MAZMUNY

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HORMATLY OKYJYLAR!

Berkarar döwletiň täze eýýamynyň Galkynyşy döwründe Garaşsyz, hemişelik Bitarap ýurdumyzda ylym we bilim ulgamlaryny ösdürmek, bu ugurda dünýäde gazanylan üstünlikleri we oňyn tejribeleri durmuşa ornaşdyrmak döwlet syýasatynyň ileri tutulýan ugurlarynyň biridir. Hormatly Prezidentimiziň: «Ýurdumyzyň ýokary we orta okuw mekdeplerinde ýaşlar her bir dili öz geljekki hünärleri bilen baglanyşykly öwrenýärler. Bu bolsa her bir daşary ýurt diliniň hünär ugry boýunça öwrenilýändigini aňladýar. Şu amatly okuw şertleri Türkmenistanyň halkara gatnaşyklarynyň, ykdysadyýetiniň, medeniýetiniň döwrebap ösmegine giň ýol açýar» diýen sözlerinden ugur alyp, ylym-bilim ulgamyna innowasion tehnologiýalary ornaşdyrmak hem-de ýurdumyzda alnyp barylýan dil syýasatynyň çäklerinde «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasy» boýunça amala aşyrylan okuw-usulyýet işleriniň netijelerini seljermek maksady bilen, Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynda 2024-nji ýylyň 5-6-njy dekabrynda «Daşary ýurt dillerini öwretmegiň innowasion usullary we tehnologiýalary» atly halkara ylmy-amaly maslahat geçirildi. Bu ylmy-amaly maslahata ýurdumyzyň we Russiýanyň, Belarus Respublikasynyň, Hytaýyň, Hindistanyň, Germaniýanyň, Fransiýanyň, Italiýanyň, Türkiýäniň, Koreýa Respublikasynyň, Wýetnamyň, Taýlandyň, Özbegistanyň ylmy edaralaryndan, ýokary okuw mekdeplerinden alymlaryň uly topary geldi, Kanada, Awstraliýa, Meksika, Beýik Britaniýa, Ýaponiýa, Şri-Lanka, Tanzaniýa, Gazagystan, Gyrgyzystan ýaly ýurtlaryň ylmy edaralarynyň alymlary, ýokary okuw mekdepleriniň professor-mugallymlary bolsa oňa onlaýn görnüşinde gatnaşdylar.

«Filologiýanyň meseleleri» atly ylmy-usuly žurnalymyzyň şu sanynda Gahryman Arkadagymyzyň, Arkadagly Gahryman Serdarymyzyň taýsyz tagallalary netijesinde dünýä döwletleri bilen bilim, ylym, medeniýet ugurlary boýunça mümkinçilikleri birleşdirmäge, halklaryň we döwletleriň arasynda alnyp barylýan hoşniýetli hyzmatdaşlygyň, parahatçylyga ýugrulan gatnaşyklaryň has-da berkemegine giň mümkinçilik döreden Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynda geçirilen «Daşary ýurt dillerini öwretmegiň innowasion usullary we tehnologiýalary» atly halkara ylmy-amaly maslahata gatnaşan professor-mugallymlaryň pikirlerini siziň bilen paýlaşýarys.

DEAR READERS!

In the Epoch of the Revival of the New Era of the Powerful State in our Independent, permanently Neutral country development of science and education systems, introduction of the achievements of this sphere and the best practices in the world is one of the priority directions of the state policy. Proceeding from the words of our Esteemed President: «In the higher and vocational educational establishments of our country the youth study each language in the relation to their future specialties. And it means that each foreign language is studied taking into account peculiarities of specialty. These favorable conditions created in the field of education give wide opportunities for the modern development of the international relations, economy and culture of Turkmenistan», for the purpose of the introduction of the innovative technologies into the field of science and education and analyzing results of the educational and methodological work carried out in accordance with «The Concept of Improving Foreign Language Teaching in Turkmenistan» within the framework of the language policy conducted in our country, on December 5-6, 2024, the international scientific and practical conference «Innovative Methods and Technologies of Foreign Language Teaching» was held at Dovletmammet Azadi Turkmen National Institute of World Languages. Many scientists from the scientific institutions and higher educational establishments of our country, Russia, the Republic of Belarus, China, India, Germany, France, Italy, Türkiye, South Korea, Vietnam, Thailand, and Uzbekistan participated in this scientific and practical conference, the scientists from the research institutes, professors and teachers from the higher educational establishments of Canada, Australia, Mexico, Great Britain, Japan, Sri-Lanka, Tanzania, Kazakhstan, and Kyrgyzstan participated in it in online format.

In this issue of the scientific and methodological magazine «Issues of Philology» we share the views of the professors and teachers, who participated in the international scientific and practical conference «Innovative Methods and Technologies of Foreign Language Teaching» held at Dovletmammet Azadi Turkmen National Institute of World Languages, which as a result of the great efforts of our Hero-Arkadag and Arkadagly Hero Serdar gave a wide opportunity to join efforts with the states of the world in the field of education, science, and culture and further strengthening mutually advantageous cooperation and friendly relations maintained between the nations and states.

УВАЖАЕМЫЕ ЧИТАТЕЛИ!

В эру Возрождения новой эпохи могущественного государства в нашем независимом, постоянно нейтральном государстве развитие научно-образовательной деятельности, освоение в данной области лучшего и передового опыта является одним из приоритетных направлений государственной политики. Как отмечал наш уважаемый Президент: «В высших и средних школах нашей страны молодёжь изучает языки в тесной связи со своей будущей специальностью. Это значит, что каждый иностранный язык изучается по конкретной специальности. Эти благоприятные образовательные условия в Туркменистане открывают дорогу для современного развития международных отношений, экономики, культуры». Принимая во внимание вышесказанное, а также в целях внедрения в научно-образовательную систему инновационных технологий и оценки проводимой учебно-методической деятельности в ходе реализации Концепции совершенствования обучения иностранным языкам в Туркменистане в рамках языковой политики, 5-6 декабря 2024 года в Туркменском национальном институте мировых языков имени Довлетмаммета Азади состоялась международная научно-практическая конференция «Инновационные методы и технологии обучения иностранным языкам». В работе научно-практической конференции приняли участие ученые и преподаватели ведущих зарубежных вузов и научных центров из России, Республики Беларусь, Китая, Индии, Германии, Франции, Италии, Турции, Республики Корея, Вьетнама, Таиланда, Узбекистана. Известные ученые и профессора из Канады, Австралии, Мексики, Великобритании, Японии, Шри-Ланки, Танзании, Казахстана и Кыргызстана встретились со слушателями в онлайн-формате и рассказали о последних исследованиях в лингвистике. Международный форум стал идеальной площадкой для обмена знаниями и опытом, а также установления научных связей и партнерств. Участники смогли обсудить самые актуальные темы, представить свои исследования и получить ценные советы от опытных коллег. Помимо презентации исследовательских работ, участники также имели возможность принять участие в работе секций и круглого стола, где обсуждались наиболее актуальные вопросы в области лингвистики. Эта конференция стала своего рода местом для обмена международным опытом и идеями.

На страницах журнала размещены тезисы докладов участников Международной конференции «Инновационные методы и технологии обучения иностранным языкам», где приводятся научные изыскания и материалы, посвященные проблемам языкового образования. Благодаря усилиям нашего уважаемого Героя-Аркадага и Аркадаглы Героя Сердара, их неустанной заботе и создаваемым возможностям интеграция в мировую образовательную систему, а также подготовка специалистов мирового уровня являются определяющими факторами для образовательных учреждений при организации и развитии разностороннего сотрудничества с зарубежными партнерами в области образования, научно-исследовательской работы и культуры. Важнейшим на сегодняшний день является совершенствование и повышение авторитета национальной системы образования с учетом международного опыта.

DAŞARY ÝURT DILLERINI ÖWRETMEKDE HALKARA HYZMATDAŞLYGYŇ ORNY

THE ROLE OF THE INTERNATIONAL COOPERATION IN TEACHING FOREIGN LANGUAGES

РОЛЬ МЕЖДУНАРОДНОГО СОТРУДНИЧЕСТВА В ПРЕПОДАВАНИИ ИНОСТРАННЫХ ЯЗЫКОВ

TM

Maksat Çaryýew, Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynyň rektory

ENG

Maksat Charyyev, the rector of Dovletmammet Azadi Turkmen National Institute of World Languages

RU

Максат Чарыев, ректор Туркменского национального института мировых языков имени Довлетмаммета Азади

Annotasiýa

Makalada Berkarar döwletiň täze eýýamynyň Galkynyşy döwründe häzirki innowasiýalaryň we ösüşleriň eýýamynda milli bilim ulgamyny düýpli özgertmek, aýratyn-da, ýaşlara daşary ýurt dillerini çuňňur öwretmek babatda Arkadagly Gahryman Serdarymyzyň baştutanlygynda alnyp barylýan işler barada gürrüň edilýär. «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasynyň» ýerine ýetirilmeginiň çäklerinde daşary ýurt dillerini öwretmekde ulanylýan innowasion usullar we tehnologiýalar bilen baglanyşykly Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynda geçirilen halkara ylmy-amaly maslahatyň halkara hyzmatdaşlygy ösdürmekdäki ähmiýeti beýan edilýär.

Annotation

The article gives information about the work conducted in the Epoch of the Revival of the New Era of the Powerful State under the wise leadership of our Arkadagly Hero Serdar for implementing radical reforms in the national system of education in the modern era of innovations and developments, particularly, for deep teaching foreign languages to the youth. It describes the importance in the development of the international cooperation of the international scientific and practical conference held at Dovletmammet Azadi Turkmen National Institute of World Languages within the framework of the implementation of "The Concept of Improving Foreign Language Teaching in Turkmenistan" and related to innovative methods and technologies used in teaching the foreign languages.

Аннотация

В статье рассматриваются вопросы коренного реформирования национальной системы образования в эру Возрождения новой эпохи могущественного государства, осуществляемого под руководством Аркадаглы Героя Сердара, особенно в контексте углубленного изучения иностранных языков среди молодежи. Подчеркивается важное значение Международной научно-практической конференции, проведенной в Туркменском национальном институте мировых языков имени Довлетмаммета Азади в рамках реализации «Концепции совершенствования обучения иностранным языкам в Туркменистане», в развитии международного сотрудничества в сфере образования. В работе данной конференции особое внимание было уделено инновационным методам и технологиям, используемым в преподавании иностранных языков.

Açar sözleri: «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasy», halkara hyzmatdaşlyk, innowasion usullar, tehnologiýalar, ussatlyk usuly sapagy.

Garaşsyz, hemişelik Bitarap Türkmenistanyň bilim ulgamynyň hukuk binýadyny berkitmek bilen baglanyşykly işler yzygiderli alnyp barylýar. Bu ulgama döwlet syýasatynyň ileri tutulýan ugry hökmünde seredilýär we onuň döwrebaplaşdyrylmagy boýunça möhüm çözgütler kabul edilýär. Şunuň bilen baglylykda, «Bilim hakynda» Türkmenistanyň Kanunynyň rejelenen görnüşiniň, «Ýaşlar barada döwlet syýasaty hakynda» Türkmenistanyň Kanunynyň, «Türkmenistanda çaganyň irki ösüşini we mekdebe taýýarlygyny ösdürmek babatda 2020-2025-nji ýyllarda mekdebe çenli çagalar edaralarynyň işini kämilleşdirmegiň Maksatnamasynyň», «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasynyň», «Türkmenistanda umumybilim maksatnamalary boýunça okatmagyň usulyýetini kämilleşdirmegiň 2028-nji ýyla çenli Konsepsiýasynyň» kabul edilmegi – bularyň ählisi ýurdumyzyň bilim ulgamynyň milli ýörelgelere, dünýä ülňülerine, umumy ykrar edilen halkara kadalara we öňdebaryjy tejribelere laýyklykda yzygiderli ösdürilýändigini, ýaş nesli milli hem-de umumadamzat gymmatlyklarynyň ruhunda terbiýelemek, olara döwrebap bilim bermek babatda maksatnamalaýyn işleriň üstünlikli dowam etdirilýändigini alamatlandyrýar.

Bu ugurda alnyp barylýan tutumly işleriň aýdyň subutnamasy hökmünde Türkmenistanyň Prezidentiniň 2017-nji ýylyň 22-nji dekabrynda çykaran 519-njy Karary bilen tassyklanan «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasynyň» hem-de ony durmuşa ornaşdyrmak boýunça çäreleriň Meýilnamasynyň üstünlikli ýerine ýetirilmegini görkezmek bolar.

Ylym-bilim döwletiň durnukly we sazlaşykly ösüşiniň aýrylmaz bölegidir. Ýurdumyzda ýaş nesliň ene dili bilen bir hatarda daşary ýurt dillerini hem suwara bilmekleri, olaryň halkara tejribesine laýyklykda döwrebap bilim almaklary, hünär öwrenmekleri, ony önümçilikde netijeli peýdalanyp bilmekleri üçin amatly şertler döredilýär. «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasyna» laýyklykda, daşary ýurt dili mugallymlaryny taýýarlaýan hünär bilimi edaralarynda taýýarlygyň ugurlary boýunça döwlet bilim standartlary, okuw maksatnamalary halkara kadalaryna görä yzygiderli kämilleşdirilýär, döwrebap okuw kitaplarydyr gollanmalary, şol sanda elektron okuw kitaplary, elektron sözlükler, ykjam programmalar, türkmen halk ertekileri boýunça daşary ýurt dillerinde kitapçalar taýýarlanýar, ylmy-usuly taýdan daşary ýurt dillerini okatmagyň hili gowulanýar. Ýaş nesliň daşary ýurt dillerini has çuňňur özleşdirmekleri üçin bilim edaralarynyň daşary ýurt dillerini okatmaga ýöriteleşdirilen okuw hem-de lingafon otaglary, multimedia, interaktiw we sinhron terjime enjamlary, emeli we hyýaly hakykat tehnologiýalary bilen üpjün edilmegi özüniň oňyn netijesini berýär.

Ylmy-tehniki ösüşiň döwri bilimiň derejesiniň we hiliniň, innowasion tehnologiýalaryň, döredijilik mümkinçilikleriniň okgunly ösüşi bilen şertlendirilýär. Ýurdumyzyň okuw merkezlerinde TOEFL, IELTS (iňlis), HSK (hytaý), JLPT (ýapon), CELI (italýan), DELF/DALF (fransuz),

Goethe-Zertifikat (nemes), TOPIK (koreý) ýaly dünýäniň öňdebaryjy standartlaryna laýyklykda halkara derejesindäki şahadatnamalary almak üçin ýörite okuwlar guralýar.

Daşary ýurt döwletleriniň, şol sanda Amerikanyň Birleşen Ştatlarynyň, Russiýa Federasiýasynyň, Hytaý Halk Respublikasynyň, Germaniýa Federatiw Respublikasynyň, Ýaponiýanyň, Italiýa Respublikasynyň, Fransiýa Respublikasynyň, Koreýa Respublikasynyň ýokary okuw mekdepleri, şeýle hem halkara derejeli edaralar bolan Kembrij uniwersiteti, Gýote instituty, Ýapon Gaznasy ýaly bilim merkezleri bilen netijeli hyzmatdaşlygyň ýola goýulmagy, daşary ýurt dillerini okatmagyň meselelerine bagyşlanan halkara derejeli okuw, ylmy-amaly we ylmy-usuly maslahatlaryň, hünär kämilleşdiriş okuwlarynyň geçirilmegi hormatly Prezidentimiziň alyp barýan giň gerimli bilim özgertmelerini üstünlikli durmuşa geçirmek bilen baglanyşykly döwletara hyzmatdaşlygyň işjeňleşýändigini aňladýar. Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynda Patyşa Sejong adyndaky Koreý dilini öwrenmek boýunça bilim merkeziniň döredilmegi, Türkmenistanyň Oguz han adyndaky Inžener-tehnologiýalar uniwersitetinde hem-de Halkara ynsanperwer ylymlary we ösüş uniwersitetinde okuwlaryň daşary ýurt dillerinde alnyp barylmagy, halkara bilim bäsleşikleriniň yzygiderli geçirilmegi, olarda ýurdumyzyň ýaşlarynyň öňdebaryjy orunlary eýelemegi Arkadagly Gahryman Serdarymyzyň dil syýasatynyň dabaralanýandygyny görkezýär.

Dilçi-terjimeçileri, dilçi mugallymlary taýýarlaýan Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri instituty Ýaponiýanyň Sukubo uniwersiteti, Eýran Yslam Respublikasynyň Ferdöwsi adyndaky uniwersiteti, Özbegistanyň, Koreýa Respublikasynyň iri bilim merkezleri bilen hyzmatdaşlyk saklaýar. Bu bolsa milli bilim ulgamynyň dünýäniň bilim giňişligine goşulyşmagyna, hünärmenleri taýýarlamak üçin täze ugurlary we wezipeleri kesgitlemäge oňyn täsirini ýetirýär. Daşary ýurt dillerini öwrenmek häzirki zaman hünärmeniniň zähmet bazaryndaky bäsdeşlige ukyplylygyny ýokarlandyrmagyň, ýokary hünär başarnygyna ukyply hünärmenleri taýýarlamagyň möhüm şertidir. Şu nukdaýnazardan, daşary ýurtly myhmanlaryň gatnaşmagynda geçirilýän maslahatlar, ýurdumyzyň Bilim ministrliginiň, ýokary okuw mekdepleriniň halkara guramalar, dürli döwletleriň diplomatik wekilhanalary, okuw merkezleri bilen guraýan çäreleri aýratyn ähmiýete eýedir. Şoňa görä-de, daşary ýurt dillerini çuňňur öwretmek meselesi bilen baglanyşykly Diýarymyzyň we daşary ýurtlaryň bilim edaralarynyň arasynda okuw maslahatlary, okuw-usulyýet sapaklary, umumy okuwlar we beýleki çäreler bilelikde guralýar.

Daşary ýurt dillerini okatmagyň usulyýetini mundan beýläk-de kämilleşdirmek, ylmy taýdan esaslandyrylan pedagogik çözgütleri kabul etmek we bilim işine ornaşdyrmagyň bitewi ulgamyny kemala getirmek maksady bilen 2024-nji ýylyň 5-6-njy dekabrynda Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynda Türkmenistanda innowasion ösüşlere, bilim ulgamyna öňdebaryjy tejribeleri we häzirki zaman tehnologiýalary ornaşdyrmak, sanly bilim standartlaryny we daşary ýurt dillerini innowasiýalar esasynda okatmagy kämilleşdirmek, ylym, tehnika we innowasion tehnologiýalar boýunça hyzmatdaşlygy pugtalandyrmak babatda toplanan oňyn tejribelerden ugur alnyp, hormatly Prezidentimiziň milli we halkara dereje-

däki maksatnamalaryna we ynsanperwer daşary syýasatyna laýyklykda, dil bilimi, pedagogika boýunça görnükli alymlary, dünýä belli pedagoglary we ylmy işgärleri birleşdirýän, türkmen milli bilim ulgamynyň gazananlaryny dabaralandyrýan hem-de «Türkmenistanda daşary ýurt dillerini okatmagy kämilleşdirmegiň Konsepsiýasynyň» üstünlikli durmuşa geçirilýändigini alamatlandyrýan «Daşary ýurt dillerini öwretmegiň innowasion usullary we tehnologiýalary» atly halkara ylmy-amaly maslahat geçirildi. Ýurdumyzda milli bilim ulgamyny kämilleşdirmek, sanly innowasiýalary ösdürmek babatda döredilen ähli mümkinçiliklerden peýdalanyp, guramaçylykly ýagdaýda geçirilen bu halkara ylmy-amaly maslahata gatnaşan daşary ýurtly myhmanlaryň, professor-mugallymlaryň ýörite ussatlyk usuly sapaklary hem-de söhbetdeşlikleri, «Hytaý dilini okatmagyň usullary», «Hindi dilini okatmagyň usulyýeti», «Koreý dilini okatmagyň usulyýeti», «Classroom management», «Daşary ýurt dilleri sapagynda surat bilen işlemek» atly usuly sapaklar toplumy, şeýle hem «Türki döwletlerde Magtymguly Pyragynyň öwrenilişi», «Подготовка преподавателей русского языка новой формации: тренды, вызовы и перспективы» atly temalardan «tegelek stoluň» başyndaky söhbetdeşlikler, «Innovative approaches: nurturing global citizenship through English teaching» atly temadan duşuşyklar onuň netijeliligini has-da artdyrdy. Halkara ylmy-amaly maslahatyň netijesinde daşary ýurt dilini öwrenýänleriň dil başarnyklarynyň döwlet bilim standartlaryna laýyklygyny bahalandyrmak boýunça garaşsyz seljermeleri geçirmek, seljermeleriň esasynda ylmy taýdan esaslandyrylan pedagogik çözgütleri kabul etmek we okuw maksatnamalaryny kämilleşdirmek boýunça esaslandyrylan teklipler taýýarlanyldy.

«Türkmenistanda umumybilim maksatnamalary boýunça okatmagyň usulyýetini kämilleşdirmegiň 2028-nji ýyla çenli Konsepsiýasyny» ýerine ýetirmegiň çäklerinde daşary ýurt dillerini okadýan hem-de hünär boýunça dersleri daşary ýurt dillerinde okadýan pedagogik işgärler üçin guralýan hünär derejesini ýokarlandyryş okuwlarynyň maksatnamalaryny kämilleşdirmek, daşary ýurt dilleri boýunça öňdebaryjy tejribä laýyklykda okuw kitaplaryny we gollanmalaryny taýýarlamak, innowasion sanly platformalary we elektron okuw-usuly toplumlaryny döretmegiň we bilim işine ornaşdyrmagyň gerimini giňeltmek babatda ulgamlaýyn işler dowam etdirilýär.

Döwür durmuşyň ähli ugurlarynda hünärmenleriň hünär derejesiniň dünýä standartlaryna laýyklykda ýokarlandyrylmagyny talap edýär. Daşary ýurt dilleriniň düýpli özleşdirilmegi üçin häzirki zaman tehnologiýalarynyň orny örän uludyr. Daşary ýurt dili dersleri boýunça guralýan sapaklarda sanly bilim tehnologiýalaryndan peýdalanmak üçin olary okadýan mugallymlardan maglumat-kommunikasion başarnyklarynyň ýokary bolmagy talap edilýär. Talyplaryň gönüden-göni gatnaşmaklarynda interaktiw tagtany, multimedia serişdelerini ulanmak arkaly sapaklary işjeň geçirmek ýokary netije berýär.

