking activities in the English language classes encountered during 2018-2019 academic year of the implementation of credit system.

Importance of speaking tasks

According to the presidential decree №1875 “On measures to further enhancement of language teaching and learning system” in Uzbekistan, gradutors of Bachelor’s degree should acquire B2 level of English proficiency presented by CEFR (Common European Framework of Reference)⁹. Levels of language proficiency cover all 4 skills of knowledge; listening, reading, writing and speaking as well. The main reason for the reforms are 1) the international role of the English language, which has evolved into a ‘code’ of communication in various spheres, and 2) globalization, which has opened many new ways for nations to come closer. In the table below some aspects of speaking proficiency are presented according to Common European Frame Reference¹⁰.

Qualitative aspects of spoken language use

	RANGE	ACCURACY	FLUENCY	INTERACTION	COHERENCE
B2	Has a sufficient range of language to be able to give clear descriptions, express viewpoints on most general topics, without much conspicuous searching for words, using	Shows a relatively high degree of grammatical control. Does not make errors which cause misunderstanding, and can correct most of his/her mistakes.	Can produce stretches of language with a fairly even tempo; although he/she can be hesitant as he or she searches for patterns and expressions, there are few noticeably	Can initiate discourse, take his/her turn when appropriate and end conversation when he / she needs to, though he /she may not always do this elegantly. Can help the discussion along	Can use a limited number of cohesive devices to link his/her utterances into clear, coherent discourse, though there may be some "jumpiness" in

⁹ Decree of the President of the Republic of Uzbekistan «On measures to further improve foreign language learning system» № 1875 from December 10, 2012. <https://lex.uz/docs/2126032>

¹⁰ Common European Framework of Reference for languages: Learning, Teaching, Assessment. Cambridge university press, 2001

	some complex sentence forms to do so.		long pauses.	on familiar ground confirming comprehension, inviting others in, etc.	a long contribution.
--	---------------------------------------	--	--------------	---	----------------------

From the table of qualitative aspects of spoken language use, we can see that speaking skills also includes these 5 aspects; range, accuracy, fluency, interaction and coherence. But in our system we are not paying any attention to speaking activities as there is marks are put online looking at the accomplishment accuracy of mostly grammar exercises.

Discourages of speaking tasks in credit system in TUIT

As I mentioned above, during a year of implementation of credit system, I encountered with (or witnessed) the following discourages of speaking tasks:

1. Regrouping or long adaptation period. When freshmen students are welcomed it takes some time to create friendly atmosphere in the classroom. Students are not familiar with university system, university level of requirements, they do not know each other, and they are studying with different students in every lesson, so they are not able to have particular close friends. So, in the classes they are not feeling uneasy to speak up, or to ask a question even for the first months of academic year. It may be quite normal in lectures, but English classes must be communicative. The most successful approaches of teaching languages is CLT “(Communicative Language Teaching), **which is an approach to the teaching of second and foreign languages, emphasizes interaction as both the means and the ultimate goal of learning a language**”¹¹. **How can an English language lesson be effective when there is no communication? For these reason**, it is taking much time to ice-breaking. Almost at the end of the semester, when there friendly atmosphere is created in the classroom, when students are taking part in group discussions and teambuilding, there new semester starts and students are again mixed and regrouped, that means, there means another month will be lost for adaptation period.

2. Lack of motivation to speaking tasks. In-class speaking activities are not marked, and as they are not marked students don't feel like taking initiative or active participation in speaking activities. Tasks are uploaded by teacher to the online system of storing assignments of students – LMS at least a week before of task completion, that means, students download the task (usually grammar tasks which is easy to check is paper version), accomplish it, present it to the teacher, and after teacher marks it, then students upload it to the system to be stored. So, whenever teacher tries to create student centered lessons, i.e., students take active part in the lesson, students do not see any motivation in it.

3. Teachers do not want to spend time for assessing speaking. This problem is the one of the reasons of appearance of previous problem. Teachers prefer to grammar/vocabulary exercises to speaking tasks as it takes much time of teachers

¹¹ <https://www.myenglishpages.com/blog/communicative-language-teaching-communicative-approach/>

to listen to each student. But, solution of this problem is paramount. This problem happens because teachers do not know efficient ways of organizing assessment of speaking tasks; creating rubrics, simplifying task completion ways and easyfying of checking process.

Solution. As a solution of the above given problems, I assigned my students to prepare a speech of describing someone and record a selfie-video of themselves.

Topic: Personality and characters (Expressing opinion) (10 points)

Task: Recording 1-2 minutes long Video

Instruction: prepare a speech about one of the people you know; they can be one of your family members, friend, one of your teachers, neighbor or relatives.

Record yourself while speaking about that person.

Parts:

Introduction: Who are you going to speak about?

Main part: What is the name of the person?

How old is that person?

What does he do?

How long have you known him/her?

Describe the character of the person? Explain why you think so.

Conclusion: conclude your speech with 1 summary sentence. (using the phrases like - all in all)

By this assignment I could improve the Communicative Competence of my students and their speaking skills, fluency as well as make them train their speaking skills independently out of class. As students in say, they did not just record once only, they had to record themselves 8-10 times till they give better speech, which means they watched/ listened to themselves, recognized their mistakes and tried to correct them. Evaluation concerns not only the learners' *accuracy* but also their *fluency*. As, the videos recorded were not more than 1,5 minutes long each, it did not take much of my time, about 20 minutes to mark 1 group of students, even less than checking paper-based grammar exercises.

THE IMPLEMENTATION OF THE ENGLISH LANGUAGE IN A CREDIT SYSTEM AS A PROFESSIONAL BASIS FOR EUROPEAN AND DOMESTIC EDUCATION

Kadirova F., TUIT

The credit training system is a way of organizing the educational process, in which students within certain boundaries have the opportunity to individually plan the sequence of the educational trajectory. Credit (Credit-hour) - a unified unit for measuring the volume of academic work of a student/teacher. When organizing the educational process on credit technology of education, it should be borne in mind that 1 loan equals 3 hours of work per week. At the same time, 1 academic hour is accompanied by 2 hours of student independent work (work with textbooks, homework, research work and work with a teacher).

The main objectives of credit technology education are:

- unification of students' knowledge; maximum individualization of training;