

KIMYO FANINI O`QITISHDA - BUMERANG TEXNOLOGIYASI

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Annotatsiya: *Ushbu maqolada o`quvchilarning kimyo faniga bo`lgan qiziqishini oshirishda interfaol metodlardan foydalanishda o`qituvchilar uchun amaliy va metodik tavsiyalar haqida ma`lumotlar keltirilgan.*

**Kalit so`z:** *pedagog, o`qish, bilim, tarbiya, metod, fikr, ta'lim, ijtimoiy.*

Ta'lim-tarbiyada maqsadning amalga oshishi va kafolatlangan natijaga erishish, ham o`qituvchi, ham o`quvchining hamkorlikdagi faoliyati hamda ular qo`ygan maqsad, tanlangan mazmun, metod, shakl, vositaga, ya'ni texnologiyaga bog`liq.

O`qituvchi va o`quvchining maqsaddan natijaga erishishida qanday texnologiyani tanlashlari ular ixtiyorida, chunki har ikkala tomonning asosiy maqsadi aniq natijaga erishishga qaratilgan, bunda o`qituvchi o`quvchilarning bilim saviyasi, guruh harakteri, sharoitiga qarab ishlatiladigan texnologiya tanlanadi, masalan, natijaga erishish uchun kompyuter bilan ishlash lozimdir, balkim film, tarqatma material, chizma va plakatlar, turli adabiyotlar, axborot texnologiyasi kerak bo`lar, bular o`qituvchi va o`quvchilarga bog`liq.

Ta'lim jarayonida o`rgatuvchi va o`rganuvchilar hissasining nisbati insoniyat taraqqiyotining (tsivilizatsiyaning) turli davrlarida turlicha bo`lgan. Bir vaqtlar ta'lim beruvchilar yetakchi bo`lgan bo`lsa, ma`lum davrlarda ta'lim oluvchilar tashabbuskor bo`lishgan va bunday faolliklarning ijobiy va salbiy jihatlari tadqiq etilgan. Keyingi o`n yilliklarda ta'lim beruvchi va ta'lim oluvchining hamkorlikdagi faoliyatiga asoslangan ta'lim texnologiyalari jadallik bilan rivojlanmoqda va ommalashmoqda. Pedagoglar bunday ta'lim texnologiyalarini «hamkorlik pedagogikasi» deb atashmoqda. Bunday hamkorlikka asoslangan ta'lim texnologiyalari AQSh, Yaponiya, Buyuk Britaniya, Germaniya kabi rivojlangan mamlakatlarda keng qo`llanilib, yuqori samaradorlikka erishilmoqda. Bunday ta'lim texnologiyalaridan biri interfaol o`qitish metodlariga asoslangan. «Inter» so`zi lotincha bo`lib, o`zbekcha «oraliq», «o`rtasi», «o`zaro» kabi ma`nolarni bildiradi. Demak, interfaol ta'lim texnologiyalari ta'lim beruvchi bilan ta'lim oluvchi o`rtasidagi o`zaro faollikka asoslangan hamkorlik ekan. Tabiiyki interfaol ta'lim texnologiyalari ta'lim tizimidagi o`zaro faol usullar (metodlar)dan tarkib topadi.

BUMERANG TEXNOLOGIYASI

Otilgan buyumning otuvchiga qaytib kelishini ta'minlovchi o`roqsimon otish quroliga bumerang deyiladi. Ta'limda bumerang metodining ma'nosi pedagog tomonidan tashlangan muammoli masala yoki mavzuning o`quvchilar tomonidan o`zlashtirilgan holda o`qituvchiga og`zaki yoki yozma shaklda qaytishidan iborat.

