

**MUSIQIY FAOLIYAT O'SPIRINLARNING MULOQOT QOBILIYATINI RIVOJLANTIRISH
VOSITASI SIFATIDA**

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**MUSICAL ACTIVITY AS A MEANS OF DEVELOPING COMMUNICATION ABILITY OF
ADOLESCENTS**

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Abstract

The problem of sociability has been actively developed by psychological and pedagogical science since the middle of the last century. Despite more than half a century of history, interest in this area of research does not lose its relevance. Theoretical analysis allowed us to assume that musical activities directly affect the development of sociability in adolescent children, which manifests itself in varying degrees of expression of communication skills.

Annotatsiya

Aloqa muammosi o'tgan asrning o'rtalaridan boshlab psixologik va pedagogic fan tomonidan jadal rivojlanmoqda. Yarim asrlik tarixga qaramay, ushbu tadqiqot yo'nalishiga qiziqish o'z ahamiyatini yo'qotmaydi. Nazariy tahlil shuni ko'rsatadiki, musiqiy faoliyat bilan shug'ullanish o'smir bolalarda muloqot qobiliyatining rivojlanishiga bevosita ta'sir qiladi, bu esa aloqa ko'nikmalarining turli darajalarida namoyon bo'ladi.

Kalitsò`zlar: Shaxsni rivojlantirish, muloqot, musiqiy faoliyat, aloqa jarayoni, ta'lim, tajriba.

Keywords: Personality development, sociability, musical activity, communication process, education, experiment.

Muloqot qilish insonning o'ziga, o'zining psixologik salohiyatiga, sherikning potentsialiga, vaziyat va aloqa vazifasiga yetarlicha yo'nalishini rivojlantirishni o'z ichiga oladi. Va bu o'spirinlik-bu muloqot qobiliyatini shakllantirish uchun sezgir vaqtdir, chunki bir tomondan, muloqotning barcha tarkibiy qismlarini rivojlantirish uchun potentsiallar mavjud: shaxsiy, kognitiv, xulq-atvor, boshqa tomondan, samarali muloqotni qurish qobiliyati sifatida muloqotning rivojlanishi butun shaxsning rivojlanishiga tobora jiddiy ta'sir ko'rsatmoqda. Yuqoridagilar bilan bog'liq holda, tadqiqotimizning maqsadi sifatida biz musiqiy faoliyatning o'spirinlarda muloqot qobiliyatini rivojlantirishga ta'sirini aniqladik. Nazariy tahlil shuni ko'rsatadiki, musiqiy faoliyat bilan shug'ullanish o'smir bolalarda muloqot qobiliyatining rivojlanishiga bevosita ta'sir qiladi, bu esa aloqa ko'nikmalarining turli darajalarida namoyon bo'ladi. Empirik tadqiqot ilgari surilgan gipotezani tasdiqlash yoki rad etishga qaratilgan. Musiqiy faoliyat sharoitida o'spirinlarning kommunikativ kompetentsiyasini shakllantirish xususiyatlarini tavsiflash va empirik tadqiqot dasturini taqdim etish maqsadga muvofiqdir.

Aloqa asosiy vakolatlar guruhiga kiradi. Rus psixologiyasida aloqa atamasini psixologik muomalaga kiritgan birinchi olim A. A. Bodalev bo'lgan. U ichki resurslar - ko'nikma va bilimlar mavjud bo'lganda boshqa odamlar bilan samarali aloqalarni o'rnatish va saqlash qobiliyati sifatida izohladi. [1, 32-b].

"Muloqot" quyidagi qobiliyatlardan iborat:

1. Muloqot qilish kerak bo'lgan aloqa holatining ijtimoiy-psixologik prognozini berish;
2. Aloqa holatining o'ziga xosligiga asoslanib, aloqa jarayonini ijtimoiy-psixologik jihatdan dasturlash;
3. Aloqa sharoitida aloqa jarayonlarini ijtimoiy-psixologik boshqarishni amalga oshirish [2, 385-b];
4. Boshqalar bilan aloqa qilish istagi;
5. Muloqotni tashkil qilish qobiliyati, shu jumladan suhbatdoshni tinglash qobiliyati, hissiy hamdardlik qobiliyati, ziddiyatli vaziyatlarni hal qilish qobiliyati;
6. Boshqalar bilan muloqot qilishda amal qilish kerak bo'lgan normalar va qoidalarni bilish.