Ýurdumyzyň ýokary okuw mekdepleriniň bilim portallarynda daşary ýurt dillerini öwretmäge niýetlenen elektron göterijilerdäki sapaklar ýerleşdirilendir. Ýokary okuw mekdeplerinde elektron kitaphanalar gory döredilýär. Daşary ýurt dillerini öwrenýän talyplaryň kommunikatiw

endiklerini ösdürmek babatynda olar bilen dürli görnüşli ylmy, usuly, amaly işleriň toplumyny ýerine ýetirmek ähmiýetlidir. Interaktiw tagtalardan peýdalanyp geçilen sapak, ilki bilen, talyplaryň gepleşik işjeňligini artdyrýar hem-de olaryň dil babatdaky düşünjelerini giňeldýär. Ikinji bir tarapdan, olaryň daşary ýurt dilinde dürs geplemek endikleriniň ösdürilmegine ýardam edýär. Bulardan başga-da, okuw döwründe mugallymlaryň we talyplaryň ulanýan okuw kitaplarynyň, okuw gollanmalarynyň we beýleki okuw-usuly serişdeleriniň yzygiderli döwrebaplaşdyrylýandygy hem-de olaryň elýeterli edilýändigi bellenilmäge degişlidir.

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TÜRKMEN DILINDE SANLY ULGAM BILEN BAGLANYŞYKLY ADALGALARYŇ ULANYLYŞ AÝRATYNLYKLARY

PECULIARITIES OF USING THE TERMS RELATED TO THE DIGITAL SYSTEM IN THE TURKMEN LANGUAGE

ОСОБЕННОСТИ ФУНКЦИОНИРОВАНИЯ ЦИФРОВОЙ ТЕРМИНОЛОГИИ В ТУРКМЕНСКОМ ЯЗЫКЕ

TM

Gurbangül Myradowa, Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynyň Türkmen dili kafedrasynyň müdiri, filologiýa ylymlarynyň kandidaty

ENG

Gurbangul Myradova, the head of the Department of the Turkmen Language of Dovletmammet Azadi Turkmen National Institute of World Languages, Candidate of Philology

RU

Гурбангуль Мурадова, заведующая кафедрой туркменского языка Туркменского национального института мировых языков имени Довлетмаммета Азади, кандидат филологических наук

Annotasiýa

Makalada Berkarar döwletiň täze eýýamynyň Galkynyşy döwründe hormatly Prezidentimiziň baştutanlygynda ýurdumyzda sanly bilimi, sanly ykdysadyýeti ösdürmek bilen baglanyşykly giň gerimli işleriň amala aşyrylýandygy, şunuň bilen baglylykda türkmen dilinde hem sanly ulgama degişli ençeme adalgalaryň dolanyşyga girendigi bellenilip, bu ugra degişli adalgalaryň ulanylyş özboluşlylygyny, olaryň beýleki adalgalar toplumlaryndan tapawudyny açyp görkezmek maksat edinilýär. Hünärmenler üçin gollanma hökmünde taýýarlanylan, maglumat howpsuzlygy we maglumat goragy ulgamynda işjeň ulanylýan adalgalary özünde jemleýän, olaryň resmi atlandyrylyşy, düşündirişi berilýän «Kiberhowpsuzlyk adalgalarynyň sözlügi» atly ýörite okuw-gollan-

Annotation

The article notes that in the Epoch of the Revival of the New Era of the Powerful State under the leadership of our Esteemed President, the large-scale work related to the development of the digital education and digital economy is being implemented in our country, in this regard, many terms related to the digital system also entered the Turkmen language, the author aims to reveal peculiarities of using the terms belonging to this field and their difference from the other groups of terms. The terms of the special teaching guide and dictionary «Dictionary of Cybersecurity Terms» prepared as a guide for the specialists containing the terms that are actively used in the field of information security and data protection, pre-

Аннотация

В статье отмечается, что в эру Возрождения новой эпохи могущественного государства под руководством уважаемого Президента в стране проводятся масштабные мероприятия, связанные с развитием цифрового образования и цифровой экономики. Автор ставит целью показать особенности употребления терминов, относящихся к системе цифровизации, их специфику и отличительные признаки от другой терминологии, а также определить выполняемую ими функцию. «Словарь терминов по кибербезопасности» является учебным пособием для специалистов по информационной безопасности, он включает определения терминов, активно использующихся в области информационной безопасности и конфиденциальности инфор-

ma sözlügindäki adalgalara seljerme berilýär.

Ýurdumyzda sanly bilimi, sanly ykdysadyýeti ösdürmek bilen bagly giň gerimli işleriň amala aşyrylýan häzirki döwründe sanly ulgama degişli adalgalaryň many, gurluş we ulanylyş taýdan kämilleşmeginde sözlükde berilýän ylmy maglumatlaryň ähmiýetiniň ýokarydygy bellenilýär.

senting their official names and explanation are analyzed.

It is noted that at present, when the large-scale work related to the development of the digital education and digital economy are being carried out in our country, scientific information given in the dictionary is of great importance in improving meaning, structure and use of terms related to the digital system.

мации. Исследование также посвящено изучению и глубокому анализу терминов, вошедших в этот словарь.

Автор аргументирует важность научной информации, связанной с совершенствованием значений, структуры и эффективностью использования терминов по кибербезопасности в рамках масштабных мероприятий, направленных на развитие цифрового образования и цифровой экономики.

Açar sözleri: sanly ulgam, türkmen dili, leksikografiýa, kiberhowpsuzlyk adalgalary, sözlük.

«Türkmenistanda sanly ulgamy ösdürmegiň Konsepsiýasy» kabul edilenden bäri köp wagt geçmedik hem bolsa, ýurdumyzda durmuşyň, önümçiligiň ähli pudaklary bilen bir hatarda bilimi, ylmy sanlylaşdyrmak işleri güýçli depginlerde alnyp barylýar. Bilim we ylym pudaklarynyň sanlylaşdyrylmagynyň esasy maksady, beýleki ugurlarda göz öňünde tutulyşy ýaly, işiň, dolandyryşyň täze usullaryny we serişdelerini peýdalanmak arkaly ösüşiň täze, döwrebap derejelerine ýetmekden, dünýäniň umumy ösüşine goşulmakdan ybaratdyr.

Islendik meselede milli aýratynlyklarymyzy ýitirmezden, milli tejribä daýanyp, yzygiderli, üznüksiz ösüşde bolmak, ösüşiň täze belentliklerine ýetmek biziň ýurdumyzyň häzirki zaman ösüşleriniň esasy aýratynlygydyr. Ösüşde, öňegidişlikde üznüksizlik, yzygiderlilik häsiýetiniň saklanylyşy sanlylaşdyrmak babatda hem wajypdyr. Çünki islendik ösüş, öňegidişlik özünden öňki gazanylanlara daýanýar, ondan ugur, başlangyç alýar. Jemgyýeti, durmuşy, önümçiligi sanlylaşdyrmak işleri hem özünden öňki amala aşyrylan önümçilik prosesleriniň bir bölegidir, olaryň dowamydyr.

Bilim, ylym ulgamlarynyň sanlylaşdyrylmagy durmuşyň, önümçiligiň dürli ugurlarynda alnyp barylýan işleriň çaltlandyrylmagyna we ýeňilleşdirilmegine mümkinçilik döretdi. Netijede, milli ykdysadyýeti, şol sanda bilim ulgamyny sanlylaşdyrmak bilen baglanyşykly täze bir leksik gatlak emele geldi. Bu leksik gatlagyň esasy bölegi bolsa terminologik leksika degişlidir. Şunuň bilen baglylykda, terminologik gatlaga ählumumy düşünişmek üçin, hemmeler tarapyndan normalaşan we kabul edilen görnüşde ulanmak üçin adalgalary toplamak, belli bir tertibe salmak, özleşdirmek hem-de ylmy taýdan öwrenmek zerurlygy ýüze çykdy.

Türkmen dilinde sanly ulgam bilen baglanyşykly adalgalaryň ulanylyş nukdaýnazaryndan öwrenilişinde esasy bir zady bellemek möhüm: bu adalgalaryň dil materialy hökmünde ýygnalyp, tertibe salnyp, sözlüge girizilmegi olaryň ulanylyş aýratynlyklaryny açyp görkezmeýär.

Olaryň ulanylyşy amalyýetde – sözleýişde aýdyňlaşýar. Bu adalgalaryň ulanylyşdaky özboluşly taraplaryny ýüze çykarmak, olary beýleki adalgalar toplumlary bilen deňeşdirmek we tapawut-landyrmak, şeýle hem sözleýişde ýerine ýetirýän hyzmatyny, ähmiýetini açyp görkezmek maksadalaýykdyr.

Häzirki döwürde türkmen dilinde sanly ulgam bilen baglanyşykly adalgalar many, gurluş we ulanylyş taýdan kämilleşmek tapgyryny başdan geçirýär. Olaryň ulanylyşynda duş gelýän ikidürlüligi, adalgalaryň alnyşyndaky näsazlyklary hem şunuň bilen düşündirip bolar. Şeýle-de bolsa, bu terminologik gatlaga giren adalgalaryň ylmyň dürli ugurlaryna degişlidigine ýa-da hünär bilen baglydygyna garamazdan, umumyhalky dilde olaryň heniz ulanylyşynyň çäklidigi mälimdir. Şu nukdaýnazardan aşakdakylary bellemek bolar:

1. Türkmen diliniň leksikografiýa ylmynyň ösen derejelere ýetendigine, dilde ylmyň, önüm-çiligiň (senetçiligiň) dürli ugurlaryna degişli düşündirişli, terminologik, ikidilli, üçdilli we ş.m. sözlükleriň bardygyna garamazdan, soňky taýýarlanylan «Kiberhowpsuzlyk adalgalarynyň sözlüginde» käbir nätakyklyklaryň duş gelýändigini bellemek zerur. Mysal üçin, ***OSI näme?*** [3, 150 s.], ***Howpsuz ulgamça näme?*** [3, 88 s.], ***Hereketli portlar näme?*** [3, 85 s.], ***Heş amaly näme?*** [3, 85 s.], ***Honeýmonkeý näme?*** [3, 85 s.] ýaly adalgalar sözlük makalasynda sözleriň berliş talaplaryna dogry gelmeýär. Biziň pikirimizçe, olar dil materialy hökmünde ýygnalanda, alnan çeşmesinde berlişi ýaly, üýtgedilmän alnypdyr. Şeýle-de, sözlükde ***IDS tory (IDS, hüjümi ýüze çykarma ulgamy)*** [3, 95 s.], ***imitasiýa (bir zada meňzetme)*** [3, 95 s.], ***kompýuter toparynyň adatdan daşary ýagdaýda duýmagy (üşükliligi)*** [3, 117 s.], ***kompýuter howpsuzlyk hadysasy (CFD)*** [3, 116 s.], ***notarizasiýalaşdyrmak (kada salmak)*** [3, 148 s.], ***smart karty / aň-bilim kar-toçkasy*** [3, 178 s.], ***skavenging / arassalaýyş*** [3, 179 s.], ***töwekgelçilige uýgunlaşmak (tole-rantlylyk)*** [3, 194 s.], ***yzyna çagyrmak / gaýtadan çagyrmak*** [3, 216 s.] ýaly köpsanly adalga-laryň berlişinde redaktirleme, korrektirleme geçirmegi talap edýär.

2. «Kiberhowpsuzlyk adalgalarynyň sözlügi» [3] häzirki zaman türkmen diliniň adalga döret-mek işjeňligi barada hem maglumat berýär. Sözlükde berilýän sözleriň – adalgalaryň aglaba bölegi bir kökden emele gelen ýasama sözlerdir. Olar türkmen dilindäki goşulmalaryň, sözleriň we söz düzümleriniň gatnaşmagynda ýasalypdyr. Sözlüge girizilen adalgalaryň arasynda ***kiber-, kripto-, web-*** bölekleriniň türkmen dilinde ulanylýan sözler bilen birigip, ***kiberaktiw, kiberamal, kiberaňtaw, kibergiňişlik, kibergoranyş, kiberhadysa, kiberhowp, kibergowşaklyk, kibe-raralaşma, kibergarşylyklaýyn, kiberhüjüm, kiberhyzmat, kiberjenaýatçylyk, kiberhowp-suzlyk, kiberiçalylyk, kibersöweşiji, kibersaklama, kiberuruş, kiberýarag; kriptoderňew, kriptografik, kriptogramma, kriptologiýa, kriptopriwaýder, kriptoulgam; web-portal, web-saýt, web-serwer, web-anonimaýzer*** ýaly sanly ulgama degişli täze adalgalaryň onlar-çasy ýasalypdyr.

3. Sanly ulgama degişli adalgalary ýasamaga ***san*** we ***sanly*** sözleri işjeň gatnaşypdyr: ***sanly ulgam, sanly bilim, sanly portal, sanly gol, sanly maglumat, sanly goluň çyzgysy, sanly go-luň ulgamy, sanly ýazgy standarty, sanly ýazgy, san belgili ýazgy, san belgili ýazylan hat,***

san görnüşli maglumat, san bilen ýazylan algoritmiň emele gelmegi, san bilen ýazylmagyň algoritmi, san belgili ulgamda hat modulynyň san belgisi, san görnüşli pul we ş.m.

Sözlükde berilýän mysallara görä, türkmen dilinde ***resminama, maglumat, nokat, nol, ýat, açar, poçta, howp, ulgam, kod, bozujy*** ýaly onlarça sözler täze many öwüşginine eýe bolupdyr we olar sanly ulgam bilen baglanyşykly täze adalgalary – nominasiýalary ýasamaga gatnaşypdyr. ***Ol kagyzlarda, magnit kartlarynda, lentalarynda, şeýle hem elektron resminamalary görnüşlerinde bolup biler*** [2, 10 s.]. Şeýle-de ***troýan aty, troýan programmasy, zeus programmasy, spam, frod, drop, KAZ*** ýaly öň dilde ýok bolan täze düşünjeleriň atlarynyň ulanylyşa girendigini görkezmek bolar. Meselem: ***ARPANET (Advanced Research Projects Agency Network) (perspektiwaly barlag programmalaryny dolandyrýan tor) – gözleg taslamalaryny öňe iterýän tor*** [3, 21 s.].

Häzirki döwürde sanlylaşdyrmak işleri güýçli depginlerde amala aşyrylýan bolsa-da, olaryň dilde şöhlelenmesi kämil derejede däldir. Bu adalgalaryň ulanylyşyndaky ikidürlülik, wariantlylyk, dubletlilik, sinonimdeşlik olaryň dilde we ýazuwda ulanylyşynyň kadalaşdyrylmagyny, ulgamlaşdyrylmagyny talap edýär. Sanly ulgama degişli kabul edilen adalgalaryň arasynda ***zyýanly, ýazgy, ýalňyş, näsazlyk, gorag, garşydaş, belgi*** ýaly köpsanly sözler adalga hökmünde alnypdyr. Netijede, sanly ulgam bilen baglanyşykly dörän adalgalaryň ýasalyşynda türkmen dilinde öňden ulanylyşda bar bolan sözlerden peýdalanmak mümkinçiligi hem göz öňünde tutulypdyr.

4. «Kiberhowpsuzlyk adalgalarynyň sözlüginde» häzirki wagtda türkmen dilinde sanly ulgama degişli adalgadan edilýän talaplary ödemeýän käbir sözler hem berilýär. Mysal üçin, ***san görnüşinde*** [3, 171 s.], ***amala aşyrmak*** [3, 17 s.], ***aýan dällik*** [3, 26 s.], ***hakykylyk*** [3, 82 s.], ***hatardan çykma*** [3, 84 s.], ***öňüni alyş*** [3, 152 s.] ýaly sözler sanly ulgama degişli adalga bolup bilmeýär.

«Kiberhowpsuzlyk adalgalarynyň sözlügi» atly ýörite okuw-gollanma sözlüginde halk hojalygynyň dürli pudaklarynda sanly ulgam bilen baglanyşykly işjeň ulanylýan adalgalaryň many we ulanylyş aýratynlyklary barada giňişleýin maglumat berlipdir.

Smart data (akylly maglumatlar) – bu, esasanam, marketingde ýüze çykyp, müşderileriň auditoriýasynyň segmentlere bölünen görnüşindäki maglumatlary ýygnamak we gaýtadan işlemek tehnologiýasydyr. ***Big data***, ýagny uly maglumatlar – bu dürli formatda dürli çeşmelerden gelýän, elmydama göwrümi ulalýan maglumat resurslarydyr. ***Smart data*** intellektual we taýýarlanylan maglumatlar bolup, olar uly maglumatlardan ýörite algoritmler esasynda alynýar we belli bir meseläni çözmek üçin ähli gerek bolan maglumatlary görkezýär.

Emeli aň *(artificial intelligence)* – bu, adatça, diňe adamyň başarnygy hasaplanylýan döredijilik wezipesiniň (funksiýanyň) intellektual ulgam tarapyndan ýerine ýetirilmegidir. Bu intellektual maşynlary, aýratynam, intellektual kompýuter programmasyny döretmegiň tehnologiýasydyr. Muňa adamlar bilen küşt oýnap bilýän we soraglara jogap berip bilýän robotlary mysal getirip bolar. Maliýe edaralary köp wagtdan bäri şübheli hadysalaryň we hereketleriň öňüni almak üçin neýron ulgamlaryny ulanýar.

Kognitiw tehnologiýa – bu adamyň intellektual başarnyklaryny ösdürmek üçin niýetlenilen maglumat tehnologiýasydyr. Diňe geometrik şekilleri däl-de, eýsem, matematiki formulalary hem gurşaw görnüşinde göz öňüne getirmäge kömek edýän, kompýuteriň monitoryna çykarylýan grafikler muňa mysal bolup biler. Bu şekiller adamyň gurşawda göz öňünde janlandyryp bilmek ukybyny we assosiatiw pikirlenmesini ösdürýär.

Neýrotehnologiýa – bu adamyň beýnisine we aňyň dürli ugurlaryna, pikirleniş işine, psihiki funksiýasyna düşünmäge düýpli täsir edýän tehnologiýadyr. Ylmyň bu pudagynyň taryhy elli ýyldan gowrak bolsa-da, ol, esasanam, soňky ýigrimi ýylda özüniň täze ösüş derejesine eýe boldy. Beýniniň işleýşini synlamaga mümkinçilik berýän synaglar, ýagny neýrowizualisaiýanyň peýda bolmagy bu pudagy has-da ösdürdi. Neýrotehnologiýalar biziň durmuşymyza çalt aralaşýar. Häzirki wagtda ylym adam beýnisiniň ähli ugrunyň gurluşyny we ýerine ýetirýän işini gaýtalap bilýär. Bu bolsa depressiýany, giperaktiwligi, ukusyzlygy we beýleki bir topar prosesleri dolandyrmaga, insult geçirip, ysmaz bolanlaryň hereketini ýola goýmaga, epilepsikleriň tutgaýyny azaltmaga mümkinçilik berýär.

Nanotehnologiýa – bu nazary esaslary, barlaglaryň tejribe usullaryny, analizi, sintezi, önümçilik usullaryny özünde jemleýän hem-de molekulýar manipulýasiýa arkaly atom gurluşy üýtgedilen önümleri ulanýan ylmyň esasy pudagydyr. Häzirki wagtda nanotehnologiýany we nanoproduksiýany kesgitlemekde umumy kabul edilen ýeke-täk standart ýokdur. Nanotehnologiýa – bu bir nanometrden kiçi bolan prosesleri bilmek we dolandyrmakdyr.

Kwant tehnologiýasy – bu fizikanyň kwant mehanikasyny öwrenýän we kwant esasynda innowasion konstruksiýa işlerini amala aşyrýan bölümidir (kwant fizika).

Kwant (lat. *quantum* – näçe) – bu haýsy-da bolsa bir fiziki ululygyň bölünmeýän bölegidir. Käbir kwantlaryň öz ýörite ady bar: *foton* – ýagtylygyň kwanty; *grawiton* – grawitasiýa meýdanynyň gipotetik kwanty; *hronon* – wagtyň gipotetik kwanty. «Kwant» adalgasy fizikada 1900-nji ýylda Maks Plankanyň işlerinde peýda bolýar. Gündelik durmuşda ulanylýan smartfonlar we LED telewizorlar kwant tehnologiýasynyň netijesidir. Häzirki wagtda kwant tehnologiýasynyň iň bir ähmiýet berilýän ugry kwant kompýuterleridir. Kwant kompýuteri örän güýçli hasaplaýyş enjamy bolup, ol birnäçe sekundyň dowamynda 30–40 belgili sany aýratynlykda anyklap, iň goragly ulgamlary hem «döwüp», açyp bilýär.

Akylly şäher (smart city) – bu şäherde bar bolan jemgyýetçilik ulaglarynyň, bilim, saglygy goraýyş, hukuk goraýjy we beýleki edaralaryň internet ulgamyna birikdirilip, sanly tehnologiýalar esasynda dolandyrylmagydyr. Akylly şäherleriň döredilmeginiň esasy maksady ýaşaýjylaryň ýaşaýyş-durmuş derejesini ýokarlandyrmakdan ybaratdyr. Informasion-kommunikatiw tehnologiýalar şäher jemgyýetçiligi we infrastrukturasy bilen gönümel işleşmäge, şäherde bolup geçýän ýagdaýlara gözegçilik etmäge hem-de ýaşaýjylaryň ýaşaýyş-durmuş şertlerini gowulandyrmagyň ýollaryny anyklamaga mümkinçilik berýär. Datçikleriň kömegi bilen şäheriň ýaşaýjylaryndan we enjamlardan maglumatlar ýygnalýar, seljerilýär. Toplanan maglumatlar esasynda bar bolan meseleler ýüze çykarylýar.

Wirtual hakykylyk *(virtual reality)* – bu tehniki serişdeler arkaly döredilen we adama duýgy (görüş, eşidiş, syzyş) arkaly geçirilýän dünýädir. Wirtual hakykylyk daşky täsirleri we daşky täsirlere bolan reaksiýany imitirleýär. Hakykylyk duýgusyny has kämil derejede döretmek üçin häsiýetleriň we wirtual hakykylygyň reaksiýalarynyň sintez işleri kompýuterde real wagtda amala aşyrylýar.