1.Darsda o`rganiladigan mavzu Anorganik birikmalarning asosiy sinflarining rejasida 4 ta mavzucha bo`lib, sinfdagi o`quvchilar ham 4 guruhga ajratiladi. Rejadagi birinchi

mavzucha Oksidlar o'qituvchi tomonidan tayyorlangan javoblari bilan birinchi guruh o'quvchilarining har biriga taqdim etiladi. Shu tariqa rejadagi Asoslar, Kislotalar va Tuzlar mavzuchalari ham javoblari bilan birgalikda o'ziga mos nomerdagi guruhlarining o'quvchilariga tarqatiladi. Har bir guruhdagi o'quvchilar o'zlariga javoblari bilan taqdim etilgan bitta mavzuchani o'qituvchi tomonidan belgilangan reglamentda o'rganib chiqishadilar.

2. Shundan keyin 4 guruh o'quvchilari aralashtirilib, Yangi tarkibdagi 4 guruh tashkil etiladi. Bu yangi guruhlarining har birida dastlabki 4 guruhlarining barchasidan bir nechtdan o'quvchilarning ishtirok etishiga erishiladi. Natijada butun o'quv materialini yaxlit jamoa bo'lib o'rganish imkoniyati tug'iladi. Muhimi, o'quvchilarda o'quv materialini mustaqil o'rganish, hamkorlikda ishlash, bilganlarini boshqalarga tushuntira bilish ko'nikma va malakalari shakllanadi.

3. O'qituvchi tomonidan belgilangan reglamentda mavzuni jamoa bo'lib o'rganish yakunlangach, o'quvchilar dastlabki guruhlariga qaytishadi va savol-javoblar boshlanadi. O'qituvchining tashkilotchiligi asosida savollar boshqa guruhlar tomonidan bitta jamoaga beriladi. Jamoa ichidan o'zlari tanlagan bir o'quvchi sheriklarining to'plagan ballarini yozib, jamlab, natijalarini o'qituvchiga topshiradi. Barcha guruhlar shu tarzda savol-javobdan o'tkaziladi. Bunda qo'yilgan savolga to'g'ri javob bergan talaba-o'quvchiga 3 ball, to'g'ri qo'shimcha qilganga 2 ball, to'g'ri replika qilganga 1 ball, umuman fikr bildirmaganga 0 ball qo'yiladi.

4. Har bir guruh mavzu bo'yicha o'zlari bittadan savol tuzib, unga javob berishni boshqa jamoalarga taklif etadi. To'g'ri javob bergan jamoaning umumiy baliga 3 ball qo'shib, boshqalarga 0 ball qo'yiladi. Hech kim javob bera olmasa, savolni tuzgan jamoaning o'zi javob bersa, ularning umumiy baliga 3 ball qo'shib qo'yiladi.

5. Endi har bir o'quvchining baholash uchun ularga mavzu bo'yicha oldindan tayyorlangan test tarqatiladi. Bir guruhning ish natijalarini boshqa jamoa o'quvchilari tayyor javoblar asosida tekshirib, o'qituvchi tomonidan taqdim etilgan shkala bo'yicha ball qo'yiladi.

6. Dars o'qituvchi tomonidan o'quvchilar ishtirokida mustahkamlanadi va umumlashtiriladi. Guruhlar va o'quvchilarga to'plangan ballar e'lon qilinib, rag'batlantirish amalga oshiriladi. Kelgusi dars uchun kerak bo'ladigan topshiriq va vazifalar shakllantiriladi.

Guruh o'quvchilarining tayyorgarlik darajasiga, o'quv materiallarning hajmi, oson yoki qiyinligiga bog'liq ravishda dars vaqtida yetishmovchilik kutilsa, to'rtinchi bosqichni o'tkazmaslik mumkin.

Mazkur texnologiya bir mashg'ulot davomida o'quv materialini chuqur va yaxlit holatda o'rganish, ijodiy tushunib yetish, erkin egallashga yo'naltirilgan. U turli mazmun va harakterga (muammoli, munozarali, turli mazmunli) ega bo'lgan mavzularni o'rganishga yaroqli bo'lib, o'z ichiga og'zaki va yozma ish shakllarini qamrab oladi hamda bir mashg'ulot davomida har bir ishtirokchining turli topshiriqlarni bajarishi, navbat bilan o'quvchi yoki o'qituvchi ro'lida bo'lishi, kerakli ballni to'plashiga imkoniyat beradi, o'quvchilarni dars

jarayonida, darsdan tashqarida turli adabiyotlar, matnlar bilan ishlash, o'rganilgan materialni yodida saqlab qolish, so'zlab bera olish, fikrini erkin bayon eta olish hamda bir dars davomida barcha o'quvchilarni baholay olishga qaratilgan.