Aloqa qobiliyatlari murakkab ko'p darajali shaxsiy ta'lim, shaxsning kommunikativ xususiyatlarining kombinatsiyasi, shuningdek, aloqa faoliyatini tartibga solish va davom ettirishni ta'minlaydigan ijtimoiy-idrok va operatsion-texnik bilim va ko'nikmalar sifatida qaraladi [3,335-b].

O'smirlarda kommunikativ fazilatlarni rivojlantirishda muloqotning roliga kelsak, ularning muloqot qilish qobiliyatiga tayanish kerak. Muloqot qilish qobiliyati shaxsni muloqotning har uch tomonini amalga oshirish darajasida namoyon bo'ladi: aloqa – axborot uzatish vositalarida (yozma va og'zaki nutq, imo – ishoralar, yuz ifodalari va boshqalar); interaktiv – psixologik ta'sir usullari va birgalikdagi faoliyatda faol o'zaro ta'sir; idrok etish-odamlarni shaxslararo

idrok etish, baholash va o'zaro tushunishda. Muloqot qilish qobiliyati, shuningdek, ijtimoiy-psixologik moslashuvning rivojlangan darajasini, ya'ni shaxsning yangi ijtimoiy muhit sharoitlariga faol moslashishini, boshqalarga psixologik ta'sir ko'rsatish, ularni ishonitirish va o'ziga jalb qilish qobiliyatini o'z ichiga oladi [4, 158-bet].

Odamlar turli darajadagi muloqotga ega, ammo bu umuman bizga tabiat tomonidan biror narsa berilmasa, uni o'zimizda rivojlantirish mumkin emas degani emas. O'smirlarning aloqa qobiliyatini shakllantirishni quyidagi mezonlar bilan aniqlash mumkin: aloqa holatini baholash qobiliyati, refleksiv xatti-harakatlarning namoyon bo'lish qobiliyati, boshqalar bilan aloqa qilish istagi, kommunikativ harakatning borishini tashkil etish qobiliyati. Shunday qilib, o'spirinlik davrida, bir tomondan, aloqa fazilatlarining barcha tarkibiy qismlarini rivojlantirish uchun imkoniyatlar mavjud: shaxsiy, kognitiv, xulq-atvor. Boshqa tomondan, muloqotning rivojlanishi - samarali muloqotni qurish qobiliyati sifatida umuman shaxsning rivojlanishiga tobora jiddiy ta'sir ko'rsatmoqda [6,368-bet].

O'smirlik davrida aloqa yetakchi faoliyat turiga aylanadi, aynan shu davrda shaxsning barcha kommunikativ salohiyati ochib beriladi va biz uchun rivojlanish darajasi va musiqiy faoliyat bilan shug'ullanish o'rtasidagi munosabatlar alohida ahamiyatga ega va qiziqish uyg'otadi.

Musiqqa darslari chiroyli va malakali nutqni rivojlantirishga, nutqdagi qattqlikni yengishga yordam beradi. Bunday xulosalar fransuz va portugaliyalik olimlar tomonidan birgalikda o'tkazilgan tadqiqotdan so'ng taqdim etilgan. Musiqiy faoliyat bilan shug'ullanadigan o'spirinlar eng ijtimoiy jihatdan moslashgan, ular o'zlariga ko'proq ishonishadi, natijalarga erishadilar va tengdoshlari bilan muloqot qilish yo'lida to'siqlar va komplekslar yaratadigan har qanday tashqi kamchiliklari fonga tushadi.

Tadqiqotimizning maqsadi nazariy manbalar va amaliy o'rganish natijalarini tahlil qilish, musiqiy faoliyat darslarining o'spirinlarda muloqot qobiliyatini rivojlantirishga ta'sirini aniqlash edi.

Tadqiqot ob'ekti: o'spirinlarning muloqot qobiliyati. Tadqiqot mavzusi: musiqiy faoliyatning o'spirinlarda muloqot qobiliyatini rivojlantirishga ta'siri. Tadqiqotning maqsadi, ob'ekti va mavzusi bizga gipotezani shakllantirishga imkon berdi: biz musiqiy faoliyat bilan shug'ullanish o'smir bolalarda muloqot qobiliyatining rivojlanishiga ta'sir qiladi, deb taxmin qilamiz, bu ularning muloqot qobiliyatlarining turli darajalarida namoyon bo'ladi.