Wirtual hakykylygyň obýektleri özlerini edil material (hakyky) dünýäniň obýektleri ýaly alyp barýar. Ulanyjy bu obýektlere fizikanyň kanunlaryna laýyklykda (grawitasiýa, suwuň häsiýetleri, predmetleriň çaknyşmagy) täsir edip biler. Ýöne oýun we dynç alyş maksatly döredilen wirtual dünýäniň ulanyjylaryna real dünýäde bolup bilmejek ýagdaýlara hem (uçmak, islendik predmeti döretmek) mümkinçilik berilýär.

Wirtual hakykylyk tehnologiýasy dördünji senagat öwrülişiginiň düzüm bölegidir. Ol önümçilikde (arhitekturada, gurluşykda, senagatda, tebigy baýlyklaryň gazylyp alynýan pudagynda, bilim bermekde, köpçülikleýin çäreler gurnalanda, sport çäreleri we türgenleşikler geçirilende, syýahatda, söwda hem-de mahabat ulgamlarynda) ulanylýar.

Wirtual hakykylyk hünär okuwlarynda, esasan hem, enjamlary we mehanizmleri dolandyrmagyň ýokary töwekgelçiligi hem-de ýitgini talap edýän ýerlerinde (uçarmanyň, otlynyň sürüjisiniň işlerinde) has zerurdyr.

Wirtuallyk bilim ulgamynda iň bir güýçli we netijeli serişdeleriň biri hökmünde ykrar edildi. Wirtual dünýä belli bir okuw maksatly takyk ýumuşlary dürli gurluşda ýerine ýetirmäge mümkinçilik berýär.

Hünärmenler üçin gollanma hökmünde taýýarlanylan sözlükde maglumat howpsuzlygy we maglumat goragy ulgamynda işjeň ulanylýan adalgalar toplanylypdyr. Bu sözlük ýurdumyzyň hem-de daşary ýurtlaryň maglumat howpsuzlygy we maglumat goragy boýunça kanunlarynda, kadalaşdyryjy hukuk namalarynda, ylmy edebiýatlarynda, sözlüklerinde hem-de beýleki neşirlerinde bar bolan adalgalara, olaryň aňladýan manylaryna düşünmäge mümkinçilik berýär. Bu sözlük beýleki ýörite ugurlar boýunça düzülen sözlüklerden köpugurlylygy bilen tapawutlanýar.

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TÜRKMEN DILINIŇ SÖZSOŇULARYNYŇ PARS DILINDE SÖZÖŇÜLER ARKALY AŇLADYLYŞY

EXPRESSION OF THE POSTPOSITIONS IN THE TURKMEN LANGUAGE BY THE PREFIXES IN THE PERSIAN LANGUAGE

СПОСОБЫ ПЕРЕДАЧИ СЕМАНТИКИ ТУРКМЕНСКИХ ПОСЛЕЛОГОВ С ПОМОЩЬЮ ПРЕФИКСОВ В ПЕРСИДСКОМ ЯЗЫКЕ

TM

Bahar Akmämmedowa, Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynyň Ýakyn Gündogar dilleri kafedrasynyň uly mugallymy

ENG

Bahar Akmammedova, the senior teacher of the Department of the Near Eastern Languages of Dovletmammet Azadi Turkmen National Institute of World Languages

RU

Бахар Акмаммедова, старший преподаватель кафедры ближневосточных языков Туркменского национального института мировых языков имени Довлетмаммета Азади

Annotasiýa

Makalada türkmen dilindäki sözsoňularyň pars dilinde sözöňüler arkaly aňladylyşy, degşirmek arkaly olaryň umumy hem tapawutly taraplaryny ýüze çykarmagyň diliň öwrenilişini ýeňilleşdirmekdäki we çaltlaşdyrmakdaky hyzmaty, talybyň hünär diliniň grammatik aýratynlyklaryna doly düşünmegine, olardan dogry peýdalanmagyna edýän oňyn täsiri barada pikir ýöredilýär.

Annotation

The article considers expression of the postpositions in the Turkmen language by the prefixes in the Persian language, the role of revealing their common and different features by the comparison in facilitating and enhancing language learning, their favorable influence on the complete understanding of the grammatical features of language learned by a student as a specialty and their correct usage.

Аннотация

В статье рассматриваются способы передачи семантики туркменских послелогов с помощью префиксов в персидском языке. Также проводится сопоставительный анализ для выявления общих и отличительных признаков с целью облегчения и ускорения процесса изучения персидского языка, что способствует полному усвоению студентами грамматических особенностей изучаемого языка, правильному их использованию в речи.

Açar sözleri: sözsoňy, sözöňi, leksika-grammatik aýratynlyk, degşirme, goşulma, sözleýiş.

Häzirki zaman türkmen diliniň baý grammatik gurluşy, ondaky ulanylýan köpsanly serişdeler sözleýişde aňladylýan düşünjäniň, pikiriň anyk we aýdyň beýan edilmegine kömek edýär. Sözsoňy kömekçiler özbaşdak many aňladýan, biri beýlekisine garaşly sözleri özara baglanyşdyrmakda, olaryň arasyndaky dürli many gatnaşyklaryny ýüze çykarmakda zerur serişde hasaplanylýar. Türkmen we pars dillerindäki özbaşdak leksik manysy bolmadyk şunuň ýaly sözleri, ozal öwrenilen-de bolsa, olary degşirmek, olaryň umumy hem tapawutly taraplaryny ýüze çykarmak bu dilleri öwrenmek hem-de öwretmek, şeýle hem terjimäniň nazaryýeti hem-de amalyýeti üçin zerurdyr. Ol pars diliniň çalt özleşdirilmegine, sözleýşiň talabalaýyk bolmagyna belli bir derejede ýardam edýär.

Türkmen dilindäki sözsoňularyň özboluşly grammatik aýratynlyklary dilçi alym M. Hydyrow tarapyndan taryhy nukdaýnazardan ýörite öwrenilýär. «Türkmen diliniň grammatikasy. Morfologiýa» [4, 468 s.] atly kitapda sözsoňular kömekçi sözleriň toparyna degişli edilip, özboluşly leksika-grammatik aýratynlyklary boýunça tapawutlanýan sözler hökmünde görkezilýär we olaryň düzümine: **bilen, ýaly, tetelli, dek, kimin, üçin, sebäpli, zerarly, jähtli, boýunça, hakda, barada, dogruda, arkaly, bäri, boýy, tarapyndan, saýyn, sary, hökmünde, mynasybetli, taýdan, çenli, çemeli, çemesi, möçberi, töweregi, tarap, bakan, görä, garşy, golaý, ýakyn, garanda, seredende, garaman, garamazdan, bakmazdan, öň, öňinçä, soň, soňra, başga, özge, gaýry, aňryk, beýläk, şeýläk, ýaňa, ötri, beter, artyk, zyýat, zyýada, daşary, gowrak** ýaly sözler girizilýär. Bu sözler özbaşdak many aňlatmaýar, leksik manylaryny ýitirip, belli bir düşümdäki özbaşdak many aňladýan sözleriň yzyndan gelip, olar bilen bilelikde ulanylýar. Şeýle ýagdaýda bu sözler **giňişlik, wagt, ugur-tarap, bilelik, sebäp, maksat, meňzetme, deňeşdirme** ýaly dürli grammatik many gatnaşyklaryny aňladýar.

Türkmen dilindäki sözsoňy kömekçileriň grammatik many gatnaşyklary **(orun, wagt, bilelik, maksat, deňeşdirme** we ş.m.) pars dilinde تا، بی، نه، از ýaly sözöňi goşulmalaryň, şeýle-de هم، و baglaýjylaryň, käbir ýörite sözleriň kömegi arkaly aňladylýar. Türkmen dilindäki sözsoňular bilen pars dilindäki sözöňüleriň birmeňzeş grammatik hyzmaty ýerine ýetirýändigi tekst türkmen diline terjime edilende, has aýdyň ýüze çykýar. Olara aşakdaky ýaly mysallary getirmek bolar.

Maksat bildirýän sözsoňular we olaryň pars dilindäki sözöňüler arkaly aňladylyşy:

Ine, indiki gezek Bama gideniňde, şu pullaryň ýetenine köýneklik ak mata, balaklyk **üçin** hem gara mata alyp gel [1, 57–58 s.].

پس هنگام رفتن به بم برای این پولها پارچه سفید، **برای** دوخت شلوار پارچه سیاه را بیاور.

Kuwwat pälwan öýüne dolanyp gelip, ýüze çykan ahwalata düşünmek **üçin** kelle döwüp başlaýar [1, 19 s.].

پهلوان قوت با بازگشت به خانه، **برای** درک به رویداد رخ شد و فکر می کند.

Sizi ýykyp, baýrak almak **üçin** gelendir-ä öýtmäň [1, 18 s.].

فکر نکنید که با افتادن شما **برای** کسب جایزه بیامدم.

**Sebäp aňladýan sözsoňular we olaryň pars dilindäki sözöňüler arkaly aňla-
dylyşy.** Türkmen dilindäki sebäp-maksat aňladýan **sebäpli, zerarly, üçin** ýaly sözsoňu-
lar, pars dilindäki برای، از دلیل، با توجه به اینکه ýaly sözöňüler gymyldy-hereketiň ýüze
çykmagynyň sebäbini, maksadyny görkezýär. Mysal üçin:

Ýarasyndan köp gan akmagy **sebäpli**, onda ysgyn-deramat galmandy [2, 72 s.].

از دلیل خونریز زخم ضعیف شد.

Babasy bir uly mülk **sebäpli** arz etmäge Tährana gidipdir [5, 15 s.].

پدر بزرگش **برای** شکایت از ثروت به تهران رفت.

Meňzetme, deňeşdirme aňladýan sözsoňular we pars diliniň sözöňüleri. Türk-
men dilinde bilelikde ulanylýan sözi bilen meňzetme manysyny aňlatmaga gatnaşýan
ýaly, kimin, dek, deý ýaly sözsoňular pars dilinde ulanylýan چنین، مانند، مثل، گویا sözöňüle-
re many taýdan gabat gelýär. Olar haýsy hem bolsa bir zady, ýagdaýy, wakany, gymyl-
dy-hereketi başga bir zada, waka, ýagdaýa, gymyldy-herekete meňzetmek üçin ulanylýar.
Şeýle ýagdaýda türkmen dilinde bu hili kömekçi sözleriň öňünden dürli söz toparlaryna
degişli bolan sözler (atlar, sypatlar, hallar, işlikler, modal sözler, seýrek ýagdaýda sanlar)
ulanylyp bilner. Pars dilinde hem bu ýagdaýyň saklanýandygyny görmek bolýar. Mysal
üçin:

Ýeriň ýüzünde nämeleriň bolup geçýänligini görmäge gyssanýan **ýaly**, Günem
lowurdap dogdy [1, 9 s.].

آفتاب شتابانه نورخودرا به زمین شعله ور ساخت **مثل** اینکه برای دانستن اتفاقات روی زمین عجله دارد.

Dyňzap gelen şatlyk onuň damagyna doldy-da, gözleri nemlenen **ýaly** boldy [1, 9 s.].

شادی و سرور ناگهانی بغض گویش را گرفت **مثل** اینکه از چشمانش پرنم شد.

Ýöne ol bular **ýaly** köpçülikde aýan ediljek syr däl [1, 23 s.].

اما او سری نیست که در **چنین** جمعیتی آشکار گردد.

Mähir-mylakatly, mähek **ýaly** çagajyk enesiniň iň söýgüli agtygy bolup galdy [1, 34 s.].

طفلک خوش گفتار، **مانند** سنگ محک عزیزترین نوه مادر بزرگش شد.

Dynç alyş güni anna güni bolansoň, onuň öň ýanyndaky penşenbede geçilýän sa-
paklar göwnüňe uzyn, kyn **ýaly** bolup duýulýardy [1, 37 s.].

چون جمعه روز تعطیل است **چنین** احساس می کردم که دروس روز پنج شنبه درازتر و مشکل تر است.

Berdimuhamet içi üzülen **ýaly**, agyr duýga gaplandy [1, 62 s.].

بردی محمد **گویا** درد درونش پیدا شده باشد به احساس سنگینی فرو رفت.

Kuwwat pälwan çille mes iner **kimin** kükredi [1, 21 s.].

پهلوان قوه که از عمل او نجات پیدا کرده **مثل** غرش فعره کشید.

Öwezmyrat **ýaly** arslan kimin täze doganymy şol namart doganlarym ýalylaryň müňüsi bilen çalyşman [2, 33 s.].

برادر جدیدم که **مانند** اوزمراد باتر است را با هزاران برادران نامردعوض نمی کنم.

Türkmen diliniň sözsoňy kömekçilerini we pars diliniň sözöňülerini şunuň ýaly many we ulanylyş taýdan toparlara bölüp öwrenmegiň nazary we amaly ähmiýeti uludyr. Bu diliň öwrenilişini ýeňilleşdirýär, çaltlaşdyrýar, talybyň öwrenýän diliniň grammatik aýratyn-lyklaryna doly düşünmegini, olary dogry ulanmagyny üpjün edýär.

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ROLE OF LITERATURE IN TEACHING A LANGUAGE

DIL ÖWRETMEKDE EDEBIÝATYŇ ORNY

РОЛЬ ЛИТЕРАТУРЫ ПРИ ОБУЧЕНИИ ЯЗЫКУ

TM

*Abhaý Maurýa,
Merkezi iňlis dili we daşary
ýurt dilleri uniwersitetiniň
esaslandyryjysy, prorektory,
filosofiýanyň doktory, Russiýanyň
Bilim akademiýasynyň akademigi
(Hindistan)*

ENG

*Abhai Maurya,
Founder Vice-Chancellor of
Central University of English
and Foreign Languages, Ph.D.,
Academician of the Russian
Academy of Education (India)*

RU

*Абхай Мауря,
обоснователь, проректор
Центрального университета
английского и иностранных
языков, доктор философии,
Академик Российской академии
образования (Индия)*

Annotasiýa

Makalada dil öwretmekde, aýratyn-da, daşary ýurt dilini öwretmekde çeper edebiýatyň ähmiýeti barada gürrüň edilýär. Hekaýadan, goşgudan, umuman, belli bir çeper eserden alnan tekstiň ulanylmagy okuwçylarda daşary ýurt dilini we dili öwrenilýän ýurduň medeniýetini öwrenmek höwesini döretmegiň esasy şertleriniň biri bolup, okuw işleriniň gyzykly geçmegine oňyn täsir edýär. Şahyrana we kyssa eserlerinden alnan tekstleriň esasynda grammatik gurluşlar ýeňil özleşdirilýär hem-de okuwçylaryň ýadynda uzak wagtlap saklanýar. Awtoryň pikiriçe, çeper tekstler okuwçylara diňe bir daşary ýurt

Annotation

The article discusses the role and importance of literature in teaching a language, in particular, a foreign language. The introduction of crisp literary texts, stories and poems while teaching a foreign language hugely enhances the interest of learners in the foreign language and culture of the target country, it favourably influences interesting conducting of the educational work. The poetic or prose literary texts offer ready-made grammatical structures which are easily mastered or memorised by learners. It is analysed that the interest aroused by literary texts in learners not only

Аннотация

В статье обосновывается мысль о том, что при обучении языку, в частности, иностранному, литература, несомненно, играет значительную роль. Введение определенных литературных текстов, рассказов и стихотворений в процесс обучения иностранному языку является важнейшим мотивирующим фактором, стимулирующим процесс обучения языку и культуре страны изучаемого языка. Представленные в поэтическом и прозаическом контексте грамматические структуры легко усваиваются, прочно сохраняются в памяти учащихся. Автор приходит к выводу, что литературные тексты способствуют не только овладению навыками иноязыч-

dilinde gepleşmek, pikir alyşmak başarnygyny ele almaga ýardam etmän, okuw işleriniň gyzykly we dürli hili geçmegini üpjün edýär.

reinforces the deepening and sustaining of the interest of learners in a language but also makes the learning process much more vibrant.

ного речевого общения, но и делают процесс обучения более увлекательным и разнообраз-ным.

Key words: language acquisition, language awareness, role of literature, poems, stories.

The theorisation of this issue began around the 1990s. However, the use of literary texts for teaching and learning any language has always been there. At the school level, the incorporation of poems and stories in the syllabus was a salient feature of language learning. Even at the nursery level, nursery rhymes, be that «Twinkle, twinkle, little star...» or «Humpty-Dumpty…», or any other rhyme for that matter, which essentially are nothing but small poems, have been used to initiate the little kids on to the long journey of knowledge in general and language learning per se.

The aim of introducing literary text in the teaching of languages has been to develop all kinds of language skills and faculties among the learners: the linguistic elements, the lexicological reservoir, the information, the knowledge, power to comprehend and express, the faculty of deeper analysis and interpretation, the aesthetic appreciation and development of personality of learners. All these goals have always been pursued by teachers and pedagogues in the field of language teaching since time immemorial.

Theoreticians have tried to justify the use of literature for language learning on the following grounds:

– it is very motivating;
– it is authentic material;
– it is found in many syllabuses;
– it helps students to understand another culture;
– it is a stimulus for language acquisition;
– it develops students' interpretative abilities;
– students enjoy it, and it is fun;
– it is highly valued and has a high status;
– it expands students' language awareness;
– it encourages students to talk about their opinions and feelings [5, p. 2-3].

Allan Maley also in his book «*Literature: Resource Books for Teachers*» [1, p. 5-6] has put forward more or less similar points in answer to the rhetorical question posed by him: «Why literature?».

Use of literature, according to him, has been justified in three main ways, i.e., «in terms of linguistic, cultural and personal growth factors» [6]. The two Allans [1], indeed, go on to dwell on these factors in an exhaustive manner, mentioning that literature is a treasure house of an unlimited range of «genuine texts» capable of contributing immensely to «vocabulary acquisition», «extending the range of syntactic patterns, developing a feel for textual cohesion and coherence, and a sense of linguistic appropriacy». Thereafter, they project literary texts as a «vehicle for culture», offering «manifold opportunity for raising awareness of «difference» and for developing tolerance and understanding». Further, the two Allans argue that «Literature involves affect and emotion», and by this logic, it has the potential for «involving students personally in their learning» a language as it could lead to «a deeper level of mental processing», enabling students to overcome the monotony of mechanical learning of language. Finally, the two Allans very rightly point out that a very powerful reason for using literary texts for language learning should be seen in the fact that they offer an opportunity for «multiple interpretations» of the texts on both the literary and language planes. This, in turn, they argue, could lead to the transformation of students into scholars which view is also supported by Collie and Slater when they say, «Engaging imaginatively with literature enables learners to shift the focus of their attention beyond the more mechanical aspects of the foreign language system». They further affirm that while using literary works, «The reader begins to «inhabit» the text. He or she is drawn into the book… he or she feels close to certain characters and shares their emotional responses. Thus, the language, they argue, «becomes «transparent», the fiction summons the whole person into its own world» [3, p. 7].

This is the refrain of most scholars advocating the use of literature in language teaching. Obviously, we have no dispute with such an argument put forth by different theoreticians in favour of literary texts being used in the process of language learning.

Our tradition of language learning (I shall not marshal Mimamasaka Kumarila Bhatt and Bhartrihari, as Prof. Kapil Kapoor would do in his efforts of teaching a lesson or two to those who advocate that «knowledge and appreciation of English literature» is «synonymous with being cultured» [2]) has always been organically integrated with the use of literary texts or fictional works, so much so that we did not notice that this was being done to a plan, design or in the framework of some hard «methodology» pedalled by some Michael Longs, Allan Duffs, Allan Maleys, Collies and Slaters and so on and so forth. The tradition has been bequeathed to us by Vishnu Sharma, who, by using fictional pieces, i.e., the *Panchatantra* stories, was able to teach his impossible pupils, the defiant or

spoilt brats of a king, whom all other teachers had failed to teach anything at all, be that language, philosophy or art of living or being a good king, etc.

By using fictional stories, which are inhabited by characters mainly from animal world, including the world of birds and other friends of elements, Vishnu Sharma was able to inculcate not only linguistic skills in the problematic learners, but also he was able to transform them into scholars adept at the art of being good rulers, which was what the main concern of the king, the father of princes had been.

I am sure all of us remember the first poems (not all of us were lucky enough to be led through the garden path of nursery rhymes), which helped us not only in imbibing powerful messages loaded with moral values or philosophical insights but also in learning readily available beautiful language structures. Our school textbooks used to be richly textured with literary texts, poems, stories, fables, parables, and what have you. I vividly remember how refreshingly I was jolted when I was made to read a poem as part of my language-learning process. A few lines are imprinted on my mind even now:

कहीं पर्वत झुके भी हैं?
कहीं दरिया रुके भी हैं?
नहीं रुकती रवानी है,
नहीं झुकती जवानी है।
(Do mountains ever bow in submission?
Can rivers be ever stopped from flowing?
The journey of life never stops,
Youth never submits before injustice).

There is everything in these lines: beautiful and pithy language structures, crisp rhyme and powerful philosophical message «नहीं झुकती जवानी है» inexorably transported us to the youthful martyrs like Bhagat Singh or young sons of Shri Guru Gobind Singh who had been inlaid alive in a wall by the religious zealots let loose by Aurangzeb and his camarilla.

I also remember having read a poem by our national poet Maithili Sharan Gupt:

देखो नहीं हाथ की रेखा
जांचों नहीं पत्रा पोथी
मीन-मेख कुछ कर न सकेंगी
ये सारी बातें थोथी।
(Don't ever read the lines on your palm.
No need to read books of astrology.
The zodiac signs are all powerless,
And all such rant is hollow).

While learning Punjabi, as my second language, I remember a refreshing poem which we had quickly memorised. The opening lines of the poem read something like this:

ओह कधिर गए ध्याड़े
जद छत्तो दे पछवाड़े
सां बेर छत्तो दे खांदे
हस हस के गालां खांदे।
(Where have gone those days?
When in the backyard of a village woman Chatto
We used to stealthily revel in eating delicious berries,
We laughingly relished the abuses hurled at us by Chatto).

Here, you have all the nostalgia about the vanishing rich culture of rural life, which exuded rich folk humour and laughter. Now, when we go to Punjab or Haryana rural areas of India, we find that this culture is fast disappearing, yielding place to the vulgar city culture, the bawdy film songs, shallow formula-ridden dialogues and mannerisms, which have inundated the pristine beauty of the countryside. So, we learnt the language, and we, without noticing it, had been imbibing powerful messages rich in philosophy and folk wisdom.