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KICHIK GURUHLARDA ISHLASH - INTERFAOL DARS

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Annotatsiya: *Bu maqolada zamonaviy sharoitda ta'lim samaradorligini oshirishning eng maqbul yo'li - bu mashg'ulotlarning interfaol metodlar yordamida tashkil etish va innovatsion usullarni qo'llashda dars o'qitilganda sinfda qoloq, mavzuni o'zlashtirmaydigan o'quvchini ham o'ziga jalb qilishi va darsni juda qiziqarli o'tishiga qaratilgan ma'lumotlar qamrab olgan.*

Kalit so'zi: *ta'lim, o'quvchi, tizim, kimyo, pedagog, metod, interfaol.*

«Pedagogik texnologiya» iborasi birinchi marta 1970 yilda yapon olimi T.Sakamoto tomonidan kiritilgan. Olimning fikricha- pedagogik texnologiya (o'qitish texnologiyasi) o'qitishning maqbulligini ta'minlovchi yo'l-yo'riqlar tizimi bilan bog'liq bilimlar sohasidir. Professor N.F.Talizina pedagogik texnologiyani belgilangan o'quv maqsadiga erishishning oqilona usullarini aniqlashdan iborat,-deb hisoblaydi. Professor N.Saydahmedovning aytishicha pedagogik texnologiya amaliyotga joriy etish mumkin bo'lgan ma'lum pedagogik tizimning loyihasi. Professor M.Ochilovning yozishicha pedagogik texnologiya tizimli, texnologik yondashuvlar asosida ta'lim shakllarini qulaylashtirish, natijasini kafolatlash va ob'ektiv baholash uchun inson salohiyati hamda texnik vositalarning o'zaro ta'sirini inobatga olib o'zlashtirish jarayonlarida qo'llaniladigan metodlar va usullar majmuidir. Bu tushunchaga YuNESKO tomonidan quyidagicha ta'rif berilgan: pedagogik texnologiya- bu ta'lim shakllarini optimallashtirish maqsadida texnik vositalar, inson salohiyati hamda ularning o'zaro ta'sirini inobatga olib, o'qitish va bilim o'zlashtirishning barcha jarayonlarini aniqlash, yaratish, uni qo'llashning tizimli (loyihalashtirilgan) metodi (usuli)dir. Pedagogik texnologiya ta'lim-tarbiyadan ko'zlangan maqsadga erishish uchun o'quv jarayonida qo'llaniladigan usullar, vositalar majmuidir. Pedagogik texnologiya eskimi, yangimi qadimdan mavjud. Biroq jamiyat taraqqiy etgan sari maorif oldiga o'zining yangidan-yangi ijtimoiy buyurtmalarini qo'yib borganligi tufayli, ta'lim-tarbiya jarayoni ham zamonaviy ilg'or metodlar, usullar bilan boyib, yangilanib boradi.

O'qituvchi tomonidan har bir darsni yaxlit holatda ko'ra bilish va uni tasavvur etish uchun bo'lajak dars jarayonini loyihalashtirib olish kerak. Bunda o'qituvchiga u tomonidan bo'lajak darsning texnologik xaritasini tuzib olishi katta ahamiyatga ega, chunki darsning texnologik xaritasi har bir mavzu, har bir dars uchun o'qitilayotgan predmet, fanning xususiyatidan, talaba-o'quvchilarning imkoniyati va ehtiyojidan kelib chiqqan holda tuziladi. Darsning texnologik xaritasini, zavodga tuproq shaklidagi chinni xom ashyoni topib kelishdan tayyor piyolagacha bo'ladigan barcha texnologik jarayonlar stsenariysiga qiyoslash mumkin.

