# TALABANING MUSTAQIL TA'LIMINI TASHKIL ETISH MEZONLARI VA UNI BAHOLASH KRITERIYALARINI ISHLAB CHIQISH ("TARJIMA NAZARIYASI VA AMALIYOTI" FANI MISOLIDA)

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## ANNOTATSIYA

*Kognitiv faoliyatda talabalarning mustaqil ishlarining o'rni nihoyatda katta, shuning uchun ham oliy ta'lim o'qituvchilari tomonidan unga katta e'tibor qaratilayotgani bejiz emas. Talabalarning mustaqil ishlariga bag'ishlangan ko'plab maqolalarda talabalarning nazariy va amaliy bilimlarni o'zlashtirishga ongli munosabatini tarbiyalash, qizg'in intellektual mehnat odatini singdirish maqsadi yotadi. Bu ta'limning eng muhim vazifalaridan biri hisoblanadi. Biroq, o'quvchilarning nafaqat bilim olishi, balki uni o'zlashtirish usullarini ham o'zlashtirishi muhim, ya'ni o'quvchilarni aniq fan bilimlari bilan qurollantirishdan ko'ra ko'pincha bilim olishga o'rgatish muhimroqdir. Shuning uchun ham ushbu maqolada talabalar mustaqil ta'lim soatlarini tashkil etish va boshqarishga bag'ishlangan.*

Talabaning mustaqil fikrlash, kognitiv faolligi yuzaga kelishi uchun shart-sharoit yaratadigan har qanday turdagi o'quv mustaqil ish bilan bog'liq. Keng ma'noda mustaqil ish talabalarning auditoriyada ham, undan tashqarida ham, o'qituvchi bilan aloqada bo'lgan va u yo'qligidagi barcha mustaqil faoliyatining yig'indisi sifatida tushunilishi kerak. Talabalarning mustaqil ta'limi o'quv jarayonining muhim tarkibiy qismlaridan biri bo'lib, bu jarayonda ko'nikma, malaka va bilimlarni shakllantirish, kelajakda esa talabaning kognitiv faoliyat usullarini o'zlashtirishi, ijodiy mehnatga qiziqishi va pirovard natijada o'zlashtirishi amalga oshiriladi, o'quv va ilmiy muammolarni hal qilish qobiliyati ta'minlanadi [12].

Talabalarning mustaqil ta'limini tashkil etishning asosiy vazifasi har qanday shakldagi darslarda intellektual tashabbus va tafakkurni rivojlantirish uchun psixologik-didaktik shart-sharoitlarni yaratishdan iborat. Mustaqil ta'limni tashkil etishning asosiy printsipi muammoli masalalarni hal qilishda o'z fikrini shakllantirish va talabaning passiv roli bilan muayyan vazifalarni rasmiy bajarishdan kognitiv faoliyatga o'tish bilan barcha talabalarni individual ishlarga o'tkazish bo'lishi kerak [12].

Mustaqil ta'limni faollashtirishga yordam beradigan bir necha ichki omillar mavjud: bajarilgan ishning foydaliligi; talabalarning ijodiy faoliyatda ishtirok etishi; ta'lim jarayoniga faol usullarni,

birinchi navbatda, innovatsion va tashkiliy-faol o'yinlarga asoslangan o'yin mashg'ulotlarini joriy etishni nazarda tutuvchi intensiv pedagogikani joriy etish; o'quv fanlari bo'yicha olimpiadalarda, ilmiy tadqiqot yoki amaliy ishlar uchun tanlovlarda qatnashish va hk; bilimlarni nazorat qilish turlaridan, masalan, kumulyativ baholashlar, reytinglar, testlar, nostandart imtihon tartib-qoidalaridan foydalanish.

Quyida bugungi kunda mustaqil tashkil etishda qo'llash mumkin bo'lgan ayrim xorijiy uslublar keltirilib o'tilgan, o'ylaymizki, o'qituvchilar tomonidan qo'llanilishi samaradorlikni oshiradi.

Keys tadqiqoti (case study) – bu shaxs, guruh, joy, hodisa, tashkilot yoki hodisa kabi muayyan mavzuni batafsil o'rganish. Keys tadqiqotlari odatda ijtimoiy, ta'lim, klinik va biznes tadqiqotlarida qo'llaniladi.

Keys tadqiqoti loyihasi odatda sifatli usullarni o'z ichiga oladi, lekin ba'zida miqdoriy usullar ham qo'llaniladi. Keys tadqiqotlari tadqiqot muammosining turli tomonlarini tavsiflash, taqqoslash, baholash va tushunish uchun muqobil yo'l.