Such examples could be cited to no end. But an important point is that it has been the hallmark of language teaching and learning that the literary text had been used in this process since the times immemorial, i.e. much before the systematic teaching and learning of language began and the theorisation of the issue was resorted to.

In the context of learning foreign languages, the use of literary texts bridges many gaps, most important among them being the cultural gap. While we were the students of Russian, we, for instance, were exposed to the poems like:

Товарищ, верь, взойдёт она,
Звезда пленительного счастья,
Россия вспрянет ото сна,
И на обломках самовластья
Напишут наши имена!

Apart from learning the language structure on the basis of an authentic Pushkinian text, we, in trying to understand the poem, were directing a barrage of questions to our teacher: What is «звезда пленительного счастья» («star of mesmerizing happiness»)? Why did its enchanting star have to rise in Russia? What is «самодержавие» (autocracy)? Why did it exist in Russia for so long? Thus, the poem unleashed our curiosity and zeal to know more about Russian culture, history and moments of agony and ecstasy. In the

process we were growing both as language learners and the connoisseurs of culture and history of Russia. More importantly, we were shooting questions (in Russian) at each other, and at our teachers. We were mumbling and fumbling in Russian, we were falling and rising up and beginning to move along again. In the process our language was developing, our knowledge was getting a fillip, our cultural and aesthetic horizons were becoming deeper and wider. Literary texts were making the process of language learning so very much vibrant, exhilarating and enjoyable.

However, questions like what literary texts to use and how to use them in the language learning process need to be dwelt on. The issues of graded texts, adapted texts, relevance and reverence, and approaches to literary texts need to be grappled with.

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INTERNATIONAL EXCHANGE AS A PREREQUISITE FOR THE EDUCATIONAL AND DIDACTIC DEVELOPMENT OF LANGUAGE TRAINING AND INTERCULTURAL UNDERSTANDING

HALKARA ALYŞ-ÇALYŞ DIL ÖWRETMEGIŇ WE MEDENIÝETARA DÜŞÜNIŞMEGIŇ BILIM-DIDAKTIKI ÖSÜŞINIŇ ZERUR ŞERTI HÖKMÜNDE

МЕЖДУНАРОДНЫЙ ОБМЕН КАК ПРЕДПОСЫЛКА УЧЕБНО-ДИДАКТИЧЕСКОГО РАЗВИТИЯ ЯЗЫКОВОГО ОБУЧЕНИЯ И МЕЖКУЛЬТУРНОГО ВЗАИМОПОНИМАНИЯ

TM

Ýohanna Mierendorff, Martin Lýuter adyndaky Galle-Wittenberg uniwersitetiniň professory (Germaniýa Federatiw Respublikasy)

ENG

Johanna Mierendorff, Professor of Martin Luther Halle-Wittenberg University (The Federal Republic of Germany)

RU

Йоханна Миерендорфф, профессор Галле-Виттенбергского университета имени Мартина Лютера (Федеративная Республика Германия)

Annotasiýa

Makalada Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri instituty bilen Martin Lýuter adyndaky Galle-Wittenberg uniwersitetiniň köp ýyllaryň dowamyndaky özara hyzmatdaşlygy barada söz açylýar. Bu çykyşda dil öwretmek hem-de medeniýetleriň arasyndaky özara düşünişmek babatda halkara alyş-çalşyň ähmiýeti nygtalýar. Esasy ugurlar özara saparlary, akademiki hyzmatdaşlygy we bu işlere talyplaryň çekilmegini öz içine alýar. Şonuň bilen birlikde 2020-nji ýyldan bäri okatmagyň onlaýn görnüşiniň ösdürilýändigine-de aýratyn üns berilýär.

Annotation

This article reviews the long-standing collaboration between Dovletmammet Azadi Turkmen National Institute of World Languages and Martin Luther University Halle-Wittenberg. This presentation emphasizes the significance of international exchange for language education and intercultural understanding. Key aspects include mutual visits, academic cooperation, and student engagement, with special focus on the growing use of online formats since 2020.

Аннотация

В данной статье рассматриваются вопросы, связанные с развитием многолетнего сотрудничества между Туркменским национальным институтом мировых языков имени Довлетмаммета Азади и Галле-Виттенбергским университетом имени Мартина Лютера. В нём подчеркивается значение международного обмена для языкового образования и межкультурного взаимопонимания. Ключевые аспекты включают взаимные визиты, академическое сотрудничество и вовлечение студентов, при этом особое внимание уделяется развитию форматов онлайн-обучения с 2020 года.

Key words: international collaboration, language education, intercultural exchange, student engagement, didactics.

I would like to take the opportunity of the anniversary celebration of Dovletmammet Azadi Turkmen National Institute of World Languages founded in 1984, to acknowledge the long-standing cooperation between Dovletmammet Azadi Turkmen National Institute of World Languages and Martin Luther Halle-Wittenberg University (Germany), and to highlight the importance of international exchange for the educational and didactic advancement of language education and intercultural understanding. «Travel the world with language» is the motto one is greeted with on the Institute's homepage. «Travel to learn languages» or «Travel to develop language teaching and didactics» might well be the motto of the recent conference. After all, the primary focus of conferences and other collaborative events is mutual learning in teaching and research through concrete joint action and communication.

How it all began – A fruitful long-term partnership

In 2002, a bilateral agreement on cultural cooperation was established between the Federal Republic of Germany and the Government of Turkmenistan. In 2016, this cultural exchange was also brought to life in Saxony-Anhalt, and a first Memorandum of Understanding was signed between Dovletmammet Azadi TNIWL and Martin Luther University – the foundation of a partnership that remains vibrant to this day. Already in April 2018, a German delegation responded to invitation of Dovletmammet Azadi Institute to explore potential areas for cooperation and to initiate collaborations between faculty members and students through direct exchanges with the rectorate. Both sides reaffirmed their interest in concrete collaborative efforts.

Pillars of Cooperation from 2018 to 2024

I identify three pillars in our exchange: cultural exchange through mutual visits (1), lectures for and collaboration with faculty members (2), and working with students (3).

(1) Mutual visits – Cultural exchange

Mutual visits appear to me as a key to intercultural understanding. For instance, a group of students and teachers visited Halle in 2019 as part of a study trip funded by the German Academic Exchange Service. The financing of such encounters in both countries is central to enabling young people to travel – this is a key aspect of our cooperation agreement. During their visit, the students explored various cultural and educational institutions in Halle, engaged with German students to discover the city, and presented their nations through lectures and visual presentations.

Another important point is the participation of German delegations in the festive events at Dovletmammet Azadi Institute during its regular international weeks. I was particularly impressed by the performances organized by the Institute's German Studies

Department. The recitation of German and Turkmen poetry, the performance of a humorous German sketch, and traditional Turkmen dances were vivid expressions of intercultural understanding. All these events, the performances, and the communal meals are essential opportunities to experience cultural aspects that cannot be captured through textbooks, allowing for a deeper understanding of the other nation.

(2) Lectures and collaboration with faculty members

In the six years of our cooperation, various lectures have been delivered on different occasions. Some were part of joint meetings between German and Turkmen faculty members at Dovletmammet Azadi Institute, while others were presented at the annual international conference organized by the Ministry of Education, which faculty members from Dovletmammet Azadi Institute also attend. Topics of these lectures included «Training in research methods in German Bachelor's, Master's, and Ph.D. programs» (2018), «It depends on the teachers – Educating teachers effectively for German lessons» (2019), «Children's healthcare in Germany» (2020, delivered online in the context of the 25th anniversary of Turkmenistan's Neutrality), and «Arkadag City and the New Town of Halle (Halle Neustadt) – two planned cities» (2023, at the conference «Arkadag City»). A highlight was the joint online didactics workshop with faculty members in 2021, conducted to celebrate the 140th anniversary of Ashgabat.

(3) Working with students

The third pillar of our cooperation is the work with students. Lectures for students have been regularly held at Dovletmammet Azadi Institute on important occasions, covering topics such as health education for children in Germany and early childhood pedagogical and educational policy developments in Germany. Since 2020, we have particularly embraced online formats to facilitate a regular and convenient exchange. A true highlight of our collaboration was a joint poetry evening between students of German Studies from Dovletmammet Azadi Institute and German language teacher trainees from Martin Luther University. This event, held on January 5th, 2024, celebrated the 300th birthday of the Oriental scholar and poet Magtymguly Pyragy, under the theme «Magtymguly in the languages of the world and in the hearts of people». Students had selected German and Turkmen poems from the same era and with similar themes, which they then recited. This online event was framed by Turkmen music, video impressions of the steppe landscapes, and illustrations created by the German students.

To conclude this brief retrospective, I would like to emphasize the importance of online events since 2020. In the early years of our cooperation, no more than one encounter per year was feasible due to the time and administrative effort involved. With the development of online formats, it has become easier for faculty members and students to integrate joint encounters into their daily research, teaching, and study routines. Online conferences have also been crucial in negotiating the terms of the cooperation agreement. This continuous exchange is also a step towards sustainability.

Conclusion

In conclusion, I would like to once again underscore the importance of exchanges with native speakers for the further development of didactics, teaching quality, and intercultural understanding. The grammar of a language can only be fully understood when one begins to grasp its cultural roots and peculiarities. Without this, learning and understanding remain technical. For a vibrant application in future professional life and in real cultural exchanges, this is an essential prerequisite.

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WAYS OF TRANSLATION OF REALIA (ON THE BASIS OF THE POEM «THE LAND OF THE TURKMEN» BY MAGTYMGULY PYRAGY)

TAÝSYZ SÖZLERI TERJIME ETMEGIŇ ÝOLLARY (MAGTYMGULY PYRAGYNYŇ «TÜRKMENIŇ» GOŞGUSYNYŇ ESASYNDA)

СПОСОБЫ ПЕРЕДАЧИ РЕАЛИЙ ПРИ ПЕРЕВОДЕ (НА МАТЕРИАЛЕ СТИХОТВОРЕНИЯ «БУДУЩЕЕ ТУРКМЕНИИ» МАХТУМКУЛИ ФРАГИ)

TM

Tumar Saparmyradowa, Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynyň Terjimäniň nazaryýeti we amalyýeti kafedrasynyň uly mugallymy

Annagül Berdiýewa, Döwletmämmet Azady adyndaky Türkmen milli dünýä dilleri institutynyň Terjimäniň nazaryýeti we amalyýeti kafedrasynyň mugallymy

ENG

Tumar Saparmyradova, the senior teacher of the Department of Theory and Practice of Translation of Dovletmammet Azadi Turkmen National Institute of World Languages

Annagul Berdiyeva, the teacher of the Department of Theory and Practice of Translation of Dovletmammet Azadi Turkmen National Institute of World Languages

RU

Тумар Сапармурадова, старший преподаватель кафедры теории и практики перевода Туркменского национального института мировых языков имени Довлетмаммета Азади

Аннагуль Бердыева, преподаватель кафедры теории и практики перевода Туркменского национального института мировых языков имени Довлетмаммета Азади

Annotasiýa

Makalada Magtymguly Pyragynyň daşary ýurt dillerine terjime edilen goşgularynyň ýurdumyzda we dünýä ýüzünde ylmy taýdan öwrenilýändigi beýan edilýär. Şahyryň şygyrlary iňlis diline terjime edilende, köp duş gelýän taýsyz sözleriň aýratynlyklary seljerilýär. Taýsyz sözleriň terjimede örän möhüm orny eýeleýändigi we ünslüligi talap edýändigi, olar terjime edilende belli bir halkyň medeniýetine esaslanmagyň zerurdygy nygtalýar.

Annotation

The article notes that the poems of Magtymguly Pyragy translated into the foreign languages are studied in his native land and all over the world. Realias that can often be found in translating the poet's poems into English are analyzed. It is considered that realias play an important role in translation and require attentiveness, while translating them, it is necessary to be based on culture of a definite nation.

Аннотация

В статье рассматриваются вопросы изучения переводов стихотворений Махтумкули Фраги на иностранные языки в стране и за рубежом. Основное внимание авторы акцентируют на способах передачи безэквивалентной лексики при переводе стихотворений Махтумкули Фраги на английский язык. Также в работе обосновывается мысль о важности сохранения реалий при переводе для передачи национального колорита, а также необходимости индивидуального подхода в переводческой практике.

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Magtymguly Pyragy is the kind of poet, the kind of philosopher who could contribute not only to the development of the Turkmen, but to the whole world's philosophical thought, who brought radiance to universal creative mind, and who was able to provide a masterful artistic depiction of secular life. Magtymguly Pyragy finely paved his way to people's souls and found an eternal place in their hearts thanks to his masterful application of a variety of the best and the most exquisite methods of presenting thoughts, uniting his philosophic thoughts about the world, humanity, Motherland and love with delicate human feelings [4, p. 7].

The poetry of Magtymguly Pyragy, the great Turkmen poet and thinker of the 18th century became a new landmark in the development of Turkmen literature. The truthful description of the life of the Turkmen people and important problems of the Turkmen society of that time, humanistic ideas put forward, exposure of bad deeds, and praising in songs of good characteristic traits of people have become the magnetic force of Magtymguly Pyragy's poetry.

These national Turkmen ethic-moral traditions found their highly artistic expression in Magtymguly Pyragy's poetry which oriented people in life telling them what is good and what is bad in different everyday life situations. To understand the meaning of life, of surrounding nature, and to know what is good and what is bad in this world, the great poet was in search of world literature and deeply studied the popular poetry of the East. As it was noted by Professor G.O.Charyyev «If Magtymguly got his inspiration on the one hand from the sources which are creative work of the Turkmen people, on the other hand, the roots of his poetry goes back to the history of the rich culture and literature of the peoples of the East» [6, p. 112].

In translation, realia are words and expressions for culture-specific material elements. The word «realia» comes from medieval Latin, in which it originally meant «the real things», i.e. material things, as opposed to the abstract ones. Bulgarian translators Vlahov and Florin, who were the first to carry out an in-depth study of realia, coined the modern sense of the word. They indicate that since realia carry a very local overtone, they often pose a challenge for translation. Realia must not be confused with terminology: the latter is primarily used in the scientific literature to designate things into the scientific sphere, and usually only appears in other kinds of texts to serve a very specific stylistic purpose. Realia, on the other hand, are born in popular culture, and are increasingly found in very diverse kinds of texts. Fiction, in particular, is fond of realia for the exotic touch they bring.

Equivalent-lacking words signify notions lacking in the target language and culture. They are sometimes called untranslatable words or «unfindable» words.

However, the term of culture-bound word is of narrower meaning than the term of equivalent-lacking word. A culture-bound word names an object peculiar to this or that ethnic culture.

Equivalent-lacking words include, along with culture-bound words, neologisms, i.e. newly coined forms, dialect words, slang, taboo-words, foreign (third language) terms, proper names, misspellings, archaisms, etc.

Reasons for using equivalent-lacking words can be various:

Extra linguistic: lack of a similar thing in the target culture;

Lexical: lack of a corresponding one-word name for a thing in the target language;

Stylistic: difference in connotations.

Culture-bound words are culturally loaded words borrowed from another language due to language contacts.

Comparison of languages and cultures reveals the following types of culture-bound words:

unique culture-bound words;

analogues;

similar words with different functions.

The process of translating and interpreting itself is not an easy, clear-cut task. Besides having the knowledge of the source and target language concerning morphology, semantics, or syntax, the mediator needs to adopt the historical, cultural, and language specific references of both languages. What they particularly need to have in mind is the following:

1) highly culture-specific references (e.g. place names, references to sports and festivities, famous people, monetary systems, institutions, etc.);

2) language-specific features (terms of address, taboo language, etc.);

3) areas of overlap between language and culture (songs, rhymes, jokes, etc.).

Culture-specific references are extremely important in translation and need to be carefully dealt with. They are entities that are typical of one particular culture.

Each nation in the course of its historical development acquires a great number of features characteristic of the nation only and not pertained to any other, even to a genealogically related nation. The distinguishing features find their reflection in different aspects of material and spiritual life and are materialized in separate words and word-groups designating national customs, traditions, folk rites and feasts, administrative or political systems, etc. They may also designate peculiar geographical, geological or environmental conditions of a nation's life.

Some other peculiar national notions/culturally biased notions can penetrate into the target language in the process of traditional bilateral economic and cultural contacts which may be maintained at different levels. The contacts in their turn may as well be multilateral which often facilitates an international circulation of some specific national notions pertaining to a certain language or a number of languages. That was the way in which a specific national term has become widely known. According to the semantic fields, the culture-bound words are classified into: toponyms, or geographical terms, anthroponomical, or people's names, zoonyms, or animal names, social terms, military terms, education terms, tradition and customs terms, ergonymes, or names of institutions and organizations; history terms; words

for everyday life, titles and headlines, exoticisms; barbarisms, neologisms, historisms, and archaisms.

The choice of the method of translating realia may partly be influenced by the sphere of circulation of the specific notion in the source language. Last but not least this choice can also depend on the translator himself and upon the aim or purpose of translating/interpreting. Hence, one may consequently assume the existence of several ways of conveying the lexical meanings of the culturally based units of national lexicon. Each of these ways can be considered quite reliable, if it provides the faithful expression of the main and specific sense of the source language unit in the target language.

In the poem «The Land of the Turkmen» by Magtymguly Pyragy the culture-bound words can be met:

> Between the Jeyhun river and the Hazar Sea,
> The wind of the Turkmen land rises above its deserts,
> Its blossoming flowers are as precious as the apples of my black eyes,
> Torrents rush from the slopes of its tall black mountains [3, p. 15].

Toponyms are normally transcribed or transliterated. In this stanza geographical terms Jeyhun, Hazar and Turkmen land were conveyed through transliteration and addition. In rendering, a translator should check all terms in the most recent atlas.

> Its fairies will appear in their colorful dresses,
> The sweet smell of ambergris will fill the air all around,
> The beg, tore and elderly are owners of the country,
> The beautiful land of the Turkmen will be filled with
>   populated and prosperous villages [3, p. 15].

There is no change in translation of the words *beg* and *tore*. In transferring of the meaning of these words the transliteration techniques were used. According to the dictionary in the Turkmen language the word «beg» means:

1. Rank given to some ruler, warrior, commander, etc. in the past.
2. A brave, strong and courageous dzhigit.
3. Name given to a boy.

The word «tore» means a respected, high-ranking honorable man. It is essential to differentiate between a phonetic transcription. The sound of the word «tore» of the source language was rendered by the letters of the source language because the English and Turkmen alphabets and sounds do not coincide, there are special rules for representing English sounds by Turkmen letters and Turkmen sounds by English letters.

Various methods can be used by translators in rendering the meaning of the words which play a crucial role in recognition and perception of connotations carried by them. If a novice

translator renders a literary text without paying adequate attention to the meaning, the connotations are likely not to be transferred as a result of the translator's failure to acknowledge them. They will be entirely lost to the majority of the TL readers; consequently, the translation will be ineffective. It seems necessary for an acceptable translation to produce the same (or at least similar) effects on the TL readers as those created by the original work on its readers.

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USING TERMINOLOGY IN THE EFL CLASSROOMS

IŇLIS DILI SAPAKLARYNDA ADALGALARYŇ ULANYLYŞY

ИСПОЛЬЗОВАНИЕ ТЕРМИНОЛОГИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА

TM

Jahan Şaweliýewa, Magtymguly adyndaky Türkmen döwlet uniwersitetiniň Iňlis diliniň stilistikasy we grammatikasy kafedrasynyň müdiri

ENG

Jahan Shaveliyeva, the head of the Department of the English Stylistics and Grammar of Magtymguly Turkmen State University

RU

Джахан Шавелиева, заведующая кафедрой стилистики и грамматики английского языка Туркменского государственного университета имени Махтумкули

Annotasiýa

Makalada adalgalar, olaryň aýratynlyklary barada gürrüň edilýär. Iňlis dili daşary ýurt dili hökmünde öwredilende, olaryň haýsy pudaga degişlidigini bilmegiň wajypdygy, öwretmegiň aýratynlyklary, sapagyň dowamynda adalgalary yzygiderli ulanmagyň dili çalt özleşdirmekdäki ähmiýeti beýan edilýär.

Annotation

The article considers the different terms and their peculiarities. Importance of knowing to which field these terms belong in teaching English as a foreign language, peculiarities of teaching them, the role of constant using the terms during the lesson in quick mastering the language are discussed.

Аннотация

Статья посвящена вопросам обучения терминологии с целью формирования коммуникативной компетенции на занятиях по английскому языку. Также рассматриваются особенности употребления и функционирования терминологии английского языка. Использование терминов делает процесс обучения английскому языку более рациональным, динамичным, экономит время и увлекает обучающихся.

Key words: terminology, teacher, learner, terms, grammar, knowledge.

Due to the development of the education system in various spheres, it can be noted that the terms and professional words related to philology are integral part of deeply studying native and foreign language. This means that all similar words and terms should be collected in one place, and the process of their collection and systematization should be continued in the future, since the transfer of most of these lexical units from foreign languages poses new tasks to linguists and their nationalization.

Terminology refers to words or phrases used in agriculture, science, and various branches of industry to denote general concepts. Each field, such as agriculture, construction, medicine, philosophy, mathematics, physics, chemistry, biology, or linguistics, has its specific terminology. The field-specific phrases, definitions, and concepts are collectively known as terminology. Terms differ from other words by being unambiguous. Words related to different branches of education, professions, scientific and technical concepts form the terminology: *product, filler, attachment, industrial relations, bioinformatics, virtual environment, interface, information security, robotics,* etc.

The term is a concept that has arisen mainly due to the preservation of the original meanings of its parts and the dividedness of the lexical content [1, 90 p.]. In linguistics, the study of words and their morpheme composition is of great importance for the correct interpretation and understanding of the thought, as the language serves as an important means of communication in human relations. The term morphology is used not only in linguistics, but also in medicine, agriculture, and botany [1, 16 p.]. For example, the word «diaphragm» is used in biology and photography, and «operation» in medicine, military and finance. Terms represent scientific concepts, and they can occur not only in the form of words or phrases, but also in the form of sentences. Such terms include instructions and commands in military service, seafaring, and sports. Proper names are also used as terms: *Volt, Watt, Coulomb, Ampere, Newton's law, Pythagorean theorem,* etc. Most of the terms that are made with the help of affixes such as *micro-, macro-, anti-, super-, -graph, -graphy, -log, -logia, -tron, -drome* have originated from the Greek and Latin languages. Through derivational affixes, terms are created to denote processes, phenomena, and other concepts, e.g., *lingua – lingual – linguist – linguistics.* Compound words are considered one of the most effective methods for enriching scientific terminology quickly. Terminology often consists of syntactic combinations of two, three, or more independent meaningful words. These compound terms are analytic in nature and are easily adopted.

