

абстрактные и прямолинейные выражения. Например, в кыргызском языке можно услышать такие метафоры, как "буря в душе", тогда как в английском могут использоваться фразы вроде "I feel upset".

- *Влияние социальных норм:* В кыргызском обществе важно сохранять гармонию и не нарушать мир в сообществе, что приводит к более завуалированным и непрямым способам выражения недовольства или гнева. В английской культуре больше ценится прямолинейность и честность, что отражается в более прямом выражении негативных чувств.

- *Эмпатия и социальные взаимоотношения:* В кыргызской культуре большое значение придается коллективизму и поддержанию тесных семейных и общинных связей, что также влияет на способы выражения эмоций. В английской культуре, хотя также ценятся семейные связи, больше акцентируется внимание на личных границах и индивидуальных правах, что может приводить к различиям в выражении и восприятии отрицательных эмоций.

- *Кросс-культурная коммуникация:* Понимание этих различий важно для эффективного межкультурного общения. непонимание культурных особенностей может привести к недопониманию и конфликтам.

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THE EFFECTIVENESS OF THE STRATEGY OF METHODS AND TECHNIQUES IN TEACHING ENGLISH

This article describes current research and new developments in effective teaching. There are different strategies, methods and techniques which make the teaching learning more effective the rules and guidance provided by pedagogy helps in achieving the aims, goals and objectives of education. Analyzing research shows that teacher effectiveness including academic learning time, structure, higher and lower level questions, waiting time and other approaches enhance student achievement.

Key words: *academic structure, pedagogical cycle, motivation, transition, problem solving, acceptance, remediation, feedback.*

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ЭФФЕКТИВНОСТЬ СТРАТЕГИИ МЕТОДОВ И ПРИЕМОВ В ПРЕПОДАВАНИИ АНГЛИЙСКОГО ЯЗЫКА

В этой статье описываются текущие исследования и новые разработки в области эффективного обучения. Существуют различные стратегии, методы и приемы, которые делают обучение более эффективным, правила и рекомендации педагогики помогают в достижении целей и задач образования. Анализ исследований показывает, что эффективность преподавателя, включая академическое время обучения, структуру, вопросы более высокого и более низкого уровня, время ожидания и другие подходы, повышает успеваемость учащихся.

Ключевые слова: академическая структура, педагогический цикл, мотивация, переход, решение проблем, принятие, исправление, обратная связь.

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АНГЛИС ТИЛИН ОКУТУУДА СТРАТЕГИЯЛЫК ЫКМАЛАРДЫН ЭФФЕКТИВДҮҮЛҮГҮ

Бул макалада окутуунун эффективдүүлүгүн жогорулатуудагы болуп жаткан изилдөөлөр жана иштелмелер баяндалат. Окутуунун ыкмаларынын эффективдүүлүгүн жогорулатуучу түрдүү стратегиялар, ыкмалар бар. Алар билим берүүдө окутуучуларга койгон максаттарына жетүүгө жардам берет. Илимий изилдөөлөр көрсөткөндөй окутуучунун ишмердүүлүгүнүн натыйжалуулугу академиялык окуу процессинде жөнөкөй жана татаал суроолорду колдонуу, кутуу убактысы ж.б. ыкмалар студенттердин билим алуусун, кызыгуусун жогорулатат.

Негизги сөздөр: академиялык структура, педагогикалык цикл, мотивация, өтүү, көйгөлөрдү чечүү, кабыл алуу, ондоо, кайтарым байланыш;

Introduction A significant responsibility of the teachers is to develop their students' skills in managing reading and speaking not only in subject English but across the discipline areas such as science, history and geography; the teaching and learning cycle provides a principled pedagogic approach to support this learning. Teaching programs could be very effective when one took care of the students in all respects.

By all respects their mental, physical and emotional states that are very crucial in making them interested in learning and understanding various techniques that would make them possibly good and effective teachers in future. Pedagogy conceptual model is developed around two fundamental and interrelated concepts, learning performance and learning environment, with in this holistic approach to learning, integration of pedagogy and

technology is highlighted [2]. Another important term used for teaching is teaching in the way of pedagogical cycle. Teachers may choose to use the cycle to assist students to learn to focus on given topic and open their thoughts freely.