Interfaol usullarda muammoli, hayotiy vaziyatlardan foydalanish juda yaxshi natijalar beradi. Baxsli, muammoli vaziyat–insonning faoliyati davridagi fikrlash natijasiga bog'liq bo'lib qoladigan murakkab holatga yoki sharoitga tushib qolishidir. Bunday holatda u hodisa yoki jarayonni qanday izohlashni bilmaydi. Baxsli, muammoli vaziyatlar talaba-o'quvchilarning aqliy kuchini zo'riqtiradi, vaziyatni oydinlashtirish uchun yo'llar qidira boshlaydi. Qiyinchiliklar bilan to'qnashadi. Odam muammo bilan yuzma-yuz (to'qnash) kelgandagina fikrlay boshlaydi. O'zida mavjud bilimlar bilan fikrlab amallar bajara boshlab, saviyasiga mos darajadagi xulosalarga kela boshlaydi.

Quyida biologiya darslarda kichik guruhlarda ishlashni tashkillashtirish haqida ko'rsatmalar keltirilgan.

-sinfning doska osilgan tomonida o'qitishning texnik vositalaridan foydalanish uchun maxsus ekran yoki oppoq devorda yetarli darajada bo'sh joy bo'lishi kerak;

-o'qituvchi stoliga oldi bilan tirab bir parta qo'yiladi. Bundan ekspertlar, sardorlar, konsultatsiya olishga, uy vazifasini yoki boshqa nazoratlarini topshirishga kelgan o'quvchilar bilan suhbatlashishda foydalaniladi;

-xonadagi boshqa har ikki parta bir-biriga oldi bilan tirab qo'yiladi. Oqibatda to'rt o'quvchi bir-birlariga yuzma-yuz o'tirishadigan, doskaga yon tomonlaridan qaraydigan bo'lishadilar. Partalari yonma-yon turgan ikki kichik guruh birlashtirilib 8 o'quvchidan iborat kichik guruhlar hosil qilish mumkin. Bunda o'qituvchi mehnati ikki marta qisqarib, o'quvchilarning hamkorlikda ishlashlari yanada kuchayadi. Natijada butun o'quv yili davomida doimiy ravishda hamkorlikda ishlaydigan kichik guruhlar shakllanadi;

-har bir kichik guruhda kamida bitta yaxshi o'zlashtiruvchi o'quvchi (sardor, ekspert) bo'lishi kerak;

-sardorlar bir-birlari va o'qituvchi-trener bilan maslahatlashishga borishlari uchun partalarning qulay tomonida o'tirganlari ma'qul;

-o'qituvchi taklif etmagan holda uning huzuriga konsultatsiya uchun faqat bir o'quvchining kelishiga ruxsat etiladi;

-bunday darsda bir kishi hamma uchun, hamma bir kishi uchun, aqliy hujum, sinektika, nima uchun kabi texnologiyalardan kompleks foydalanish kerak;

-yangi pedagogik texnologiyalardan har darsda sistematik foydalanilmasa kutilgan natijani bermaydi;

-o'qituvchi-trener masala sharti va yechimini ekranga tushirib tushuntirgach, shunga o'xshash bir xil topshiriqni barcha kichik guruhlariga hamkorlikda bajarishlari taklif etiladi;

-ekranga tushirilgan masala sharti va yechimini tushuntirish jarayonida aqliy hujum, sinektika, nima uchun kabi interfaol metodlardan foydalanish qulay va yaxshi samara beradi. Bunda o'quvchilarga noto'g'ri bo'lsada o'z fikrlarini bildirishlari, qo'rqmasliklari, har qanday noo'rin fikrlarga ham tanqidiy munosabat bildirilmasligi oldindan aytilishi kerak. O'quvchini, umuman bolani fikrlashdan to'xtatish jamiyat taraqqiyoti oldiga to'siq qo'yish bilan barobar;