For teaching terms in the EFL classes, it is important to know which system they belong to. For example: *memory, cell,* and *driver.* These terms are computer system related terms and they should be adequately translated into the target language. There are several ways to translate words:

Transcription is the representation of the words of another language using the letters of the native language, taking into account the phonetic characteristics.

Transliteration is the representation of letters from one writing system using the letters of another writing system. In cases where a given word does not convey any specific meaning in the target language, it is suggested to translate it through transliteration. However, when translating, language learners must pay attention to words that are spelled and pronounced similarly but have different meanings. Such specialized vocabulary often belongs to specific fields or professions and is actively used by experts, such as terms related to investment, graphic arts, ceramics, painting, etc.

Many terms related to political, scientific, technical, linguistic, and philosophical disciplines are universal across languages. Such terms, like *acronym, phonetics, grammar, thermoplastic, federative, gram, kilogram, centimeter,* and *kilometer* usually do not require translation.

The modern process of borrowing terms is primarily conducted in writing, as scientific and technical information exchange mainly happens through printed media. The development of modern terminology also demands a thoughtful approach to the borrowing process and the ability to refine terminology systems. This includes guidelines for professionals involved in regulating and organizing borrowed terms.

When considering the loan of foreign terms, it is essential not only to use borrowed words but also to explore native linguistic resources for naming new scientific concepts. Borrowed terms can be formed using various methods, such as lexical borrowings, translating foreign terms, or deriving terms from Latin and Greek roots. Therefore, foreign terms are typically adapted using the alphabet of the borrowing language.

There are a number of wider factors that need considering in teaching terminology. These are learnability, familiarity, theoretical validity, utility and productivity. To help language learners in their construction of grammar knowledge, teachers must start from their actual knowledge. There is little point in using *definite article* without *indefinite article,* and the same is true for many other pairs such as *past* and *present tense, singular* and *plural nouns.*

Learning grammar equips students with transferable knowledge in linguistics that leads to easier language learning. The use of grammatical terminology in the language classroom has received little practical discussion. Careful introduction and regular use of a few well-chosen terms can be helpful and save a lot of time over the length of a course for both teacher and learner. Nevertheless, there are problems with the use of terminology in the EFL classrooms. Similarly, in the classroom teachers must check what terms are known and spend time on those that are not (possibly in self-access mode). Teachers need to differentiate types of terms, such as transparency, opaqueness, iconicity.

Transparency is where the meaning of the term indicates what its referent is about (e.g. *countable*).

Transparency would appear to be an ideal quality, especially pedagogically. It makes sense to use terms that give learners a clue to the meaning of the term – words which they can «see through». It can also derive from the function, e.g. *The job of a connective in grammar is to connect*.

Opaqueness is where there is no obvious relationship between the term and its referent. There is usually a difference of meaning or use (e.g. *adjective*) [3, 45 p.] Opaque terms are safe because learners will not make any false associations based on them. They come without the complications of already-existing words and can be precise in meaning. The most common terms in English are opaque: *noun, verb, adjective,* etc. Typically, these words are of Latin or Greek origin, and for those who are familiar with these languages these terms may not be so opaque. And there may be a clue from similar words that have also been borrowed. The main disadvantage with opaque terms is the learning load they impose on learners. In addition to the concept, a new word has to be learnt, which may be complicated by their length (they tend to be polysyllabic), spelling and pronunciation (the learners may not be familiar with the rules that govern Latinate vocabulary).

Iconicity is unique to metalinguistic terminology that relies on a formal rather a meaning relationship (e.g. *-ing form*).

Utility must be one more consideration in presenting the vocabulary. There is no point introducing a term that will have little usage or practice. There is no point introducing a term that will have little use. A term like *plural* can apply to all nouns (and to some pronouns and determiners) and so has a high utility value.

Productivity is to do with whether a term can be freely combined with other terms to refer to related concepts. Through productivity the number of terms can be reduced, or the number of concepts referred to can be increased. For example, *tense* is productive as a term because it can go with *Present* and *Past* and all the further combinations such as *Present Perfect*.

If learners are to understand, and perhaps use, terms, they need to acquire them in the same way they acquire ordinary vocabulary. This makes the learning process easy and important. Therefore a teacher should keep in mind that explaining grammar terms to learners is essential, once they have fully understood the basic terminology, learning complex structures presents less challenge.

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DAŞARY ÝURT DILINI ÖWRETMEKDE INNOWASION TEHNOLOGIÝALARYŇ WE USULLARYŇ ÄHMIÝETI

THE IMPORTANCE OF INNOVATIVE TECHNOLOGIES AND METHODS IN TEACHING A FOREIGN LANGUAGE

АКТУАЛЬНОСТЬ ИСПОЛЬЗОВАНИЯ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ И МЕТОДОВ В ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ

TM

Ogulbaý Gaýlyýewa, Garagalpak döwlet uniwersitetiniň Türkmen dili we edebiýaty kafedrasynyň müdiri, filologiýa ylymlarynyň doktory, professor (Özbegistan)

ENG

Ogulbay Gaylyyeva, the head of the Department of the Turkmen Language and Literature of Garagalpak State University, Doctor of Philology, Professor (Uzbekistan)

RU

Огулбай Гайлыева, заведующая кафедрой Туркменского языка и литературы Каракалпакского государственного университета, доктор филологических наук, профессор (Узбекистан)

Annotasiýa

Makalada bilimiň hilini we netijeliligini ýokarlandyrmakda, hususan-da, daşary ýurt dilini öwretmekde maglumat we aragatnaşyk tehnologiýalarynyň, tehniki serişdeleriň ähmiýeti barada gürrüň edilýär. Daşary ýurt dilleri, aýratyn-da, iňlis dili öwredilende prezentasiýalaryň, telegepleşikleriň, filmleriň, multfilmleriň, ses ýazgylarynyň ulanylmagynyň talyplaryň sözleýiş başarnyklaryny ös-dürmäge, olaryň dil öwren-mäge bolan gyzyklanmasyny artdyrmaga oňyn täsir edýändi-gi degerli mysallar bilen beýan edilýär.

Annotation

The article analyzes the role and importance of innovative technologies in improving the quality of education and the effectiveness of teaching a foreign language. The author substantiates the need to use multimedia presentations, films, cartoons, television programmes, audio recordings in order to increase motivation for learning a foreign language, in particular English, and to develop students' speech communication.

Аннотация

В статье анализируются роль и значение инновационных технологий в повышении качества образования и эффективности преподавания иностранного языка. Автор обосновывает необходимость использования мультимедийных презентаций, фильмов, мультфильмов, телепрограмм, аудиозаписей с целью повышения мотивации к изучению иностранного языка, в частности, английского, и формирования речевой коммуникации студентов.

Açar sözleri: innowasion tehnologiýalar, innowasion usullar, internet, interaktiwlik, daşary ýurt dillerini öwretmekde çemeleşmäniň görnüşleri.

Häzirki döwürde ylym, bilim bilen bir hatarda tehnologiýa hem güýçli depginde ösýär. Sapakda innowasion tehnologiýalardan peýdalanmak, okuw maglumatlaryny talyplara sada dilde düşündirmek daşary ýurt dilini okatmagyň usulyýetinde esasy talaplaryň biridir.

Dünýä tejribesinde dil öwrenmäge dürlüçe çemeleşilýär we daşary ýurt dillerini öwretmegiň usuldyr tärleri yzygiderli kämilleşdirilýär. Meselem, N.l. Gez tarapyndan dili dört, ýagny bihewioristik çemeleşme, induktiw-aňly çemeleşme, kognitiw çemeleşme we integratiw çemeleşme; G.W. Rogowa tarapyndan iňlis dilini bäş, ýagny aňly çemeleşme (*Conscious approach*), amaly çemeleşme (*Practical approach*), gurluşly çemeleşme (*Structural approach*), ýagdaý çemeleşmesi (*Situational approach*), dürli çemeleşme (*Different approach*); M.N. Wýutnew tarapyndan daşary ýurt dilini alty, ýagny grammatik çemeleşme, dogry çemeleşme, bihewioristik çemeleşme (özüni alyp baryş), okamak çemeleşmesi, toparlaýyn çemeleşme, kombinasiýalaşan-indiwidual çemeleşme esasynda öwretmek teklip edilýär [1, 33 s.].

Şeýlelikde, daşary ýurt dillerini öwretmäge dürlüçe çemeleşilýär.

Mälim bolşy ýaly, daşary ýurt dilini öwrenmek dört ugra (okamak, ýazmak, diňläp düşünmek we geplemek) bölünýär we olaryň her biri üçin aýratyn düşünjeler, endikler, gönükmeler berilýär.

Bilimiň hilini we netijeliligini ýokarlandyrmakda, hususan-da, daşary ýurt dilini öwretmekde maglumat hem-de aragatnaşyk tehnologiýalaryny, tehniki serişdeleri ulanmak dil öwrenmegiň ähli ugurlarynda (okamak, ýazmak, diňläp düşünmek we geplemek) peýdalydyr. Mysal üçin, diňläp düşünmek üçin kompýuterden we beýleki tehnikalardan peýdalanmaly. Diňläp düşünmek dil öwrenijiden bir wagtyň özünde gepleýäniň aýdyş heňine, grammatik düzgünleri berjaý edişine üns bermegi, sözüň manysyny, dialog hem-de monolog sözleýşi öwrenmegi talap edýär. Taýýar ses ýazgylaryny, gepleşikleri diňlemegi, wideoýazgylara, filmlere, multfilmlere tomaşa etmegi talyplaryň daşary ýurt dilini dogry öwrenmegine oňyn täsir edýär. Magtymguly Pyragynyň goşgularynyň, mysal üçin, «Türkmeniň» goşgusynyň iňlis diline terjimesiniň ses ýazgysy eşitdirilende, talyplar üçin şygryň many-mazmunyna göz ýetirmek bilen birlikde goşgynyň iňlis diline terjimesini degşirmäge, şygryň okalyşynyň labyzlylygyny, sözleriň ulanylyşyny seljermäge şert döreýär.

Talybyň dil öwrenmäge bolan gyzyklanmasyny ösdürmek we gözýetimini giňeltmek üçin wideofilmleri görkezmek hem oňyn netije berýär. Talyplar sapakda iňlis dilindäki didaktiki ähmiýete eýe bolan wideofilmlere tomaşa edenlerinde, özara gepleşige girişýärler. Munuň üçin olardan tomaşa edilen wideofilm bilen baglanyşykly sowallara jogap bermek talap edilýär. Talyplar wideofilmdäki wakalar, gahrymanlar, olaryň häsiýeti, hereketi barada mugallymyň taýýarlan sowallaryna jogap berýärler. Olar pikirlerini iňlis di-

linde beýan edýärler. Özara pikir alşylanda, talyplaryň wideofilmdäki öňe sürülýän pikire düşünendikleri ýa-da düşünmändikleri seljerilýär. Eger-de talyplar pikirlerini beýan edip bilmeseler, onda mugallym öýde taýýarlanyp gelmegi tabşyrýar.

Sapagyň dowamynda tehniki serişdeleriň ulanylmagy sapagyň netijeliligini artdyrýar we talyplaryň daşary ýurt dilini çuňňur öwrenmäge bolan gyzyklanmasyny ösdürýär.

Daşary ýurt dili öwredilende talyplaryň okamak endiklerini, başarnyklaryny kemala getirmekde, iňlis dilini öwrenmek islegini artdyrmakda internet ulgamyndan peýdalanmak netijeli usullaryň biri hasaplanylýar. Talyplar internet arkaly geçirilýän synaglara, wiktorinalara, bäsleşiklere, olimpiadalara, wideokonferensiýalara we ş.m. onlaýn tertipde gatnaşyp bilýärler, iňlis dilinde gepleýän daşary ýurtly deň-duşlary bilen hat ýazyşyp, söhbetdeş bolup bilýärler. Mysal üçin, elektron poçta arkaly hat ýazmak dil öwrenijilerde daşary ýurt dilinde sözleri dogry ýazmak endigini kemala getirýär, başarnygyny ýokarlandyrýar. Iňlis dili ene dili bolan deň-duşlary bilen gönüden-göni aragatnaşyk saklamak talyplaryň iňlis dilini dürs öwrenmegine ýardam edýär.

Internet çeşmelerinden peýdalanyp, daşary ýurt dillerini öwretmegiň esasy talaplarynyň biri sapakda özara täsir döretmekdir. Ol usulyýetde interaktiwlik diýlip atlandyrylýar.

Sapagyň dowamynda ulanylýan keşpli, hereketli oýunlar hem daşary ýurt dilini öwrenmäge bolan gyzyklanmanyň artmagyna, sözleýiş endiginiň ösmegine kömek edýär. Talyplar özara gepleşmek ýa-da kiçi toparlarda işlemek arkaly başgalar bilen aragatnaşyk saklamagy öwrenýärler.

Bilim bermekde grafik şekillerden peýdalanmak temany düşündirmekde iň möhüm serişdeleriň biridir. Şol bir temany düşündirmek üçin olaryň birnäçe görnüşini ulanmak mümkin. Täze sözleriň manysy we grammatik düzgünler grafik şekiller ulanylyp düşündirilende, olar berk ýatda galýar.

Şeýle hem talyplara öz terjimehallaryny iňlis dilinde aýtdyrmak sözleýiş endigini ösdürmekde ähmiýetlidir. Munuň üçin belli bir wagt kesgitlenilýär we talyplar özleriniň terjimehallaryny nobat bilen aýdyp berýärler.

Iňlis dilini öwretmekde ýokarda mysal getirilen usuldyr tärler boýunça şeýle netijelere gelmek bolar.

Birinjiden, mugallym okatmagyň döwrebap usullaryny we görnüşlerini dogry saýlamaly. Diňe bir daşary ýurt dilini okatmak boýunça däl, eýsem, ähli dersleri okatmakda, öwretmekde täze-täze usullary gözläp tapmak we durmuşda synag edip görmek bilim-terbiýe işini gowulandyrmakda möhüm meseleleriň biridir.

Ikinjiden, sapagyň dowamynda internet ulgamyndan, kompýuterden peýdalanmak, iňlis dilindäki didaktiki häsiýetli prezentasiýalary, gepleşikleri, filmleri, multfilmleri görkezmek, audio ýazgylary eşitdirmek talyplaryň diňläp düşünmegi, ýazmagy, iňlis dilinde erkin geplemegi üçin örän peýdalydyr. Şeýle-de bilim ulgamyna maglumat tehnologiýalarynyň ornaşdyrylmagy maglumatlary kabul etmegi we gaýtadan işlemegi ep-esli ýeňilleşdirýär.

Üçünjiden, daşary ýurt dili öwredilende, innowasion tehnologiýalary we usullary ulanmak talyplaryň maglumatlary özbaşdak öwrenmek başarnyklarynyň kämilleşmeginde uly ähmiýete eýedir.

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DIL ÖWRETMEKDE ÖZARA HYZMATDAŞLYK WE BÄSLEŞIK USULLARYNYŇ ÄHMIÝETI

IMPORTANCE OF COOPERATION AND COMPETITIVE METHODS IN TEACHING LANGUAGES

РОЛЬ МЕТОДОВ СОТРУДНИЧЕСТВА И СОРЕВНОВАНИЯ В ПРЕПОДАВАНИИ ЯЗЫКА

TM

Aýjahan Babaýewa, Berdimuhamet Annaýew adyndaky Arkadag şäher mugallymçylyk orta hünär okuw mekdebiniň direktory

ENG

Ayjahan Babayeva, the director of Berdimuhamet Annayev Arkadag city Pedagogical Secondary Vocational School

RU

Айджахан Бабаева, директор среднего профессионального педагогического училища имени Бердымухамеда Аннаева города Аркадаг

Annotasiýa

Makalada daşary ýurt dili öwredilende okuw işinde ulanylýan käbir täze usullaryň, hususan-da, özara hyzmatdaşlyk we bäsleşik usullarynyň aýratynlyklary barada gürrüň edilýär. Nazaryýetçileriň pikirlerine, ylmy-usuly edebiýatlara we ýörite barlaglaryň netijesine esaslanyp, ýaşlara (talyplara we okuwçylara) daşary ýurt dilini öwretmekde özara hyzmatdaşlyk we bäsleşik sapaklarynyň geçirilişi bilen baglanyşykly maglumatlar beýan edilýär. Bu sapak görnüşleriniň daşary ýurt dilini öwrenmäge bolan höwesi artdyrmakdaky, dil we ýazuw sözleýşini ösdürmekdäki ähmiýeti seljerilýär. Sapaklaryň mysaly nusgasy berilýär.

Annotation

The article considers some new methods used in the educational work in teaching a foreign language, particularly, peculiarities of the methods of cooperation and competitiveness. Based on the opinions of the theoreticians, scientific and methodological literature and results of special researches, information related to conducting the lessons with the use of methods of cooperation and competitiveness used in teaching a foreign language to the young people (students and pupils) is given. Importance of this type of lessons in increasing the learners' interest to studying a foreign language, development of their oral and written speech is analyzed. A model of these lessons is also given.

Аннотация

В статье речь идет об использовании инновационных методов преподавания иностранных языков в учебном процессе, в частности, об использовании методов сотрудничества и соревнования. Представлены данные о применении этой технологии, полученные при обзоре научно-методической литературы, анализе мнений ученых-методистов, а также в результате экспериментальных исследований, проведенных в студенческой аудитории. Рассматриваются механизмы реализации данных методов в образовательном процессе, их влияние на повышение мотивации обучающихся, а также на развитие устной и письменной речи. Приводятся примеры упражнений с применением этой технологии на занятиях.

Açar sözleri: dil, okatmak, öwretmek, usul, usulyýet, daşary ýurt dili, özara hyzmatdaşlyk usuly, bäsleşik sapagy, sapagyň temasy, interaktiw tagta.

Hormatly Prezidentimiz Serdar Berdimuhamedowyň taýsyz tagallalary netijesinde Berkarar döwletiň täze eýýamynyň Galkynyşy döwründe milli bilim ulgamynyň gurluşyny hem-de dolandyrylyşyny düýpli döwrebaplaşdyrmak, maddy-enjamlaýyn hem-de hukuk binýadyny yzygiderli berkitmek, watansöýüji, zähmetsöýer, ylymly-bilimli, belent ahlakly nesilleri terbiýeläp ýetişdirmek işine Garaşsyz Türkmenistanyň giň gerimli ösüşiniň esasy şerti hökmünde döwlet derejesinde aýratyn ähmiýet berilýär.

«Bir dil bilen bir adam, iki dil bilen iki adam», «Dil bilen dünýäni gezer», «Dilim bar – dünýäm bar» ýaly halk pähimlerinde ündelýän pikirler dilleri öwretmegi maksatnamalaýyn esasda ýola goýmak boýunça döwlet tarapyndan amala aşyrylýan işlerde öz beýanyny tapýar. Türkmenistanda bilim ulgamynyň döwrebaplaşdyrylmagy bilen baglanyşykly dilleri öwretmek we dersleri çuňlaşdyryp okatmak boýunça ýöriteleşdirilen orta mekdepleriň ulgamy giňeldilip, olaryň işiniň orta hünär, ýokary okuw mekdepleri bilen sazlaşykly guralmagy gözegçilikde saklanýar. Şeýlelikde, daşary ýurt dillerini okatmagyň hili gowulandyrylýar, öwretmegiň usulyýeti yzygiderli kämilleşdirilýär. Şu jähetden, innowasion usul hökmünde köp dürli barlaglarda bitewülikde ýa-da bölekleýin peýdalanylan, daşary ýurt dillerini okatmagyň maksatlaryna laýyk gelýän özara hyzmatdaşlyk hem-de bäsleşik usullaryna seredip geçmek maksadalaýykdyr.

Daşary ýurt dillerini öwretmegiň usulyýetinde esasy maksat okuw işiniň usulyýetiň talaplaryna laýyk guralmagy we netijeli bolmagydyr. Munuň üçin bolsa sapakda ulanylýan usullaryň dürli-dürli bolmagy möhümdir. «Usulyýet» diýen düşünjäniň özi täze bir hadysa bolmasa-da, daşary ýurt dillerini öwretmekde käbir täze usullaryň ulanylyş aýratynlyklary, özara hyzmatdaşlyk we bäsleşik usullarynyň ulanylyşy barada durup geçmek zerurdyr.

Usulyýetçi alymlar özara hyzmatdaşlyk usulynyň nazary taraplary, bu usulyň daşary ýurt dillerini öwretmekdäki ähmiýeti barada ylmy pikirleri öňe sürýärler. Hyzmatdaşlyga esaslanýan oýun tärleriniň okuwçylaryň daşary ýurt dillerini öwrenmäge bolan höwesini artdyrmaga oňyn täsir edýändigini, onuň hem okuwçylaryň bilim derejesiniň görkezijilerini ýokarlandyrýandygyny belläp geçýärler [2]. K.E.Tomlinson bolsa tapawutlandyrylan okuw kesgitlemesine başgaça çemeleşmelidigini nygtaýar, ýagny tapawutlandyryş düşünjesiniň okuwçylaryň biri-biri bilen däl-de, eýsem, okuwçy bilen mugallymyň sazlaşykly hyzmatdaşlyga girmeginiň netijesinde ýüze çykmagynyň ähmiýetli boljakdygyny delillendirýär [2]. Özara hyzmatdaşlyk usuly okuwçylara öz-özüni ösdürmäge itergi berýär, olaryň sözleýiş ukyplaryny we

başarnyklaryny kämilleşdirmäge kömek edýär. Edebiýatlar we ylmy çeşmeler seljeri-lende bu meselede usulyýetçileriň arasynda dürli garaýyşlaryň bardygy ýüze çykaryl-dy. Geçirilen barlaglarda özara hyzmatdaşlyk usulynyň (okuwçynyň okuwçy bilen, ýagny biri-biri bilen hyzmatdaşlygy, okuwçynyň mugallym bilen hyzmatdaşlygy) okuwçylary höweslendirmekde hem-de sapagyň netijeliligini gazanmakda peýdaly boljakdygy subut edildi. Bu usulyň mümkinçiliklerini diňe okuwçylar bilen däl-de, eýsem, talyplar bilen geçilýän sapaklarda hem peýdalanyp bolar. Muny talyplaryň hem-de mekdep ýaşly okuwçylaryň daşary ýurt dilini biliş derejelerini ýüze çykar-mak, deňeşdirmek maksady bilen geçirilen özara hyzmatdaşlyk sapaklary subut edýär. Alnan netijeleriň esasynda mekdep ýaşlylaryň işjeň (talyplardan düzülen to-parlarda bolsa şol bir adamlaryň işjeň) bolandygyny aýtmak bolar. Özara hyzmat-daşlyk usulynyň üstünlikli taraplary öwrenilmäge degişlidir.