Ampirik tadqiqot musiqqa muassasasi bo'lmagan 1 va 2-kurs texnik kollejining o'rta guruhi asosida olib borildi. Tadqiqot ishtirokchilari 15 yoshdan 17 yoshgacha bo'lgan 20 nafar o'spirinni tashkil etdi. Musiqiy faoliyatning o'spirinlarning muloqot qobiliyatini rivojlantirishga ta'sirini aniqlash, shuningdek ushbu tadqiqot gipotezasini tasdiqlash yoki rad etish maqsadida u nazorat va eksperimental guruhlariga bo'lingan.

Musiqiy faoliyatning o'spirinlarning muloqot qobiliyatini rivojlantirishga ta'sirini o'rganish bo'yicha tadqiqotimiz dasturi bir necha bosqichlarning ketma-ket o'tishini o'z ichiga oladi:

1-bosqich-ishtirokchilarni, nazorat va eksperimental guruhni shakllantirish. Diagnostika usullarini tanlash. 2-bosqich-o'smirlarning muloqot qobiliyatini quyidagi usullar bo'yicha tashxislash: V. F. Ryaxovskiy metodologiyasi - Y.Z. Gilbux metodologiyasiga muvofiq muloqot darajasini, "kommunikativ bilimlar testi" belgilaydi. 3 –bosqich natijalarni taqqoslash va tahlil qilish, amaliy tavsiyalar ishlab chiqish.

Maqola yozilayotganda, uchinchi bosqich empirik tadqiqotlar jarayonida har qanday xulosa va xulosalar chiqarish biz uchun erta bo'lib tuyuladi. Shu bilan birga, dastlabki dalillar shuni ko'rsatadiki, musiqiy faoliyat bilan shug'ullanadigan respondentlar orasida nazorat guruhining respondentlari bilan taqqoslaganda, muloqot qobiliyatining yuqori darajada rivojlanish tendentsiyasi kuzatilmoqda.

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THE NOTION AND ROLE OF INTERACTIVE TECHNOLOGIES IN TEACHING A FOREIGN LANGUAGE

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Abstract

Considering the process of learning a foreign language takes place in an area remote from the speech environment, always contributes to a decrease in motivation to learn this language. We believe that one of the effective means of increasing such motivation is to create a personal environment for communicating in a foreign language through a wide use of interactive technologies. The article substantiates the importance of introducing interactive teaching methods in the educational process. The purpose of this article is to demonstrate how it impacts on students' academic achievements. Interactive technology can be very useful in capturing the attention and interest of students, as it allows them to anonymously share their ideas and requires them to react frequently to the material being presented. The use of new methods based on the use of multimedia technologies in teaching English raises the quality of the educational process to a new level.

Keywords: interactive technology; education; motivation; foreign language, role, skill.

Introduction

The education system is constantly being updated. The scientific and technical process is a key factor in changes in the education system, which is impossible to think without information technology. In the world educational program, much attention is paid to the development of standards for interactive technologies in education. Interactive technology has become an integral part of modern society in a short time.

The actuality of studying the problem of using interactive technologies in the process of teaching foreign languages is associated with the social needs of specialists who speak foreign languages at a high level. The use of interactive technologies in the work of a teacher allows students to: contribute to the formation and maintenance of constant motivation to learn a foreign language; increase the intensity of the educational process. [1, p. 182]. By learning a language, a person learns the culture and society of an entire nation. A person quickly feels the culture of native speakers through

sight and hearing. That is, it becomes easier for him to join the ranks of those who have mastered this language [2, p. 34]. Similarly, interaction and communication between professors and students is consistently seen as an important component of learning [3, p. 23]. Since teachers want to see a well-rounded personality in their students, the role of interactive technologies is very important. The same students often participate in class discussions, even if participation is assessed. Additional difficulties are keeping the attention of students and obtaining useful information about the reaction of students to educational material [4, p. 19]. Thus, increasing student interest and contribution to the course is important for professors.

Interactive technology is one of the technological tools that teachers can use to improve communication and interaction in their classrooms [4, p. 36]. As described by Eastman [5, p. 31] thanks to this technology, teachers get instant feedback, and students