-o'qituvchi o'quvchilardan navbatdagi dars mavzusiga doir nazariy materiallarni uyda o'rganib kelishlarini qat'iy talab etishi zarur;

-topshiriqni bajara olmagan ayrim kichik guruh sardorlarining boshqa kichik guruhlardan va o'qituvchi-trenerdan yordam olishlariga ruxsat etiladi;

-agar bitta kichik guruh ishini bajara olmasa, kuchli sardorlardan birining ularga yordam berishi uyushtiriladi;

-topshiriq birorta ham kichik guruh tomonidan bajarilmasa, oldin o'rgatilgan masala yechimi yana ekranga chiqarilib, o'qituvchi-trener tomonidan qayta tushuntiriladi. Shu tartibda o'quvchilar hamkorlikda mustaqil ishlashga o'rgatiladi;

-sardor sust o'zlashtiruvchi sheriklarining o'z imkoniyatlari darajasida o'qishlariga mas'ul;

-sust o'zlashtiruvchi o'quvchilar o'qituvchi-trener va sardorlarning doimiy e'tiborida va ko'magida bo'lishlari, ularning har qanday kichik muvaffaqiyatlari rag'batlantirilishi zarur;

-qo'yilgan topshiriqning qaysi kichik guruh sardori tomonidan birinchi bajarilganligi, qaysi sardorning boshqa kichik guruhlar sardorlariga necha marta yordam berganligi belgilangan bir o'quvchi tomonidan yozib boriladi. Bu yozuvlar va o'qituvchining shaxsiy kuzatishlari natijalari bo'yicha kichik guruhlar va sardorlar rag'batlantiriladi.

Kichik guruhlarda ishlashda foydalaniladigan qo'shimcha metodlar.

QOR BO'RON METODI

Ikkiga ajratilgan guruh talabalari bir muammo yuzasidan eng ko'p to'g'ri javoblar topish maqsadida birgalikda muhokama yuritishadi. Har bir to'g'ri javob yumaloqlangan qor ko'rinishida o'sha guruh hisobiga yozib qo'yiladi; to'plangan umumiy ballar miqdori asosida guruhlar baholanadi.

GALEREYANI AYLANISH METODI

Kichik guruhlarining barcha a'zolariga bitta muammo taklif etiladi. Har bir kichik guruh o'zlariga berilgan muammoga belgilangan vaqt ichida fikrlarini yozib, javoblari yozilgan varaqlarini boshqa guruh bilan almashtiradi. Javoblarni olgan guruh ularni baholaydi va tugal bo'lmasa o'z variantlari bilan to'ldiradi. So'ngra guruhlar fikrlari umumlashtirilib, eng yuqori ballga arziydigan to'g'ri va mukammal javoblar tanlab olinadi.

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MASTERING TEACHING ENGLISH FOR YOUNG LEARNERS

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Abstract: *Teaching language to old learners differs from teaching language to young learners. Young learners have certain characteristics that are different from old learners that influence their foreign language acquisition. Teaching a foreign language is easy if we understand the rules well. The rules are to understand the characteristics of our students, to master some suitable methods and to choose suitable material. Young learners have certain characteristics that set them apart from older learners. In relation to certain characteristics, the teacher must understand to differentiate the method he uses to teach the young learners English as a foreign language. In order to strengthen the teaching, the teacher must have a good command of the material.*

Key words: *Young learners, characteristics, suitable methods, suitable material.*

INTRODUCTION

Language has some skills to understand; listening skill, speaking skill, reading skill, and writing skill. Those skills have their own characteristics to be understood and to be mastered. Mastering all those skills needs some certain method too, but we can learn them as step by step. Every language teacher should understand well related to the skills when they are teaching language. It influences teaching the language. As a teacher should understand well which skill the students should learn first, how to teach each skill, and what the characters of the language learners. When the teacher understand those well, it will be easy to recognize the learners, to choose the suitable method, and to find the suitable materials. Teaching foreign language is different from teaching first language, even though some of the orders are same. Before we teach second language, of course we have to understand the first language then before we learn foreign language we have to understand the second language. Even sometimes we do not understand each of them well, but it should be better if we understand well. Those can help the learners easier to acquire the second language or foreign language. It is because the first language can be used as a tool to explain and study second language and also foreign language. When the language learners learn the language they must find some difficult word or phrases, they can understand the meaning from their own language explanation or definition. Sometimes, different language has different definition and term, out of the context.