Iňlis dili sapaklarynda özara hyzmatdaşlyk usuly bilen birlikde bäsleşik usulyny hem ulanmak maksadalaýykdyr. Bäsleşik sapagynyň taslamasy mugallym tarapyn-dan düzülýär. Munda mugallym, ilki bilen, bäsleşik sapagynyň düşündiriş ýazgysyny (bäsleşik usulynda geçiljek sapagyň temasynyň ady, temanyň näçenji synpdaky okuwçylar bilen geçiljekdigi, meýilnamada bu temanyň näçenji belgide durandygy, öňki geçilen haýsy temalar bilen baglanyşýandygy, näme sebäpden bu temanyň bäs-leşik üçin saýlanyp alynýandygy görkezilmeli) taýýarlamaly.

Anyk tertip-düzgüne eýe bolan bäsleşik sapagy birnäçe tapgyra bölünýär. Şu ýer-de daşary ýurt dilini öwrenýän talyplar bilen geçirilen bäsleşik sapagynyň mysaly nusgasyny berýäris.

Sapak «Talyplaryň sahypasy» diýlip atlandyrylýan birinji tapgyr bilen başlanýar.

Birinji tapgyr. Mugallym talyplara taýýarlap goýan ýumşuny berýär. Talybyň piki-rini öwrenmek, sapaga gatnaşyk işjeňligini gazanmak we sözleýiş endiklerini ösdür-mek maksady bilen interaktiw tagtada berlen sanawdan üç pikiri saýlamagy we ony beýan etmegi tabşyrýar.

1. Daşary ýurtda ýaşajak.
2. Gezelenç etjek, dünýäni görjek.
3. Durmuş gurjak (öýlenjek, durmuşa çykjak).
4. Özümiň söýýän işime başlajak (ussaçylyk, daýhançylyk we ş.m.).
5. Dünýä meşhur adam boljak.
6. Daşary ýurt dillerini öwrenmek üçin instituta okuwa girjek we bakalawr dere-jesini aljak.
7. Uniwersitete girjek, hünäriň tapawudy ýok (okasam bolýar), bilim aljak.
8. Ulag aljak, köp wagtymy şahsy ulagymda geçirjek we ş.m.

Birinji tapgyrda talyplar merkezi orunda durýar we işjeň bolýar.

Ikinji tapgyr. Talyplaryň pikirlerini diňlemek. Pikirler dürli-dürli we gyzykly. Mu-gallym her talybyň pikirini çuňlaşdyrmak we beýan ediş, sözleýiş ukybyny ýüze

çykarmak üçin olaryň gürrüňleriniň arasynda sorag bilen ýüzlenýär (jedelliräk, çekiş-meli soraglary bermek we talybyň berlen soragyň jogabyny iňlis dilinde delillendi-rip, giňişleýin düşündirmäge çalyşmagyny gazanmak). Ikinji tapgyrda hem talyplar merkezi orunda durýar we işjeň bolýar, ýöne bu tapgyryň birinji tapgyrdan tapawudy sorag berýän tarap bilen jogap berýän tarapyň arasyndaky ýagdaýyň dartgynlyrak bolmagydyr. Bu iş pursadynda bilniksiz we güýçli bäsleşik ýüze çykýar (sorag berýän bilen jogap berýän garşydaş bolýar).

Üçünji tapgyr. Mugallym sapagyň meýilnamasy bilen interaktiw tagta arkaly talyplary tanyşdyrýar. Bu tapgyrda mugallym merkezi orna geçip, talyplar diňleýjä öwrülýär. Mugallym sapagyň maksadyny, soraglaryň berilmeginiň sebäbini beýan edýär we talyplaryň işjeňlik derejesini kesgitleýär.

Dördünji tapgyr. Mugallym interaktiw tagtada oýunlary we gysgaça çeper testleri yzly-yzyna çalt goýberýär. Talyplara bolsa şolary görüp, pikirlerini çalt hem ýalňyşsyz beýan etmegi tabşyrýar. Ýumşy ýalňyşsyz ýerine ýetiren talyplardan üçüsi birinji orna, dördüsi ikinji orna, bäşisi üçünji orna we beýlekileri höweslendiriji orna mynasyp diýlip yglan edilýär. Bu pedagogikada kanuny ýagdaý, çünki talyp bahalandyrylman ýa-da höweslendirilmän galdyrylmaly däldir. Bu olaryň hemmesine deň derejede üns berilýändigini, olaryň her bir hereketiniň hasaba alynýandygyny, talyba mugallymyň mydama ynsanperwer garaýandygyny aňladýar. Şonuň ýaly-da goýberilen kemçilik-ler hasaba alynmalydyr we olar düşündirilmelidir.

Bäşinji tapgyr. Mugallym bäsleşik sapagyny tamamlandan soň talyplara geljekde mekdebe baryp, bäsleşik sapagyny guranlarynda, okuwçylaryň bilim derejesini, ýaş we psihologik aýratynlygyny göz öňünde tutmalydygyny düşündirýär.

Bäsleşik usulyny ulanmak üçin sapaga taýýarlyk görlende, okuw maksatna-masynyň talaplary öwrenilmelidir, okuw kitabynyň mazmuny, sapagyň netijeli bol-magy üçin gerekli şertler seljerilmelidir. Teklip edilýän sapak görnüşi daşary ýurt di-linde okamak, diňlemek, olardan alnan maglumatlaryň esasynda sözleýiş endiklerini ösdürmek sapagydyr, şonuň üçin sapagyň maksadyna laýyk gelýän mazmun saýlan-malydyr.

Sapakda talyplaryň kommunikatiw ukybynyň bardygy göz öňünde tutulyp, «jan-ly» aragatnaşyk ýagdaýyny döretmek üçin «janly» materiallar (wideo, ses ýazgysy, usulyýetçi alymlaryň makalalary) ulanylýar. Sapakda interaktiw tagtanyň ulanylma-gy talyplaryň daşary ýurt dilini öwretmegiň usulyýetini özleşdirmegine we usulyýeti öwrenmäge bolan islegini ýokarlandyrmaga, şeýle-de olarda öz-özüňi dolandyrmak endiklerini ösdürmäge amatly şertleri döredýär.

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INNOVATIVE METHODS IN TEACHING HINDI AS A FOREIGN LANGUAGE

HINDI DILINI DAŞARY ÝURT DILI HÖKMÜNDE ÖWRETMEKDE INNOWASION USULLAR

ИННОВАЦИОННЫЕ МЕТОДЫ В ОБУЧЕНИИ ЯЗЫКУ ХИНДИ КАК ИНОСТРАННОМУ

TM

Sudha Singh,
Deli uniwersitetiniň professory
(Hindistan)

ENG

Sudha Singh,
Professor of University of Delhi
(India)

RU

Судха Сингх,
профессор Делийского
университета (Индия)

Annotasiýa

Makalada hindi dilini öwretmegiň innowasion usullary barada gürrüň edilýär. Hindi dili başlangyç derejede daşary ýurt dili hökmünde öwredilende amaly häsiýetli ýumuşlardan (şäheriň gözel ýerlerine syýahat etmek, filme tomaşa etmek hem-de bu barada pikir alyşmak, aýdym aýtmak we ş.m.); orta ýa-da has ýokary derejede öwredilende bolsa, lingafon otagyndan, hindi dilinde çap edilýän žurnallardan, dürli ugurlara degişli bolan elektron kitaplardan peýdalanmagyň, seminar sapaklaryny guramagyň dil öwretmekde berýän netijesi seljerilýär.

Annotation

In this article innovative methods of teaching Hindi is analyzed. Results of using practical activities (visiting the places of interest, watching a movie collectively, having discussion over it, singing songs, etc.) at the elementary level of teaching Hindi as a foreign language; usage of Language Laboratory, subscription of Hindi journals, reading e-book library on different topics, organization of seminar at the intermediate or higher level of teaching the language are analyzed.

Аннотация

В статье рассматриваются инновационные методы обучения языку хинди. Проводится анализ эффективности использования практических методов в обучении языку хинди на начальном этапе обучения (экскурсия по достопримечательным местам города, просмотр кинофильма с последующим обсуждением, исполнение песен и т.п.). Также в статье говорится о преимуществах лингафонного кабинета, целесообразности использования различных электронных учебных пособий, издаваемых на языке хинди, организации семинаров на более продвинутом этапе обучения языку.

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Key words: teaching, innovative methods, practical activities, communication skill, enhance the vocabulary, challenges of teaching.

Hindi is the most important modern language of India. It is one of the national languages and an official language of India. It has the status of a link language of this country. From north to south, east to west of India, it connects one billion and thirty crore people. Apart from this, it also cater the wider population of many countries outside India like Fiji, Guyana, Surinam, Malesia, Trinidad, Tobago, Mauritius and many more countries. A wider Indian diaspora is also present in different Europian and American countries. A cross cultural relationship between Asian countries like Japan, China, Sri Lanka, Nepal and Central Asian countries has created an opportunity for the Hindi language to flourish.

Hindi is now being taught in almost eighty-three countries of the world. There is no doubt when we show interest in the study of any foreign language, two broader reasons operates in the mind. Firstly, how strong is the economy of the country whose language anyone is going to study as a foreign language? What are the opportunities in this field one may get after studying the language? And secondly, what is the literary and cultural heritage of the language? How old is it? What civilisational tradition does it bear? As we know, Hindi has the position of the official language of India and Indian people. It represents the aspirations, potentiality and strength of one billion and thirty crore people. India's fast tempo of turning into a developed country provides many investment ventures and attractive market for many foreign trade companies. Besides, India has the credit to the origin some of the oldest civilisation of the world. It has a very old and prosperous cultural history. It was the junction of many civilisations from the very old age. Many dynasties came there as invaders but used to stay there and lost themselves in Indian soils. They also contributed to culture, civilisations and language of this country. The Hindi language represents all these historical developments.

The history of the Hindi language starts from 1000 AD. It has the chronology of the development from Pali, Prakrit, Apbhransha and Khadi boli Hindi. Before Pali, Sanskrit had the privilege of being the medium of instruction of teaching and learning. Many classical works like Vedas, Ramayan, Mahabharat, different Puranas, as well as numerous classical works were written in this language. Bharat Muni, Aanandvardhan, Kalidas, Bhawbhuti, etc. had expressed themselves in this language.

'Khadi Boli Hindi' has inherited these traditions but made her own notable journey towards nation building, national unity with modern ideas, and social structure.

Learning of any language has various levels. Role and style of languages to learn keep changing accordingly. Basic interpersonal communication skill is level 1 in which a child learns his or her mother tongue and cognitive academic language proficiency, is level 2 in which a child learns the language of medium of instruction and foreign language.

Learning a foreign language demands a special attention because of the foreign socio-cultural texture of the language. The language has its own specific grammatical and textual construct, which would differ from the students' Basic Interpersonal Language Learning, i.e. Level 1. It is an important part to learn any foreign language to know the specific texture and construct of the language.

The classical pattern of teaching any language is to provide a mastery on a language by learning its grammatical and textual construct. Classroom teaching of a foreign language is based on grammatical and textual construct in which teachers try to explain the subject to their students through a blackboard and a text. Very often it has been seen that in this process the reaction and participation of the students mostly remains passive. They try to imitate, memorise and understand the language through the text and teaching. But their intervention remains passive. Sometimes, they understand but they are unable to express it in the words because the language is foreign and their communicative skills are not developed in that particular language. Then the teacher suggests them to go to the dictionary and memorise the words and enhance the vocabulary. But the language, especially a foreign language, can be learned efficiently through speaking and interacting. We learn our mother tongue without any strenuous effort because we speak it without any hesitation and interact in it. The same is true with foreign language.

The conventional structure of classrooms and traditional student-teacher relationship prohibit the free and frank communication in the classroom. The passive learning, i.e. learning through memorising the text and classroom conventional teaching, is not worth to learn a foreign language whose texture, grammar and socio-cultural environment totally differ from the learners' own language.

The very positive and enthusiastic thing is that Hindi and Turkmen are the languages of the Asian subcontinent. The relationship, which has developed thousand of years before, has made some common grounds between the two cultures and languages. Near 3,000 words originated from Arabic and Persian are common in both languages. The two countries also share their socio-cultural roots; they have some musical instruments and many melodies in common, the culture of food, clothing, rituals of marriage and other social occasions are common too. As we share some economic conditions in common, some of our troubles and happiness are also commonly expressed in the respective languages.

Hindi is being taught in Turkmenistan from the mid of 2010, when a ICCR chair has been established at Dovletmammet Azadi Turkmen National Institute of World Languages and I was appointed as the founder Visiting Professor there. Many of the Turkmen National Institute's students, who have graduated from there, are now teaching in various parts of Turkmenistan and enriching the language. The institute offers four year integrated course in Hindi.

While teaching Hindi as a foreign language in Turkmenistan, I found out that classroom teaching, interactive sessions, computer assisted language learning, debate, discussion and story telling, watching concerned language's movies are very useful. I brought with me some DVDs from NCERT, India, to teach the Hindi language to the Turkmen students. It was a quite interesting experience. Through the Hindi language my students were also learning with great enthusiasm the culture of a language which was foreign to them. The act and words of greetings, love, respect, joy and sorrow are present in every language, because human feelings are more or less same with little variations. On the occasion of World Hindi Day held on the 10th of January, 2012, they performed a «Leyli-Mejnun» dance-drama, in which the performance, acting, singing and choreography all were done by the students themselves. Girl students wore saris in a public function for first time in Ashgabat and boy students wore kurtas. Some students recited Hindi-Urdu poems, some danced on a Hindi movie's song. There was a total involvement of every student who was learning Hindi as a foreign language at Dovletmammet Azadi Turkmen National Institute of World Languages. It was a well-appreciated programme.

It was my experience to see that the problem arises to teach the grammar of a language which is foreign to the students. Here I, as a foreign language teacher, made use of dictionaries, grammar books, practice book, technical tools, and translation.

One more thing I want to emphasise is when a teacher chooses to teach a language which is familiar to him but foreign to his or her students, he or she should know the language of his or her students to communicate with them. In my case, I knew Hindi and English but I didn't know Turkmen or Russian. In the beginning, it was very difficult to cope with the situation. To teach Hindi or any foreign language online or in the own country of the instructor is a different thing and to be at the place and country of the learner is totally different thing. This situation left me in a peculiar condition but thanks to my esteemed Turkmen colleagues working there my staying and teaching-learning experiences was very smooth and memorable.

I was used to teach in higher classes i.e. Masters and research classes, but here with my Turkmen students, I had to start with the alphabet! As a teacher, it was a great challenge for me, a different environment, and a different type of teaching. In the beginning, a peculiar situation was persistent that I didn't know how to communicate in the Turkmen or Russian language and my students were not well aware of English and the question of knowing Hindi didn't arise, they did only know Russian and Turkmen.

Teaching and learning foreign language also means expansion of our world vision. To understand my Turkmen students speaking their mother tongue for the sake of Hindi teaching to them, I started interacting with them in Turkmen as the Hindi and Turkmen languages share some common words, but this was not sufficient. So I decided to learn Russian and enrolled myself at Dil Centre, a Turkmen government institute, run by the Ministry of Education which is still functioning under Azadi Institute. While teaching, I

continued to study Russian almost for two years as an elementary and intermediate student. The result was miraculous. Within six months, I could easily communicate with my Hindi students of Dovletmammet Azadi Turkmen National Institute of World Languages. And the interesting thing was that I didn't realise that I spoke a language mixed of Turkmen and Russian words! Still I do so when I come to Ashgabat.

Actually, learning of any language depends on passion for the language concerned. The goal, which we want to achieve through learning of a language, is also important.

If our goal is to learn the communicative skill of a foreign language, then we have to focus on spoken format. If the goal is academic i.e. to know the history, philosophy, criticism in the language concern then the format of teaching mostly follow the classical pattern of language teaching – focus on the grammatical structure, textual translations, etc.

The challenges of teaching any foreign language is that we have to start teaching from a primary level, whether the motive is to teach only communicative skill or literary, philosophic language literature. The segregation comes on the later stage. Hence, at the elementary stage when the teacher introduces a language, which is foreign to the students, he starts from teaching the alphabet, communicating verbally, writing small sentences. Here, the teaching method other than classroom teaching helps a lot. Teacher can use electronic gadgets to catch the attention of the learners by songs, animations, documentaries and popular movies with subtitles in the learners' language.

Small groups can be created to make every learner participative. Teacher can give or learners can choose a topic of there interest for discussion. This will encourage a healthy competitiveness among the participants and can enhance their critical thinking and apprehension. Story telling session, poetry recitation and discussion session, word game, etc. will also make the classroom interesting. For inter-cultural learning this innovative methods are more effective than conventional classroom teaching.

While teaching Hindi as a foreign language, a teacher may keep lively practice sessions, experimental learning through visiting place of interest, watching a movie collectively, having discussion over it, singing songs, etc. and rewarding for the best discussant or performer will also help at the elementary level. At the intermediate or higher level a seminar library in the faculty, language lab, subscription to Hindi journals, and E-books are very helpful. The government of India has made an E-book library free of cost for «E-Pustakalay» Hindi language books, which has a rich collection of the books on different topics and area written in Hindi. A good wi-fi connection is enough to access these books. Though this is the age of artificial intelligence but the goal of teaching and learning is still human mind, machine intelligence may help in this but all the work of intelligence in how to invent, assemble and feed the machine to perform a particular work cannot be replaced by machine. Machine and artificial intelligence have to obey the human intelligence. In the field of learning foreign language AI may help students to supply study material on certain topic, it even may write an article or research paper

on their behalf but the authenticity of Artificial Intelligence would be always in doubt. Original thinking and apprehension are the characteristics of human mind. We may take help of AI but should not depend on it.

Dovletmammet Azadi Turkmen National Institute of World Languages is successfully running a full-time undergraduate course in the Hindi language. The expansion of this course in other universities of Turkmenistan and a comprehensive curriculum is the need of hours. So, ample translation from Turkmen into Hindi and vice-versa, dubbing, etc. may be done. It will enhance the business and cultural exchanges too. As we know, literary translation from the source language into the target language is not only an imitation of the source language words but it is also the expansion of the original writing.

The challenge still persists in the area of developing a standard syllabus for Hindi as a foreign language, preparation of proper reference book and study materials for foreign students.

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A STUDY ON THE QUALITY OF CHINESE WRITING BY CHINESE LEARNERS FROM CENTRAL ASIA FROM THE PERSPECTIVE OF DISCOURSE ORGANIZATION PATTERN

MERKEZI AZIÝALY HYTAÝ DILINI ÖWRENIJILERIŇ ÝAZUW BAŞARNYKLARYNYŇ ÖSÜŞINI DISKURS GURAMAGYŇ MODELI NUKDAÝNAZARYNDAN ÖWRENMEK

ИССЛЕДОВАНИЕ РАЗВИТИЯ НАВЫКОВ КИТАЙСКОГО ПИСЬМА У СТУДЕНТОВ ЦЕНТРАЛЬНОЙ АЗИИ С ТОЧКИ ЗРЕНИЯ МОДЕЛИ ОРГАНИЗАЦИИ ДИСКУРСА

TM

Luo Kun,
Demirgazyk-günbatar mugallymçylyk uniwersitetiniň dosenti, filologiýa ylymlarynyň kandidaty
Sun Huijie,
Demirgazyk-günbatar mugallymçylyk uniwersitetiniň uly mugallymy (Hytaý Halk Respublikasy)

ENG

Luo Kun,
Associate Professor of the Northwest Normal University, Candidate of Philology
Sun Huijie,
the senior teacher of the Northwest Normal University (The People's Republic of China)

RU

Луо Кун,
доцент Северо-западного педагогического университета
Сун Хуиджие,
старший преподаватель Северо-Западного педагогического университета (Китайская Народная Республика)

Annotasiýa

Bu makalada Merkezi Aziýa-dan bolan dil öwrenijileriň hy-taý ýazuwyny öwrenmekde duş gelýän kynçylyklary barada aý-dylýar. Şeýle-de olara iýeroglifleri öwretmekde okuw maglumat-larynyň özleşdirilişiniň hiliniň gowulanmagyna, dil başarnyk-

Annotation

This article discusses the difficulties that Central Asian students encounter when learning Chinese writing and suggests some ways to teach students hieroglyphics that promote high-quality acquisition of matieral and the comprehensive development of all language skills. The paper pre-

Аннотация

В данной статье рассма-триваются сложности, возни-кающие при изучении китай-ской письменности у студентов из Центральной Азии, а также предлагаются некоторые спо-собы обучения иероглифике учащихся, способствующие качественному усвоению мате-риала и комплексному разви-тию всех языковых навыков. В

larynyň toplumlaýyn ösüşine ýardam edýän käbir usullar teklip edilýär. Işde hytaý lingwistleri Szýan Ýuşunýa bilen Lýu Haowanýanyň (2023ý.) ylmy barlaglarynyň netijeleri görkezilýär. Ylmy barlagyň maksady diskurs guramagyň modeli nukdaýnazaryndan Merkezi Aziýadan bolan dil öwrenijileriň hytaý ýazuwy boýunça başarnyklaryny ösdürmegiň usulyýetini teklip etmekdir.

sents the results of a study by Chinese linguists Jiang Youshun and Liu Haoyan (2023). The purpose of the study is to propose a methodology for developing writing skills in Chinese of Central Asian students from the perspective of discourse organization pattern.

работе представлены результаты исследования китайских лингвистов Цзян Юшуня и Лю Хаованя (2023 г.). Цель исследования – предложить методику развития навыков письма на китайском языке у учащихся из Центральной Азии с точки зрения модели организации дискурса.

Key words: textual factors, non-textual factors, research method, discourse organization pattern.