Keys tadqiqoti orqali talab mustaqil ta'limini baholash mumkin. Bunda talabaning mavzu yuzasidan umumiy bilimini ochib beriladi. Keys tadqiqoti – bu aniq, kontekstli, real tegishli tadqiqot loyihasidir. Bu ishning asosiy xususiyatlarini, ma'nolarini va oqibatlarini o'rganish imkonini beradi.

O'qituvchi muammo bayoni va tadqiqot savollarini ishlab chiqqanidan so'ng, talaba aniq ishni tanlashga tayyor bo'lishi kerak. Shunda talabani quyidagi kriteriyalar bo'yicha a'lo baholash mumkin:

- Mavzu bo'yicha yangi yoki kutilmagan tushunchalar taqdim etish
- Mavjud taxminlar va nazariyalarga qarshi chiqish yoki murakkablashtirish
- Muammoni hal qilish uchun amaliy harakatlar kurslarini taklif qilish
- Kelgusi tadqiqotlar uchun yangi yo'nalishlarni ochib berish.

Talabaning Keys tadqiqotini olib borishi 4 bosqichdan iborat bo'ladi:

## 1-bosqich: Holatni tanlash/Qo`yilgan muammoni tahlil etish

- Berilgan topshiriqni talaba o'qib dastlabki tushunchaga ega bo'lishi lozim.

## 2-bosqich: Nazariy asosni yaratish

- Ish bo'yicha tahlil mustahkam akademik asosga ega bo'lishini ta'minlash uchun talaba mavzuga oid manbalarni adabiyotlarni ko'rib chiqishi va nazariy asosni ishlab chiqishi kerak. Bu talabaning tahlili va sharhlari boshqarish uchun asosiy tushunchalar va nazariyalarni aniqlashni anglatadi.

## 3-bosqich: Ma'lumotlarni to'plash

- Mavzu bo'yicha ma'lumotlarni to'plash uchun foydalanish mumkin bo'lgan ko'plab tadqiqot usullari mavjud. Keys tadqiqoti mavzuning maqsadi va uning mazmunini iloji boricha chuqurroq tushunishga yordam beradi. Shunday ekan bu maqsad ushbu bosqichda o'z aksini topadi, ya'ni talaba tadqiqot doirasida turli xil mavzuga oid ma'lumotlar bilan tanishadi.

## 4-qadam: Muammoni tavsiflash va tahlil qilish

- Mavzuning iloji boricha to'liq tasvirini berish uchun misolni yozishda barcha tegishli jihatlarni birlashtirish kerak. Talaba ish bo'yicha kontekstli tafsilotlarni keltiradi, uni adabiyot va nazariyaga bog'laydi va uning kengroq bahs yoki munozaralarga qanday mos kelishini muhokama qiladi.

Ushbu uslubda mustaqil ta'limni tashkil etishni ishchi fan dasturi bo'yicha quyidagi mavzular yuzasidan qo'llash mumkin:

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| Linguistic and extra linguistic aspects of translation |
| Choice of word order in translation with the view of communicative and perspective. Pragmatic aspects of translation. |
| Peculiarities of translation of free word combination Peculiarities of translation of active/ passive construction |

**TOPIC: LINGUISTIC AND EXTRA LINGUISTIC ASPECTS OF TRANSLATION**

1. What is exact definition of "extra linguistic" expression?
2. Do you know aspects of linguistic translation?
3. Why are supremely significant range of vocabularies in context?
4. What kind of methods uses in academic English?
5. How to create perfect translation?
6. What is synchronic translation and its criteria?
7. Linguistic translation is important or not?

**INTERVIEW**

| Issue | Purpose of interview | Capabilities and devices | By whom (interviewer and tour guide) | Outcome |
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Intervyu. Ushbu intervyu professional gid yoki sayohatchi bilan amalga oshiriladi: rasmiy yoki norasmiy yo'nalishda. Ushbu intervyu qanday olib borilganligi hamda qisqacha mazmunini ochib berish uchun talabadan "**Basis of synchronic translation**" **mavzusidagi mustaqil ta'limni bajarishda talab etiladi. Bu orqali sinxron tarjimondagi gapirish ko'nikmalari va etikasiga baho berish mumkin.**

Rubriklar bir necha sabablarga ko'ra talabalarning ishini baholashda foydalanish uchun ajoyib vosita bo'lishi mumkin. Quyidagi hollarda rubriklar ishlab chiqish va ulardan foydalanish haqida o'ylash mumkin:

➢ O'qituvchi bir nechta turli talabalar topshiriqlarga bir xil sharhlarni qayta yozayotganini ko'rganda;