Purpose The teaching in effective learning styles incorporates high impact teaching strategies. The individual approach; differentiated teaching; modelled/worked examples; answering/questioning; waiting time involve the students that they are able to be motivated and practice their skills. Each phase of the cycle allows the teacher to provide clear academic feedback. This intentional focus on scaffolding students through the different phases of the cycle allows teachers to develop students' learning skills according to content and over time. With a particular purpose and audience in mind, students build their understanding of academic language.

Research Methodology The aim of this study first, was to explore effectiveness of using different styles in teaching English at intermediate level of practical English course. This research was conducted in non-linguistic groups and among the teachers who were attended the methodology seminar. The students of the course for control testing are taken as the sample of the study. Using the stages of cycling the teacher on the basis of different methods of teaching by managing, controlling, observing, analyzing actively monitor students' progress. Second, the research was presented at the methodology seminar for English teachers. The teachers are taken for the experimental testing. After presentation the teachers were divided into groups and prepared their reports, using the stages of the pedagogical cycle.

Results and Discussion. The teachers' and students' groups evaluated on the variable of pretest. The results gained from the analysis proved that no significance difference existed between the two groups. The performance of the experimental group was significantly better than that of the control group on post-test. The experimental and the control learners were as taken equal in this testing taking into account the factors like education and social status, because the students centered was more kinesthetic and challenging. The indicative percentage showed:

Teacher's centered – 40%;

Students' centered – 60%.

The research suggests that students should be functioning at a required success rate. Of course, there were failed students too, but the shown experiment motivated them to do all their best in learning and practicing the language.

The results of the study indicated that better learning skills and achievement in the subject of English lead to progress of learning.

The Pedagogical cycle describes what effective teachers do in their classrooms to engage students in intellectually challenging work. It provides an overview of the learning cycle and breaks it down into four domains or phases of instruction:

1. Structure - The teacher provides information, provides direction, and introduces the topics.
2. Questions - The teacher asks a question.
3. Respond - The student answers the question or tries to.
4. React - The teacher reacts to the student's answer and provides feedback.

Teachers initiate about 85% percent of the cycles, which are used over and over again in classroom interaction. Although these cycles can be found in a majority of classrooms, the quality and effectiveness of the four steps very widely. When teachers learn to enhance and refine each of the moves of the pedagogical cycle, student achievement is increased.

Have you ever been to a class where the teacher is bombarded with questions: "I don't understand what we're supposed to do?" "Can you explain it again?" "I don't get what you mean." When such complaints are constant in a class, it is a sure sign that the teacher is not making effective use of essential teaching skills: clarity and academic structure. [1] A

growing body of research makes it clear that these skills are related to student achievement.

Students need a clear understanding of what they are expected to learn, and they need to be motivated to learn it. Effective structuring sets the stage for learning and typically occurs at the beginning of the lesson. Although the length of structure will vary depending on the age, ability, and background of the students and the difficulty of the subject matter, the following components are usually found in an effective academic structure:

Objectives. Let the student know the objectives of each lesson. They, like the teacher, need a road map of where they are going and why.

Review. Help students review prior learning before presenting new information. If there is confusion, reteach.

Motivation. Create an “anticipatory set” that motivates students to listen to the presentation. This can be done through an intriguing question, an anecdote, a joke, or interesting teaching materials.

Transition. Relate new information to previously attained student knowledge and experience. Provide ties and connections that will help students integrate old and new information.

Clarification. Break down a large body of information. Don’t inundate students with too much too fast. This is particularly true for young children and slower learners, although it also applies to older and faster learners.

Examples. Give several examples and illustrations to explain main points and ideas.

Directions. Give directions distinctly and slowly. If students are confused about what they are supposed to do, repeat or break information into small segments.

Enthusiasm. Demonstrate personal enthusiasm for the academic content. Make it clear why the information is interesting and important.

Closure. Close the lesson with a brief review or summary.