I. Introduction

The factors that affect writing quality include textual factors and non-textual factors. Among them, textual factors refer to factors that can be measured within the writing text, such as content, Chinese characters, vocabulary, grammar, and paragraphs; and non-textual factors refer to external factors that cannot be measured by writing texts, such as writing patterns, teaching activities, and task types. Judging from the existing results, local scholars pay more attention to textual factors, while foreign scholars are interested in non-textual factors.

In the field of Chinese second language writing quality research, scholars initially focused on the vocabulary and grammar levels (Wu Jifeng 2016; Cheng Yong 2022). As research continues to deepen, scholars have gradually realized that there are limitations in evaluating writing quality with a single-dimensional indicator, and many textual factors will affect the evaluation of writing quality, therefore, recent research has shown a trend of diversification and combination. For example, Wu Jifeng (2019) added two new dimensions of Chinese character correctness and content quality when evaluating the Chinese writing quality of Korean native speakers. Wu Pei and Xing Hongjun (2020) noticed the importance of text features and combined multiple dimensions such as punctuation, content, and vocabulary to examine writing quality.

In comparison, there are relatively few research results that explore writing quality from the perspective of text, Wang Li and Liu Ying (2015) compared the types, functions and thematic progression patterns of thematic structures in the written texts of Chinese learners whose native language is English and the first-year high school students in Yangzhou, Jiangsu. Jiang Youshun and Liu Haoyan (2023) studied the text structure pat-

terns of argumentative essays of intermediate and advanced Chinese learners whose native language is English, they found that there were certain differences in the frequency, density and distribution of text structure patterns in the high-scoring group and the low-scoring group. Looking back at previous findings, the academic community has not paid enough attention to the relationship between text structure and writing quality, the existing research objects are mostly native English speakers, at the same time, the corpus used comes from the HSK dynamic composition corpus, the demographic characteristics of the corpus producers are quite different, and the corpus production time is relatively long. In view of this, this paper refers to the research method of Jiang Youshun and Liu Haoyan (2023) to study the writing quality of Chinese learners from Central Asia from the perspective of discourse organization pattern (DOP), and attempts to answer the following questions:

(1) What are the characteristics of DOP in high-, medium-, and low-level essays of Chinese learners from Central Asia?

(2) What are the similarities and differences in the use of DOP in essays produced by Chinese learners from Central Asia and native English speakers?

(3) Based on the characteristics of DOP use, how to improve the quality of Chinese writing of Chinese learners from Central Asia?

The corpus for this study is taken from the «Corpus of Written Compositions of Chinese Learners in Central Asia». The corpus was built by the first author of this article and mainly includes written compositions produced by Donggan learners in Central Asian countries such as Kazakhstan, Kyrgyzstan, and Uzbekistan. Among them, the total number of corpus is 486, totaling about 100,000 words, and the corpus producers are at an intermediate level of Chinese. The compositions come from the homework and examination papers of Donggan Chinese ancestral language learners at Northwest Normal University.

After eliminating zero-point compositions and incomplete compositions, the author of this article selected 228 compositions from the corpus for research, most of the selected compositions are narratives, and there are also a small number of explanatory and argumentative essays («The Use of Coffee» and «Where is More Suitable for Living»), with an average of 200 words per composition, covering 33 topics, totaling 64, 866 words.

According to the research conclusions of Jiang Youshun and Liu Haoyan (2023), the differences in the use of DOP in essays produced by Chinese learners in Central Asia and native English speakers (Britain, the United States, Canada, Australia, and New Zealand) are as follows.

(1) Similarities

1. Whether it is Chinese learners from Central Asia or foreign students from the five countries of Britain, the United States, Canada, Australia, and New Zealand, the link type is the most common in the composition DOP, and the cross type is the least used, in addi-

tion, the frequency and density of the use of DOP in high-level compositions are higher than those in medium and low-level compositions;

2. In the composition DOP, the skip type ranks second, and the derivative type ranks sixth. The same topic type and the collection type rank ahead of the derivative type, and the theme type ranks behind.

(2) Differences

1. The same topic type is ranked third by the Chinese learners in Central Asia, second only to the skip type. The same topic type is ranked fourth by the students from the five English-speaking countries. The frequency of the use of divergent type by the students from the five English-speaking countries is much higher than that of the Chinese learners in Central Asia;

2. The frequency and density of the use of same topic type and same statement type by the Chinese learners in Central Asia are higher than those of the students from the five English-speaking countries, and the use of collection type by the students from the five English-speaking countries is higher than that of the Chinese learners in Central Asia;

3. Chinese learners in Central Asia are better at using theme type DOPs than students from the five English-speaking countries, with higher frequency and density than students from the five English-speaking countries;

4. In the low-level essays of students from five English-speaking countries, the skip type was used most frequently in the essay DOP, while in the low-level group of Central Asian Chinese learners, the link type was used most frequently;

5. In the essays of students from five English-speaking countries, the frequency and density of derivative and divergent types in low-level essays are higher than those in high-level essays, the opposite is true for Chinese learners from Central Asia, frequency and density of derivative and divergent types in the high-level group are higher than those in the medium and low-level groups.

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STRATEGIES FOR USING MODERN TECHNOLOGIES IN TEACHING THE ENGLISH LANGUAGE AT HUMANITARIAN-ORIENTED UNIVERSITIES

YNSANPERWER UGURLY UNIWERSITETLERDE IŇLIS DILINI ÖWRETMEKDE DÖWREBAP TEHNOLOGIÝALARY ULANMAGYŇ TÄRLERI

СПОСОБЫ ИСПОЛЬЗОВАНИЯ СОВРЕМЕННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА В ГУМАНИТАРНЫХ ВУЗАХ

TM

*Çemen Wekilowa,
Halkara ynsanperwer ylymlary we ösüş uniwersitetiniň Dil öwreniş bölüminiň uly mugallymy*
*Gülnur Beşerowa,
Halkara ynsanperwer ylymlary we ösüş uniwersitetiniň Dil öwreniş bölüminiň mugallymy*

ENG

*Chemen Vekilova,
the senior teacher of Language Learning Department of the International University for the Humanities and Development*
*Gulnur Besherova,
the teacher of Language Learning Department of the International University for the Humanities and Development*

RU

*Чемен Векилова,
старший преподаватель отдела изучения языка в Международном университете гуманитарных наук и развития*
*Гульнур Бешерова,
преподаватель отдела изучения языка в Международном университете гуманитарных наук и развития*

Annotasiýa

Makalada ynsanperwer ugurly uniwersitetleriň talyplaryna iňlis dilini öwretmegiň netijeli usullary, talyplaryň iňlis dilini öwrenmegine oňaýly täsir edýän döwrebap tehnologiýalaryň ulanylyşy barada gürrüň edilýär. Iňlis dilini öwretmegiň özboluşlylygy mugallymdan aýratyn çemeleşmäni talap edýär. Makalada geljekki hünärmenleri taýýarlamakda iňlis dilini innowasion tehnologiýalaryň kömegi bilen öwretmegiň käbir tärleri teklip edilýär.

Annotation

This article describes effective methods of teaching the English language to the students at humanitarian-oriented universities and the use of modern technologies that have a favorable influence on learning the English language by the students. Peculiarity of teaching the English language requires a special approach from the teacher. In this article the author suggests some methods of teaching English to the future professionals using innovative technologies.

Аннотация

Статья посвящена исследованию эффективных методов обучения английскому языку студентов гуманитарных вузов. Также рассматривается положительное влияние современных технологий на процесс обучения студентов английскому языку. Специфика преподавания английского языка требует от преподавателя индивидуального подхода. В статье предлагаются некоторые способы применения инновационных технологий в обучении английскому языку при подготовке будущих специалистов.

Key words: the English language for humanitarian disciplines, English for specific purposes (ESP), methodology of teaching the English language, modern methods, authentic materials, content and language integrated learning (CLIL), digital technologies.

In the Epoch of the Revival of the New Era of the Powerful State, our sacred Motherland achieves success in all spheres of life. In recent years, English has become the dominant language in almost all fields, including at the humanitarian-oriented universities. Consequently, it is necessary for the professionals to learn English and to use it effectively so as to perform well in the workplace. Following this trend, the International University for the Humanities and Development in Turkmenistan has implemented content and language integrated learning approach in its programs. The university under consideration trains future economists, journalists, lawyers, financiers, diplomats, as well as managers.

In the modern system of national education, a special role is assigned to the active study of foreign languages. In the International Year of Peace and Trust the latest methods are being developed, curricula and training programs are being improved, the best world experience in this direction is being studied and successfully applied in practice. The process of teaching and in-depth study of foreign languages in an updated format covers all educational institutions of the country. The work is carried out within the framework of the Concept of Improving Foreign Language Teaching in Turkmenistan.

Currently, the last stage of the national Concept of Improving Foreign Language Teaching in Turkmenistan had been implemented. Accordingly, an innovative methodology of teaching languages is successfully applied in the teaching process, based on the study of world experience in this area. As part of the work, training programs and curricula were improved at all levels of the educational process, as well as the system of training and advanced training of teachers and the educational and methodological base in this area.

In recent years, technological change has tangibly affected the educational system of our independent and permanently neutral country. Accordingly, the educational settings of our Homeland have been equipped with modern tools, since digital technologies support educational aims of teachers in many ways. In addition, our Hero-Arkadag encourages young generation to learn and improve their knowledge in his valuable books with such wise words: «Make a living by knowledge or skill» («Bir – okana, bir – dokana») [2, 255 p.], and «Studying is as difficult as digging a ground with a needle» («Ylym almak – iňňe bilen guýy gazmak») [2, 268 p.].

It is evident that the students of the humanities department have specific language needs; thus, they need to learn some form of English for specific purposes (ESP) so that they can communicate effectively and comply with the requirements of the job market

[6]. In other words, English for humanities departments is considered to be belonging to the methodological branch of English for specific purposes. The methodological approach in which the teacher has to teach the subject in the foreign language is called CLIL [7]. The experience of learning subjects through the medium of a non-native language can be more challenging and intensive than conventional language lessons. Learners are exposed to a broader range of language while simultaneously gaining knowledge and skills in their specialized field of discipline.

Integrating subject matter, e.g., philosophy or sociology topics into language teaching can enhance learning by making the material more relevant. Nevertheless, the disciplines in the humanities might require slightly different teaching approaches. CLIL describes an evolving approach to teaching and learning where subjects are taught and studied through the medium of a non-native language. The experience of learning subjects through the medium of a non-native language can be more challenging and intensive than conventional language lessons. Learners are exposed to a broader range of language while simultaneously gaining knowledge and skills in their specialized field of discipline. Subjects may be taught by subject specialists or by language teachers.

The future specialists of humanitarian disciplines must possess a wide range of skills for coping with their future jobs' requirements. Some of the effective methods for teaching in the humanitarian oriented institutions are the followings:

– Crafting your own business card.

The future specialist of humanities will need to have professional business cards where their job title and contact information will be written. Task-based approach focus on real-world activities related to humanities fields, such as writing research papers, interpreting texts, giving presentations or creating a business card. The teacher will explain the necessity behind having the business card and give instruction on making it manually. Duration of the activity is fifteen minutes, then the students will show their business cards to their groupmates and explain the decision for designing it in their own way.

– Authoring the headlines for journalistic articles.

Headlines are of utmost importance due to the fact that they attract the readers' attention, for that reason students must come up with short and accurate title for their article. Instructors effectively discuss the news reports' genres with students specialized in humanities disciplines, to be precise this task will be more beneficial for future journalists since their job is to present and share information through social media platforms.

– Collaborative Learning by memorizing the definition of juridical terms.

Peer collaboration can be effective, especially when students discuss the topics relevant to their specialty. Juridical terminology necessary for the students specialized in international private and public law can be found in the legislative documents: e.g. *murder, guilty, verdict, burglary, weapon, criminal, punishment,* etc. Besides, juridical discourse is enlarged as the new words are coined to describe new types of crime [8]. For instance,

felony is defined as «Covering a wide range of criminal acts, felonies are crimes involving physical harm, a large scale theft, a fraud and arson. Punishment for these types of crimes often includes imprisonment, the length of which is defined in each state's penal codes».

Technological aids, such as computers, projectors, interactive whiteboards, multimedia tools and electronic resources upgrade efficiency of the English language. The modern technologies ameliorate the efficiency of the English language lessons to a great extent. The English language is globally-acknowledged communication tool [3], therefore the Ministry of Education of Turkmenistan has been organizing the gradual shift to the English-medium educational instruction for specialists. Regarding the students' perspectives, implementation of technological equipment on the English lessons certainly increased their motivation for learning both the English language and their specialized discipline.

Studies have shown that teachers' technological competence is the main factor affecting the effective use of technology in classroom teaching. Technology itself cannot bring about educational effects, and its impact on education can only exert through the teacher who is the direct practitioner of using technology. Therefore, importance should be attached to teachers' technological competence in order that technology can be used effectively for active classroom teaching. Emphasis should be placed on training teaching staff to be competent in using modern technology [9].

Currently, language teachers successfully use the technological tools in their lessons and search the new, useful and modern methods of teaching the English language to students [8]. The teachers can enhance the effectiveness of the English language lessons in agricultural classrooms by using the following digital technologies for educational purposes:

1. Showing audio and video recordings. The availability of a wide variety of visual materials such as images, animation and video recordings facilitate not only presenting and practicing the certain language units, but also giving students broad insight on their specialized subject. Snippets of video recordings in the English language will address both language and content knowledge requirements of the future specialists.

2. Illustrating the concepts with images. Visible teaching materials greatly stimulate the students' interest due to the fact that the pictures enhance the students' enthusiasm for learning [5]. If the teacher explains the new theme with the support of modern technologies and photos or slides from the interactive board's screen, then the students will remember that knowledge for a long period of time.

3. Ready-to-use teaching resources. Educational materials, in particular worksheets, handouts or printables are available in many reliable websites. Therefore, the teachers of the English language may download them, modify or adapt completely that material in synch with their students' needs.

4. Conducting electronic surveys. Another popular activity is conducting surveys at the lessons. Having students perform questionnaires and surveys is another technique to stimulate discussion and opinion exchange proposed by methodologist Jeremy Harmer [6]. He thinks that the activity becomes much more effective if the students plan the questionnaires themselves. This activity goes on this way: the teacher asks students to provide as much thematic vocabulary as possible about a particular subject. Afterwards, the students work in pairs to generate questions for their questionnaire on the chosen topic, with the teacher assisting them as needed. Students can create and use electronic surveys and quizzes on any subject they want. Furthermore, the students move around the room interrogating other students and taking notes on what they say. While students are doing this, the teacher observes and provides prompts as needed. The below-mentioned questionnaire was inspired by the book of the National Leader of the Turkmen people, Hero-Arkadag's precious book «Traditions of Turkmen Statehood» [1]. This is an example of how a simple student questionnaire about patriotism and national identity might be conducted:

Table 1. Questionnaire about national identity

	Survey questions	S1	S2	S3	S4	S5	S6	S7
1.	Why do you personally think that the Turkmen carpets are deemed as the most elaborately knotted carpets all over the world?							
2.	Our capital city Ashgabat possesses a great number of marble buildings. In fact, the city is called as the Pearl of Asia. How does it make you feel?							
3.	One Turkmen national poet, who spent his lifetime in the 18th-19th centuries, is considered to be the embodiment of the Turkmen soul and identity. Who is he and what do you know about his biography as well as creative work?							
4.	From what are the Turkmen women inspired in their art of needlework?							
5.	What are you most proud of being Turkmen?							

*S1, S2, S3, S4, S5, S6, S7 – students will write their answers to the survey questions on the spaces provided.

5. Chain work. At the end of the lessons it is useful to ask the student who sit on the front to say one word; with the last letter of that word the next person will find another word; then the next person will follow this pattern of recalling the words from their long term memory [5], thus activating the words to be used by the speakers in their authentic speeches. If some of the students are not familiar with the words pronounced, then they may ask that word's spelling and translation. In this way, the students can even learn new words.

The international language which is approved in the world is the English language. Nowadays, it is the language used in everywhere. Also, English for humanities is considered to be belonging to the methodological branch of English for specific purposes. Our students need to be shown how to read, write, speak, and listen within their specialty context. Innovative methodological strategies ignite the enthusiasm of learning English by cultivating the love for learning language in students who study at humanitarian-oriented faculties of universities.

The advance of modern technology has unprecedentedly changed every aspect of our life, including education. Governments from all over the world have attached much importance to technology implementation in education. The emergence of different educational tools and software has motivated the teachers to integrate educational technology into their lessons. Technology has fundamentally changed the way we learn too.

As modern technology can benefit English education in many ways, it is important to reform the traditional teaching modes by integrating modern technology into English teaching and learning. Although it is an undeniable fact that technology can significantly enhance the effectiveness of English education if it is used properly, the effective use of modern technology involves teachers' knowledge of how to use modern technology for teaching purposes. Therefore, attention should be paid to improve teachers' technological competence in teaching. In the meantime, with the help of modern technology, information is easily reachable. Teachers have responsibility to help students to identify and choose valuable information.

Teachers at different teaching levels are demanded to be competent in using modern technology in teaching. The development of modern technology has brought about great changes in education, evidenced by the changes in the teaching environment, teaching content, learning form, etc. Many studies have shown that modern technology can improve the outcomes of education. With the help of modern technology, the integration of text, sound, videos, pictures, and animations in teaching materials not only helps students to understand knowledge better but also makes learning more enjoyable.

Many educational reforms are being carried out in order to create the continuous and consistent system of teaching foreign languages in Turkmenistan. Modern technologies certainly enhance the productivity of the English lessons for future specialists. Moreover, the students, who are expected to be competent specialists after graduation, will acquire digital computer skills and will become computer literate which will increase their chance of being employed in reputable organizations. Integrating modern technological tools, the professors and teachers of higher educational establishments can prepare successful future specialists who will contribute to the development of our peaceful country and glorify its reputation in the world.

To sum up, occupation-oriented tasks and memorization of specific wordlists about the students' future professions certainly enhance the efficiency of the English langua-

ge lessons in the humanities context [4, 8]. The use of modern technology can greatly improve the efficiency and effectiveness of English teaching and learning, which has been proven by many studies. Integrating modern technology in education has become a national strategy of education in our sacred Motherland. Thanks to the tireless efforts of our Hero-Arkadag and Arkadagly Hero Serdar, the International University for the Humanities and Development is well-equipped with all the necessary settings and educational materials with which we, the instructors can provide the students of the humanities departments with the high-quality education.

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ДИДАКТИЗАЦИЯ ПРИ ОБУЧЕНИИ ФРАНЦУЗСКОМУ ЯЗЫКУ В МНОГОУРОВНЕВЫХ ГРУППАХ

DÜRLI DEREJELI TOPARDA FRANSUZ DILI ÖWREDILENDE DIDAKTIRLEME

DIDACTIZATION IN TEACHING FRENCH IN MULTI-LEVEL GROUPS

TM

Wýaçeslaw Hodus, M.W. Lomonosow adyndaky Moskwa döwlet uniwersitetiniň Diliň psihologiýasy we daşary ýurt dillerini okatmagyň usulyýeti kafedrasynyň professory, filologiýa ylymlarynyň doktory (Russiýa Federasiýasy)

ENG

Vyacheslav Khodus, Professor of the Department of Psychology of Language and Methods of Teaching Foreign Languages of M.V.Lomonosov Moscow State University, Doctor of Philology (The Russian Federation)

RU

Вячеслав Ходус, профессор кафедры психологии языка и методики преподавания иностранных языков Московского государственного университета имени М.В.Ломоносова, доктор филологических наук (Российская Федерация)

Annotasiýa

Makalada daşary ýurt dillerini, hususan-da, dürli derejeli toparda fransuz dilini öwretmegiň möhüm meselelerine seredilýär. Awtor daşary ýurt dilleri boýunça bilim bermekde okatmagyň garyşyk usulyny ýokary netije gazanmagyň iň işjeň hem ähmiýetli usuly hasaplaýar. Makalada fransuz dili öwredilende okuw maglumatlaryny didaktirleme diýlen düşünjäniň manysy açylyp görkezilýär. Didaktirleme hadysasy diýlip özleşdirmesi kyn bolan okuw maglumatlaryny ýeňilleşdirmäge gönükdirilen ýörite işlere düşünilýär. Şeýlelikde, didaktirleme okuw maglumatlaryny doly özleşdirmäge we olary derňemäge işjeň taýýarlaýan ýumuşlaryň hem-de gönükmeleriň ulanylmagyny aňladýar. Şeýle-de makalada dürli derejeli toparda sapagy guramagyň nusgasy derňelýär.

Annotation

The article examines current issues related to teaching a foreign language, in particular French, in multi-level groups. The author discusses the effective, promising technology of blended learning in secondary education, which has a high didactic potential. The development of didactic teaching materials in the process of teaching French is revealed. The process of didactization involves targeted work on the material, which helps to eliminate difficulties in perception. Thus, didactization involves the creation of tasks that intensively immerse in the educational material and the preparation of analytical work. The article also examines the model of organizing classes in a multi-level group.

Аннотация

В статье рассматриваются актуальные вопросы, связанные с преподаванием иностранного языка, в частности, французского, в многоуровневых группах. Автор считает эффективной и перспективной в иноязычном образовании технологию многоуровневого обучения, имеющую высокий дидактический потенциал. Раскрывается понятие дидактизации учебных материалов в процессе обучения французскому языку. Процесс дидактизации предполагает целенаправленную работу над материалом, которая способствует устранению трудностей восприятия. Таким образом, дидактизация предполагает создание заданий, интенсивно погружающих в учебный материал и подготовку аналитической работы. Также в статье исследуется модель организации занятий в многоуровневой группе.

Ключевые слова: обучение французскому языку, дидактизация, многоуровневые группы, адаптация, гетерогенный контекст.

В современном лингвометодическом пространстве все чаще проявляется ситуация, которая практически обходит стороной «всеобщий» английский язык и все менее фиксируется в китайской аудитории. Речь идет о гетерогенных многоуровневых группах. Одним из путей гармонизации образовательного процесса является дидактизация.