➢ O'qituvchining baholash yuki yuqori bo'lsa va sharhlarni yozish ko'p vaqtini olsa;

➢ O'qituvchi belgilangan topshiriqni tushuntirib berganidan keyin ham talabalar unga topshiriq talablari haqida qayta-qayta savol berishganda;

➢ Topshiriqni topshirishdan oldin ham, keyin ham talaba va o'qituvchi foydalanishi uchun belgilash sxemasini o'ziga xos qismlariga murojaat qilinmoqchi bo'linganda;

➢ Baholash sessiyasining boshida, o'rtasida va oxirida teng baho berilyaptimi yoki sharhlanyaptimi, degan savol tug'ilganda.

| CRITERIA | SUPER 5 | GOOD 4 | SUFFICIENT 3 | TERRIBLE 2 |
|---|---|---|---|---|
| **Purpose/Grammar structure** | Understand what is the issue, use complex grammar structure, well-focused topic supported. | Good grammar, introduce main topic, | main ideas are not specially clear. Structure is not satisfactory. | Main ideas are not clear. Students do not explain at all. Also have no any full structure. |
| **Full answer** | Students give all correct answers. | Students give write at least correct 5 answers | There is not appropriate answer. | There is not clear answer |
| **Organization/ Advanced vocabulary** | The author uses advanced vocabulary and collacationsPay attention | Simple organization but have active words. | The author uses words that communicate clearly, but the writing has not good organization | The writer uses a limited vocabulary. Clichés, metaphors are not used properly |

| | costructio n,placeme nt of sentences. | | | |
|---|---|---|---|---|
| **Explaining topic/ Pronunciation** | Explaining the topic in detail, also correct pronounce all words. It must be obvious that author explains with confidence. | Most sentences are well constructed, pronounce well. | Most sentences are well constructed, but they have a similar structure . | Explanation is repetitive or difficult to understand. |
| **Cohesion/ Comprehension** | Usage of collocation s must be correct ordered and all items should be written step by step. | Communica tion is clearly, cohesion is balanced. | Sentences do not ordered step by step. there are tons of mistakes. | There are not cohesion and comprehension. |

Rubrik ishlab chiqishning bir necha talablari mavjud:

Talaba ishining yuqori sifatini ta'minlash uchun qanday mezonlar yoki muhim elementlar mavjud bo'lishi kerakligi aniq ko'rsatiladi. Ushbu bosqichda o'qituvchi topshiriqlarni belgilashda talabalarga ko'rsatilishi mumkin bo'lgan namunali talabalar ishining namunalarini tanlashni ham ko'rib chiqishi mumkin.

Rubrikaga qancha yutuq darajasini kiritish va ular ta'lim muassasaning baholar ta'rifi hamda o'qituvchi baholash sxemasi bilan bog'liqlik bo'lishi zarur;

Har bir mezon, komponent yoki sifatning muhim elementi uchun har bir yutuq darajasidagi ishlash qanday ko'rinishini batafsil tasvirlab berish lozim;

Qo'shimcha, moslashtirilgan sharhlar yoki umumiy taassurotlar va yakuniy baho uchun joy qoldiriladi.

Mustaqil ta'limni shakllantirishning yana bir ommalashgan usuli bu "Talaba o'qituvchi" usulidir. Bunda berilgan mustaqil ta'lim mavzusi bo'yicha talaba tayyorlanadi va qolgan talabalarga dars o'tib beradi. Bu talabaga o'z metodlarini yaratish va qolgan talabalarning do'stona baholanishiga sabab bo'ladi. Bu turdagi mustaqil ta'lim soati odatda pedagogika sohasiga mo'ljallangan oliy o'quv yurtlarida joriy etilgan. Ba'zida o'qituvchi dars tashkil etish va boshqarish yuzasidan talabadan yangi innovatsion metodlarni ham o'zlashtirib oladi.

Quyida xuddi shu metod asosida tayyorlangan va olib borilgan dars rejasi taqdim etilgan:

## LESSON PLAN

| Teacher: Sa`dullayeva Shakhzoda | Course : English |
|---|---|
| Type of lesson : Practical | Grade : 3rd course students |
| Location: Shakhrisabz | Topic: Translation of international and pseudo-international words; Rendering of emotional, stylistic and culture specific features of idioms |

| Level: B2 | Number of students : 10 | Time: 40 min |
|---|---|---|

| Content objectives: | Language objectives: |
|---|---|
| • *SWBAT gain knowledge about the topic* <br> • *SWBAT raise awareness of pseudo-international words and idioms* | *Reading*: SWBAT learn how to increase reading comprehension <br> *Listening*: SWBAT listen detailed information for completing sentences by using the words *Vocabulary*: SWBAT activate in their speech the words related to topic |
| Key Vocabulary: *procedure, encounter,* features, pronunciation | Materials used: Laptop, worksheets, loudspeaker, Smartboard, OHP, |
| Activities : group work, individual, pair work | Integrated skills: listening, reading, writing, speaking |

| Types of assessment: <br> Formative: giving feedback after each activity <br> Summative: evaluating students at the end of the lesson |
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| *Lesson procedure* |
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| **Introduction**<br>5 min | -Greetings<br>-Check the attendance |
| **Warm up activity 1**<br><br>Time<br>5 min | *Who is this person?*<br>**Objective:** to introduce the topic<br>**Teacher instructions:**<br>1. Teacher asks a student to come the board and asks him or her no to look at the smart board<br>2. Teacher plays ''a wheel of names'' with pictures of a famous person by the help of OHP.<br>  https://wheelofnames.com/ru/<br>3. Teacher asks to describe the person in the picture showed up on the board without saying his or her name<br>4. Teacher asks the student who is a "guesser" to find the person is being described<br>5. Teacher asks the student to give any extra information (if he or she knows) about the person.<br>6. Teacher gives a permission other students to take a turn one by one<br>**Student directions:**<br>1. Students look at the picture on the smart board<br>2. Students describe the person in the picture without saying his or her name<br>3. The student – ''Guesser'' should find the name of the person<br>**Differentiation**: Weaker students can count only adjectives or words which are appropriate to the picture (for example: tall, short, bald, black hair, Uzbek, 23 years old and etc.) instead of giving a short speech about the person.<br><br>✍ **Rationale:** *This warm up activity helps to grab students' attention to the lesson. This activity can be considered as an authentic material which makes students interest in the topic. As Thanajaro (2000) claimed that [using authentic materials in the classroom improves the learners' self-satisfaction and motivation towards the subject. [3]* |
| **Pre- activity**<br>**Activity 2**<br><br>Time 10 min | **Objective:** to make students aware of stylistic and culture specific features of idioms and make them enable to use international and pseudo-international words<br>**Teacher instructions:**<br>• Teacher divides students into small groups<br>• Teacher provides each group with a handout<br>• Teacher asks students to find out specific features of the given idioms according to passage<br>• Teacher reminds the time<br>• Teacher asks students to make at least six sentences by using those words<br>• **Student directions:**<br>• Students find out specific features of the idioms from given passage<br>• Students make up at least six sentences using those words<br><br>**Differentiation:** Teacher should divide the students according to their knowledge, to be more specific, the groups should be equally divided. Lower students should not be in one group. They should work with stronger students.<br>✍ **Rationale:** By the help of the activity, students increase their awareness of specific features of idioms In addition, students are demanded making up sentences by using idioms from given passage. Thomas C. Cooper (1999) claimed that "Because of a lower level of linguistic competence in the target language, foreign learners get disadvantage in understanding idiom expressions they will meet idioms in all forms of discourse: in |

Talabalarning mustaqilligi, ongi va faolligi ko'p jihatdan ularning faoliyatining tabiati va tashkil etilishiga, nazorat qilish, o'zini o'zi nazorat qilish, ba'zan o'zaro nazorat qilish shakllari va usullariga, ularning natijalariga munosabatiga bog'liq. Va o'zlashtirilishi kerak bo'lgan bilimlar to'plami qanchalik yaxshi ishlab chiqilgan va tizimlashtirilgan bo'lsa, talabalar o'rganish maqsadlarini shunchalik aniq tushunsa, bu bilimlar yaxshiroq va mustahkamroq o'zlashtiriladi. Universitetda o'quv jarayonini tashkil etishda talabalarning mustaqil ishi muhim o'rin tutadi, u bilim olish qobiliyatini rivojlantiradigan, talabaning o'z-o'zini rivojlantirish, olgan bilimlarini ijodiy qo'llash qobiliyatini shakllantiradigan tarzda qurilishi kerak.

Loyihaning mahsuli talabalar uchun tavsiyalar bo'lib, ular talabalarning mustaqil ishlarining o'quv jarayonida o'rni haqida aniq ma'lumot manbai sifatida foydalanish mumkin. Talabalarning mustaqil ishi shunday tuzilishi kerakki, bilim olish qobiliyatini rivojlantirish, talabalarning o'z-o'zini rivojlantirish qobiliyatlarini shakllantirish, olingan bilimlarni ijodiy qo'llash, zamonaviy dunyoda kasbiy faoliyatga moslashtirishi lozim.

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