The major activity in academic structuring takes place at the beginning of the lesson, but there may be several points throughout the lesson where substructuring or brief presentations of information are also necessary. Substructures initiate new pedagogical cycles and allow the discussion to continue. A clear summary or review is also important at the close of the lesson. When teachers are able to motivate and provide a clear introduction, all aspects of the lesson will proceed more smoothly. Through effective and clear structure, the stage is set for the remaining steps of the pedagogical cycle. Good questioning is at the very core of good teaching. As John Dewey said: “To question well is to teach well. In the skillful use of the question more than anything else lies the fine art of teaching; for in it we have the guide to clear and vivid ideas, and the quick spur to imagination, the stimulus to thought, the incentive to action.” [3]

Since questioning is a key element in guiding learning, all students should have equal access to classroom questions and academic interaction. However, research shows that male students are asked more questions than female students and white students are asked more questions than minorities. One of the reasons boys get to answer questions and talk more is that they are assertive in grabbing teacher attention. Boys are eight times more likely than girls to call out the answers to questions. However, when boys call out the answers, teachers are likely to accept their responses. When girls call out the answers to questions, teachers often remind them to raise their hands. If you want all students, and not just the quickest and most assertive, to answer questions, establish a protocol for participation. For example, make a rule that students must raise their hands and be called on before they may talk.

Many teachers are well intentioned about having students raise their hands, but in the rapid pace of classroom interaction, they sometimes forget their own rule. If you hold to that “wait to be recognized” rule, you can make professional decisions about who should answer which questions and why. If you give away this key to classroom participation, you are abandoning making in the classroom. We want to give sample classroom dialogue according

to the pedagogical cycle.

Many educators differentiated between factual, or lower-order, questions and thought-provoking, or higher-order, questions. One of the most widely used systems for determining the intellectual level of questions is Benjamin Bloom's taxonomy, which proceed from the lowest level of questions, knowledge, to the highest level, evaluation. Here, we can rely on levels of the taxonomy along with sample classroom questions at each level. This section will provide more information about the different levels of classroom questions as well as strategies for using them fairly and effectively. [4]

A lower-order question is one that can be answered through the processes of memory and recall. For example: - "Who was the first president of the USA?" is a lower-order question. Without consulting outside references, one could respond with the correct answer only by remembering previously learned information. Research indicates that approximately more percent of the questions teachers ask are lower-order questions.

A higher-order question is one that requires more demanding thought for response. These questions may ask for evaluations, comparisons, causal relationships, problem solving, or divergent, open-ended thinking. For example: - "Why did you choose this profession"? Analyzing we can give an example from the lesson according to the stage of pedagogical cycle using a lower-level/higher-level questions.

An extract of the text: I'll never forget you! [9]

Structure: It's spring and the weather is fine today. Do you agree with me?
(teacher) Now, try to feel how the life is wonderful and your dreams will
(Motivate) come true if you want to!
Review/Transition: At the previous lesson we had grammar material: will/won't +
(teacher)

Infinitive for making decisions, offering, and promising, and the text "I'll never forget you" Today, we'll continue working on it.
Question/Lower level: Can you answer what were Carmen and Steve doing in Torby?
(teacher)

Respond (student): Carmen and Steve were studying at an English language school. React
(teacher): Good! Okay. Question lower/higher: Where did Carmen moved to and why?

Respond: Carmen moved to France to work

React (teacher): Good, you're good student!

Question high level: Why didn't they get married? Response: When they were together 17 years ago, they fell in love and got (student) engaged. But when Carmen moved to France, their relationship cooled and ended. And I think that because of long period of time they forgot each other and won't meet again.

React/Criticize: Oh, do you think so? Be more positive! Let them meet again as
(teacher) written in the text.

Question/Clarification: What happened then?

Respond (student): They met after 17 years in Paris, they were very glad to meet again, talked

much and decided to marry, because both of them were single. I think if you dream very deeply, it will come true!

React (teacher): Good points!

Despite the fact that higher-order questions have been shown to produce increased student achievement, most teachers ask very few of them. Many educators think that different questioning levels stimulate different levels of thought. If you ask a fifth-grade student to define an adjective, you are working on lower-order basic skills. If you ask a fifth grade

student to write a short story making effective use of adjectives, you are working on a higher level of student achievement. Both lower-order and higher-order questions are important and should be matched to appropriate instructional goals such as the following:

Ask lower-order questions when: Students are being introduced to new information. Students are working on drill and practice. Students are reviewing previously learned information. Ask higher-order questions when: Students are working on problem-solving skills. Students are involved in a creative or affective discussion.