Дидактизация одного и того же материала на нескольких уровнях изучения и освоения французского языка (процесс вариации) облегчает управление учебным временем, поощряет контактность и наставничество между учащимися и укрепляет взаимопонимание и взаимоуважение. Учащиеся пробуют более сложные, но не невозможные задания в соответствии со своим родным языком и уровнем владения. Во франкофонной методической литературе обобщенно отмечаются три подхода: 1) использование одного и того же материала для всех без изменения инструкций (визуальные или аудиовизуальные тексты, анкеты, простые тексты с сильным культурным аспектом); 2) адаптация простых материалов для более продвинутых уровней (усложнение носителя); 3) адаптация более сложных материалов для более низкого уровня (упрощение носителя) [1, с. 247].

Анализ степени сложности материалов (форма, язык и количество информации) определяет их выбор и способ формулирования вопросов. Для занятий по устной и письменной речи используются различные типы вопросов, начиная от закрытых упражнений на ассоциативную связь и заканчивая гораздо более открытыми и точными с точки зрения лексики вопросами. Педагогическая задача состоит в том, чтобы варьировать: 1) характер и содержание задания (например, понять текст и представить его в устной форме, или просто понять текст и ответить на вопросы и найти несколько сложных слов); 2) объем задания (например, выбор части текста для понимания; формирование большего количества упражнений/действий в подгруппе определенного уровня); 3) характер вспомогательных средств (например, приведение стенограммы (скрипта) упражнения по аудированию). Таким образом экономится время присутствия в каждой подгруппе и время, затрачиваемое на коррекцию упражнений, поскольку это делается в целом классе.

Дидактизация одного и того же материала для всего класса позволяет учитывать очень разные темпы работы от уровня к уровню и, следовательно, параллельно предлагать из одного и того же документа более легкий или более тщательный подход в зависимости от способностей учащихся. Перемещаясь между несколькими уровнями сложности, более продвинутые вносят изменения в материал, а те, кто слабее, готовятся к более сложному уровню.

Вопрос в том, насколько уровень выбранного материала может отличаться от уровня учащегося. Например, возможен ли скачок от B2 к A2 и тем более A1?

Важно учитывать язык (языки), на котором (которых) говорит учащийся и которые он осваивает параллельно. Некоторые владеют западно-романскими языками как

родными или первыми иностранными (опыт показывает, что восточно-романские языки не входят в круг «помощников» в силу грамматической особенности (постартикля) и низкого уровня лексических совпадений). С.Каддео и М.К.Жаме объясняют, что «внедрение стратегий, основанных на спонтанных тенденциях, которые приводят к тому, что, когда два языка близки, мы естественным образом ищем сходства, чтобы попытаться «разобраться» друг с другом. Столкнувшись с незнакомым языком, мы затем применяем изобретательные стратегии, чтобы использовать все, что мы уже знаем, чтобы попытаться понять. Таким образом, взаимопонимание заключается в том, чтобы научиться понимать [язык] на основе межъязыкового сходства» [2, с. 42].

По этой причине важно разделять языковые способности, потому что изучающие соседние языки учащиеся понимают тексты на более высоком уровне (В1) по сравнению с их уровнем устной речи (А2). Таким образом, носитель итальянского или испанского языка достигнет определенного уровня общего и избирательного понимания языковой ткани текста, в то время как, например, носителям славянских, тюркских, семитских и других языков будет трудно упорядочить определенные слова.

Выбор общей лингвометодический среды может быть направлен на развитие социокультурной или межкультурной компетенции. Действительно, если цель учителя состоит в том, чтобы познакомить своих учеников с каким-либо аспектом французской лингвокультуры, необязательно, чтобы иконографический или текстовый материал был идеально адаптирован к уровню каждого из них. Иногда более сильные ученики не знают французскую и франкоязычную культуру лучше, чем новички. В таком случае учебные материалы культурологической направленности предпочтительнее разрабатывать на уровне А2, чтобы все могли следить за информацией.

Наконец, когда учащимся предоставляется возможность находиться в среде моноглотов, они сталкиваются с повседневным французским языком: быстрый темп устной речи, сложные предложения, малознакомые языковые регистры. Язык улицы трудно понять студентам. И наоборот, названия предметов повседневной жизни, очень простые, иногда неизвестны учащимся В2. Некоторые материалы позволяют познакомить аудиторию с повседневным французским языком, с жизнью в погружении, независимо от уровня учащихся, и преподаватель обучает ему через формирование общедоступности. Выбор простых, но естественных диалогов, воспроизводящих повседневные жизненные ситуации, и работа над ритмом, интонацией и скоростью речи важны как для сильных, так и для слабых учеников.

Аксиоматично, что существует три способа обращения с материалами, взятыми из учебника для дидактизации: либо мы не меняем инструкции и работаем с документом в первоначальном варианте, либо усложняем его использование, либо, наоборот, упрощаем его.

Некоторые материалы и некоторые операции подходят для занятий в классе без необходимости переделывать инструкции. Часто это документы, которые

привносят межкультурную компетентность, взятые из учебников уровня А1 или А2, или те, что позволяют учащемуся рассказать о себе (анкета, опросы). Начиная с коммуникативного подхода, в учебниках уровня А1 репрезентировано множество «подлинных» документов. Темы рассматриваются с использованием более сложного словарного запаса, и над ними можно работать на всех уровнях. Это можно рассматривать как интенциональный посыл к дидактизации в пространстве многоуровневых классов.

Приведем некоторые возможные образовательные подходы, позволяющие адаптировать среду А1/А2 для других уровней.

– Ограничить количество прослушиваний разговорной речи простого уровня для ответов на вопросы.

– Попросить учащихся А2+/В2 написать стенограмму упражнения на аудирование А1 / А2.

– Превратить деятельность по пониманию на слух в цель устного производства: «уметь имитировать услышанные диалоги».

– Инициировать комментарий и интерпретацию фотографии (студенты А1/А2 описывают только ее).

– Попросить студентов привнести к короткому тексту дополнительную информацию.

– Побудить В1/В2 высказать свое мнение в письменной форме об устной производственной деятельности студентов уровня А1/А2, подкрепив ответы аргументами.

– Представить студентам более или менее длинный текст (хорошо структурированный, хронологического или предписывающего типа) в хаотическом состоянии и попросить гармонизировать его (привести в порядок).

Таким образом, можно говорить о том, что анализ позволяет обобщить различные возможные подходы к отработке навыков устного и письменного понимания и производства в многоуровневом классе. Гетерогенный контекст – это точка наблюдения за тем, что такое дидактическое действие, доведенное до крайнего предела.

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СПОСОБЫ ИНТЕНСИФИКАЦИИ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ (НА ПРИМЕРЕ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО)

DAŞARY ÝURT DILLERINI ÖWRETMEGIŇ INTENSIW USULLARY (DAŞARY ÝURT DILI HÖKMÜNDE RUS DILINIŇ MYSALYNDA)

WAYS TO INTENSIFY TEACHING FOREIGN LANGUAGES (ON THE EXAMPLE OF RUSSIAN AS A FOREIGN LANGUAGE)

TM

*Waleriý Çastnyh,
M.W. Lomonosow adyndaky
Moskwa döwlet uniwersitetiniň
Rus dili we medeniýeti
institutynyň dosenti, filologiýa
ylymlarynyň kandidaty (Russiýa
Federasiýasy)*

ENG

*Valeriy Chastnykh,
Associate Professor of the Institute
of the Russian Language and
Culture of M. V. Lomonosov
Moscow State University, PhD
in Philology (The Russian
Federation)*

RU

*Валерий Частных,
доцент Института русского
языка и культуры МГУ имени
М.В.Ломоносова, кандидат
филологических наук
(Российская Федерация)*

Annotasiýa

Makalada okuw prosesini işjeňleşdirmekde sapakda okatmagyň tehniki serişdelerinden (kompýuterler, wideolar, aragatnaşygyň we habar bermegiň beýleki serişdeleri) peýdalanmagyň zerurdygy bellenilýär. Mundan başga-da sapak döwri her bir aýratyn alnan toparda geçirilýän işleriň, sapagyň bir basgançagyndan beýleki bir basgançagyna geçmegiň sazlaşykly guralmagynyň-da okatmak işinde ähmiýetiniň uludygy barada gürrüň edilýär. Şeýle-de okuw işinde üstünlik gazanmagyň birnäçe päsgelçi-

Annotation

The article emphasizes the necessity of using technical means of teaching (computers, videos, other means of communication and information) on the lesson in activation of the educational process. Besides, it is noted that activities carried out during the lesson in each separate group, harmonious organization of the rhythm of conducting the lesson are of great importance in the educational work. In addition to it, it is mentioned that the success of study process also depends on overcoming different barri-

Аннотация

В статье подчеркивается необходимость интенсификации учебного процесса, которая является общепризнанной. Процесс интенсификации, несомненно, предполагает использование в обучении современных технических средств (компьютеров, видео, различных средств связи и передачи информации), но не исчерпывается им. Не менее важны такие факторы как ритм урока, предполагающий смену видов работы, обустройство образовательной среды, которая является индивидуальной для каждой учебной группы, и

likleri (lingwistik, sosial-mede-ni, ýaş aýratynlygy bilen bag-lanyşykly, höweslendiriji we didaktiki) ýeňip geçmäge bag-lydygy barada hem aýdylýar.

ers: linguistic, social, cultural, age, motivational, didactic.

другие. Автор также полагает, что успех учебного процесса зависит также от преодоления целого ряда барьеров: лингви-стических, социокультурных, возрастных, мотивационных, дидактических.

Ключевые слова: интенсификация, образовательное пространство, русский язык как иностранный, современные технологии преподавания иностранных языков.

Интенсификация учебного процесса является одним из основных вызовов и требований современного образовательного рынка. Термин «интенсификация» предполагает максимально эффективное использование определённого учебного периода для достижения поставленных целей. Считается, что интенсификация учебного процесса непосредственно зависит от использования современных технических средств, например, от наличия компьютеров и компьютерных программ. Технические средства, являясь вспомогательным инструментом, действительно, играют важную, но не определяющую роль в современном преподавании иностранных языков. Достижение поставленной цели зависит, во-первых, от того, насколько успешно будут преодолены многочисленные барьеры, препятствующие общению на иностранном языке, и, во-вторых, от эффективной организации учебной образовательной среды, которая, хотя и строится по определённым общим параметрам, является индивидуальной, подходящей к конкретной группе. Согласно классификации Т.В.Минаковой, выделяются следующие виды коммуникативных трудностей или барьеров:
– лингвистические;
– возрастные;
– мотивационные;
– социокультурные;
– дидактические [1, с. 61-66]. Для каждого вида трудностей существуют свои способы преодоления.

Лингвистический барьер возникает при низком уровне владения языком (недостаточный лексический запас, неумение использовать изученные грамматические явления в процессе коммуникации, отсутствие самоконтроля, значительная интерференция родного языка). Преодоление лингвистического барьера – основная задача преподавателей иностранных языков, для решения которой должна быть создана эффективная система заданий, ориентированная на конкретную группу. Так же, как врач определяет систему лечения пациента,

преподаватель составляет индивидуальную программу преодоления лингвистических трудностей. Конечно, невозможно написать учебник или хотя бы пособие для каждой группы, но индивидуализация учебного процесса как составляющая интенсивного подхода к обучению требует от преподавателя перераспределения значимости заданий в зависимости от особенностей каждой учебной ситуации. Например, количество языковых и условно-речевых заданий может быть сокращено или увеличено при прохождении каждой грамматической темы в зависимости от успешности её усвоения. В то же время существуют задания, которые входят в любую систему упражнений независимо от индивидуальных характеристик группы. Именно такие задания являются главным средством интенсификации учебного процесса, так как обеспечивают усвоение языкового материала во всей его полноте. К такому типу заданий относится, например, восприятие и письменная фиксация аудио или видеотекста. Это упражнение позволяет активизировать навыки аудирования, письма, смыслового и грамматического анализа текста, увеличивает и активизирует словарный запас, развивает умение самоконтроля, помогает преодолеть интерференцию родного языка, готовит учащихся к выходу в речь, так как, благодаря многократному прослушиванию и мысленному проговариванию фраз, студенты воспринимают и запоминают (не заучивают) текст синтаксическими структурами, а не отдельными словами. Другим способом интенсификации учебного процесса является активное использование методического подхода синтез 1– анализ – синтез 2 при введении нового лексико-грамматического материала. Коммуникативные задания построены таким образом, что учащиеся используют новый грамматический материал до того, как начали его изучать. Вот отрывок из текста, которым начинается урок, содержащий изучение значений творительного падежа: «Когда я учился в школе, я мечтал стать учителем, как мама, и баскетболистом, как папа. Мне повезло, я стал, кем хотел. Я работаю учителем, преподаю английский язык в школе. А ещё играю в баскетбол в команде «Тигры» …

А вот и задания к этому отрывку:

Задание А. Прочитайте предложения. Посмотрите видео. Скажите, что верно, а что неверно.

1. В детстве Стас мечтал стать баскетболистом и учителем.

Задание Б. Прочитайте текст. Ответьте на вопросы.

1. Почему в детстве Стас мечтал стать баскетболистом и учителем?

Выполняя задания А и Б, учащийся начинает использовать творительный падеж в процессе коммуникации (синтез 1), до того, как изучил его (анализ) и начал использовать сознательно (синтез 2).

Преодоление социокультурных барьеров относится к области межкультурной коммуникации и во многом зависит от того, насколько преподаватель учитывает в учебном процессе особенности национальных образовательных моделей учеников. Например, китайская образовательная модель ориентируется на печатные образцы и не предполагает, что студенты будут проявлять творческую активность на занятии. Задания типа: «Придумайте ситуацию», «Защитите свою точку зрения» и т.д. не принесут ожидаемого эффекта в китайской (и вообще, в азиатской аудитории), но, конечно, понравятся студентам из Европы и Америки. С другой стороны, китайские студенты охотно будут разыгрывать диалоги по образцам, напечатанным в их учебниках. Самым популярным заданием в одном из основных китайских учебников русского языка «Восток» является подстановка предложенных для замены слов в готовые диалоги:

«Речевые образцы: – Серёжа, что вы де́лали вчера́ ве́чером?

– Чита́л рома́н «Мать».

– Прочита́ли?

– Нет, ещё не прочита́л, но обяза́тельно прочита́ю сего́дня.

Для заме́ны: де́лать дома́шнее зада́ние, учить но́вые слова́, писа́ть сочине́ние, рисова́ть картину».

Значительное количество подобных упражнений позволяет активизировать речевое поведение китайских студентов, подготовить их к реальной коммуникации на русском языке.

К социокультурным барьерам можно также отнести выбор преподавателем неправильной модели поведения по отношению к учащимся. Конечно, конкретная поведенческая модель выбирается индивидуально, в зависимости от особенностей характеров самого преподавателя и учащихся каждой учебной группы, тем не менее существуют определённые закономерности. Так, модель поведения «преподаватель-приятель» явно не подойдёт для азиатской аудитории, главной характеристикой которой является уважение к учителю, а модель «преподаватель-воспитатель» вряд ли будет принята студентами европейских и американских стран.

Дидактические трудности в усвоении иностранных языков связаны с неправильным выбором методов и приёмов обучения с преобладанием в учебном процессе какого-то одного вида речевой деятельности в ущерб другим. Они преодолеваются за счёт изменения модели преподавательского поведения, за счёт перераспределения времени работы с каждым типом речевой деятельности. Необходимо помнить, что контактные занятия в аудитории предполагают большие временные затраты на выработку навыков и умений аудирования и говорения, меньшие – чтения и совсем небольшие – письма. Эффективным

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приёмом интенсификации учебного процесса относится смена ритма занятия. Ритм – это важнейший методический элемент построения урока, который позволяет преодолеть не только дидактический барьер, но и повысить интерес учащихся к учебному процессу, а, следовательно, и их мотивацию к изучению языка. Ускорение и замедление ритма занятия непосредственно связано с работой над разными видами речевой деятельности и должно находиться под постоянным контролем преподавателя. В ходе занятия преподаватель ни в коем случае не должен переходить на индивидуальную работу с учащимися группы. Ему необходимо постоянно держать под контролем деятельность всей группы, чему помогает постоянный зрительный контакт со студентами, а также такие приёмы, как передача реплики одного студента другому или всей группе, просьба повторить слова отвечающего студента и т.д.

Важнейшим условием активизации учебного процесса является правильная внешняя и внутренняя организация учебной образовательной среды. Под внешней организацией образовательной среды мы прежде всего подразумеваем обустройство рабочего места преподавателя. Оно обязательно должно быть многофункциональным, то есть иметь доску, проектор, экран и компьютер с высокоскоростным Интернетом. Этот обязательный набор предметов определяется мультимодальным характером современного процесса обучения, а также необходимостью смены ритма урока и переключения внимания учащихся.

Внутренняя организация образовательной среды прежде всего предполагает создание собственной мифологической системы группы с разными характерами («Знайка», «Герой-любовник», «Талантливый лентяй», «Рассеянный с улицы Бассейной» и т.д.), смешными событиями и происшествиями. Все эти детали позволяют сделать изучаемый язык не учебным предметом, а средством коммуникации в группе, а потом и за её пределами.

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ЭМОЦИОНАЛЬНАЯ АКТИВИЗАЦИЯ КОГНИТИВНЫХ ПРОЦЕССОВ ПОСРЕДСТВОМ ИСПОЛЬЗОВАНИЯ НАСТОЛЬНЫХ ИГР В ОБУЧЕНИИ ИНОСТРАННЫМ ЯЗЫКАМ

DAŞARY ÝURT DILLERINI OKATMAKDA STOLUŇ ÜSTÜNDE OÝNALÝAN OÝUNLARY ULANMAK ARKALY OKAÝANLARYŇ AŇ ÝETIRIŞ IŞLERINI EMOSIONAL TAÝDAN IŞJEŇLEŞDIRMEK

EMOTIONAL ACTIVATION OF COGNITIVE PROCESSES THROUGH THE USE OF BOARD GAMES IN TEACHING FOREIGN LANGUAGES

TM

*Ýelena Ignatowiç,
BE «Minsk döwlet lingwistik uniwersitetiniň» okuw işleri (halkara hyzmatdaşlygy we bilimiň halkara häsiýetli edilmegi ulgamy) boýunça prorektory, pedagogika ylymlarynyň kandidaty, dosent (Belarus Respublikasy)*

ENG

*Yelena Ignatovich,
the vice-rector for academic work (in the field of international cooperation and internalization of education) of Minsk State Linguistic University, PhD in Pedagogics, Associate Professor (The Republic of Belarus)*

RU

*Елена Игнатович,
проректор по учебной работе (в сфере международного сотрудничества и интернационализации образования) УО «Минский государственный лингвистический университет», кандидат педагогических наук, доцент (Республика Беларусь)*

Annotasiýa

Makalada duýgulara täsir etmek arkaly aň ýetiriş hadysalaryny: ünsi, kabul edişi, ýady işjeňleşdirmegiň mehanizmlerine garalýar. Öwrenijileriň duýgularynyň aň ýetiriş hadysalarynyň möhüm esaslary bolup durýandygy sebäpli, olary inkär edip bolmaýandygyny subut edýän dünýäde geçirilen ylmy barlaglaryň netijeleri teswirlenilýär. Şunuň esasynda daşary ýurt dilleri öwredilende stoluň üstünde oýnalýan oýunlary ulanmagyň awtor tarapyndan işlenip taýýarlanylan usulyýeti beýan edilýär.

Annotation

The work examines the activation mechanisms of cognitive processes – attention, perception, memory – through the influence of emotions. An analysis of the results of world research is presented, proving that students' emotions should not be ignored, since they are significant factors in the activation of cognitive processes. The author's methodology for using board games in teaching foreign languages is presented.

Аннотация

В работе рассмотрены механизмы активизации когнитивных процессов – внимание, восприятие, память – через влияние на эмоции. Приведен анализ результатов мировых исследований, доказывающих, что эмоции обучающихся не должны игнорироваться, поскольку они являются значимыми факторами активизации когнитивных процессов. Представлена авторская методика использования настольных игр в обучении иностранным языкам.

Ключевые слова: когнитивные процессы, эмоция, мнемотехника, нейропроцесс, настольные игры.

В 80-е годы XX века исследователи когнитивной психологии расширили фокус рассмотрения когнитивных процессов с мышления как главного объекта исследования до эмоций, акцентируя внимание на понимании того, что эмоциональная сторона деятельности не менее значима. В результате стали проводиться исследования, в которых эмоции не игнорировались, а рассматривались как значимые факторы активизации когнитивных процессов.

Наиболее глубоко изучено влияние эмоций на память. Исследователи [1, 2, 3] выявили способность более быстрого запоминания эмоционально-окрашенной информации. На этом механизме строится метод мнемотехники, используемый преподавателями для лучшего запоминания обучающимися учебного материала, – необходимо вызвать эмоциональную реакцию (например, смех), которая будет ассоциироваться с материалом, «свяжет» смех и материал, способствуя тем самым запоминанию.

Влияние эмоций на внимание и мышление описано в работах Э.Айзен [3]. Подтверждено влияние положительных эмоций на творческое мышление: в радостном состоянии испытуемые дают более оригинальные вербальные ассоциации и легче решают творческие задачи. Значительная экспериментальная база в области когнитивной науки показывает, что эмоциональная активация подсказывает человеку дальнейший ход решения, тем самым выполняя эвристическую функцию; через эмоциональную активацию понижается когнитивный контроль, что повышает активацию творческой деятельности.

Когнитивные нейроисследования, посвященные связям эмоций, памяти, познания и обучения, проводит Э.Фелпс [4]. Установлено, что негативные эмоции влияют на обучение – снижают производительность, мотивацию, тормозят скорость обработки информации и развитие долговременной памяти.

Настольные игры - доступное и эффективное средство, позволяющее снижать тревожность, устанавливать контакт, формировать атмосферу доверия и моделировать ситуацию успеха у обучающихся, начиная с момента знакомства преподавателя с группой и обучающимися друг с другом.

Алгоритм игры прост – продвинуться быстрее других игроков к финишу, выполняя задания, написанные на игровом поле. У каждой из настольных игр своя тема, поэтому можно практиковать разнообразие словарного запаса, грамматических моделей и функциональных значений. Темы дают игрокам возможность проявить творческий подход, используя личный опыт, воображение, и/или навыки критического мышления для ответов. Мини-группы могут играть в одну игру либо в разные игры одновременно, обмениваясь игровыми полями

после установленного времени (мы используем онлайн-таймер), по принципу организации «мирового кафе».

Описанные результаты исследований позволяют констатировать значимость эмоций в когнитивных процессах и целесообразность их (эмоций) активизации при обучении, в частности, обучении иностранным языкам.

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