If you were to give this teacher suggestion on how to improve her teaching skills, you might point out the difficulty students have in answering the more complex questions. You might also note the lightening pace at which this lesson proceeds. The questions are fired so rapidly that the students barely have time to think. This is not so troublesome when they are answering factual questions that require a brief memorized response. However, they begin to flounder when they are required to answer more complex questions with equal speed. Although it is important to keep classroom discussion moving at a brisk pace, sometimes teachers push forward too rapidly. Slowing down at two key places during classroom discussion can usually improve the effectiveness and equity of classroom responses. In the research on classroom interaction, this slowing down is called wait time. After asking a question, teachers typically wait 1 second or less for a student response. If the response is not forthcoming in that time, teachers rephrase the question, ask another student to answer it, or answer it themselves. If teachers can learn to increase their wait time from 1 second to 3-5 seconds, significant improvements in the quantity and quality of student response usually will take place. There is another point in classroom discussion when wait time can be increased. After students complete an answer, teachers often begin their reaction or their next question before a second has passed (wait time 2). Once again it is important for teachers to increase their wait time from 1 second to 3-5 seconds. Based on her research Mary Budd Rowe has determined that increasing the pause after a student gives an answer is equally or more important than increasing wait time 1, the pause after the teacher asks a question. When wait time 1 and wait time 2 are increased from 1 second to 3-5 seconds, classroom interaction is changed in several positive ways. [5]

So, the teacher uses effective academic structure, and the students are on-task, interested, and involved in the learning activity. The teacher is asking lower-order questions approximately, to make sure the students know key vocabulary words before the story is told. The problem with this classroom lies in the fourth stage of the pedagogical cycle: The teacher does not provide specific reactions and adequate feedback. Did you notice that the teacher reacted with “uh-huh” or “okay” no matter what kind of answer the students gave? A recent study analyzing classroom interaction in the following reactions: [8]

Praise – positive comments about student work, such as “Excellent, good job.”
Acceptance – comments such as “uh-huh” and “okay,” which acknowledge that student answers are acceptable. These are not as strong as praise.
Remediation – comments that encourage a more accurate student response or encourage student to think more clearly, creatively, logically. Sample remediation comments include “Try again,” “Sharpen your answer,” “Check your addition.”
Criticism – a clear statement that an answer is inaccurate or a behavior inappropriate. This category includes harsh criticism – “This is a terrible paper,” as well as milder comments that simply indicated an answer is not correct. – “You answer to the third question is wrong.” We can’t define that which of the reactions are used most frequently, because each of them are connected with each other. Acceptance is the most frequent response, accounting for more than half of all teacher reactions. The second most frequent teacher response was remediation, accounting for one-third of teacher reactions. Used infrequently, praise comprised only few percent of reactions. The rarest response was criticism. In two-third of the classroom observed, teachers never told a student that an answer was incorrect. Learning is enhanced when students understand what is expected of them, get

recognition for their work, learn about their errors, and receive guidance in improving their performances. Although the acceptance response is legitimate and often appropriate, it is overused. Since achievement is likely to increase when students get clear and specific feedback about their answers, it is important for teachers to reduce the “okay” reaction and to be more varied and specific in the feedback they provide. Following are strategies for providing more specific reactions and clearer feedback to students.

Conclusion On the whole, teaching through Pedagogical cycles is more effective as a teaching-learning technique for English as compared to traditional teaching method. Students taught through Pedagogical cycles outscored than students working in traditional learning situation. Many educators emphasize the importance of praise as specific feedback in encouraging student achievement, and researcher Jere Brothy has done a thorough analysis of its effects. [7] And we have found that praise may be particularly important for low-achieving and high-achieving students. So basing on the researches, we understood that the pedagogical cycle describes the interaction between the teacher and students. The four steps of the cycle structure, question, respond and react. The structure must give students a clear understanding of what they are expected to learn. Both higher-order and lower-order questions should be asked by the teacher. Teachers need to remember to wait 3-5 seconds after asking a question and before reacting to a student answer. Teachers also need to be thoughtful in the way in which they react to student comments. Generally, teachers react by giving either praise, acceptance, remediation, or criticism to the student.

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ФИЗИКАЛЫК БИЛИМДЕРДИ ӨЗДӨШТҮРҮҮГӨ КОЮЛУУЧУ ТАЛАПТАР

Макалада сабакты уюштурууга, физикалык билимдерди өздөштүрүүгө коюлуучу дидактикалык талаптар, физикалык түшүнүктөрдү өздөштүрүүнүн төрт баскычтуу деңгээлин аныктоо каралган. Физика сабагында окуучулардын теориялык