Related to teaching language, because language has some skills, teaching language also has some certain method to teach. And teaching language need much practice too to master the language. If the learners learn the theory of linguistics, they do not need to much practice the language, for example they do not need much to practice speaking and writing in a context. They just learn the theory of linguistics. Moreover, if the learners learn the language to teach it into Young Learners, they have to try to practice it actively, well, and fluently. It is because young learners are active learners need to be taught actively too. And usually the young learners emphasize on language practice. They need the language to be practiced and used. Most of them use the language orally. In Indonesia, now English is out of curriculum for elementary school, even though at the previous period about 2010s Indonesian curriculum placed English Language inside. In Indonesia since 1994, elementary school have been taught English as a local content subject. According to Kunjana Rahardi, a master of socio-Linguistic Gajah Mada University (UGM), teaching English in early age will impact bad effect for the children related to the national language (Indonesia). Mastering mother language and national language will influence second or foreign language acquisition (voaindonesia, 2012).

Whereas, some schools places the English into extra classes or additional classes, some schools do not leave English as a compulsory subject, but in some countries English is a compulsory subject in the early primary grades (Niclove, 2009; pinter 2006). Moreover, Shin and Crandall (2011) showed that for recently years, about 50 countries in the world placed English Language as a compulsory subject at the third grade.

YOUNG LEARNERS

Young learners are different from old learners of course. They are unique; they have smart brain which is fresh, clean, and fast. Most of them are attractive. Who is young learner? There are some opinions related to them. The British Philosopher, John Stuart Mill started to learn Greek at three years old, but it was not generally children. Some of them said that young learners are children whose age less than 12 years old. According to Scooth and Lisbeth, young learners are they who have age under 11 years old. For the teacher who concern in teaching English to young learners they have to understand the characteristics of young learners in order understanding the students' needs, knowing the suitable method to teaching young learners.

According to Scooth and Lisbeth (1992) in Handoyo, there are some characteristics of young learners: □

- Children age 8-10 are mature enough □
- They have particular point of view □
- They can describe the difference between fact and fiction □
- They are curious of asking questions □
- They believe of what is said and the “real” word to express and comprehend meaning/message
- They have distinct option about what they like and what they dislike □

- They are open to what happens in the classroom and begin asking the teacher decision □
- They can cooperate with other people and learn from another.

Teaching English for Young Learners

In a pedagogical context, foreign language teaching to children differs from mother tongue teaching, but possibly from their acquisition and learning of a foreign language, and even they learn faster than after puberty (McLaughlin, 1978). On the other hand, Long (1990) found that children are less able to absorb or acquire foreign languages. There are two types of classes in our country, formal school and informal school. Wherever the location of the young learner class is, it is young learners learning a foreign language. The teacher should understand and master teaching young learners.

Some of the above has been explained in relation to the importance and choices of learning English as a foreign language. As we know, lately some parents prefer their children to be proficient in English. They hope that learning English early can help children acquire a foreign language. Also in some schools English does not become a major but only a local content subject. But neither the parents nor the teacher make a page out of it. As an English teacher, their only duty is to educate and educate the students in English, that is what they should do.

English is one of the foreign languages. Basically, children have their own language in which they spend time. Children are competent users of their language. They have their own symbols, abstract, generalize and systematize based on the syntax of their language used. It occurs in the general language development of children. If the foreign language can then come to them, they cannot be understood exactly. This is because there is almost the same difference between learning the first language for the children from an early age and learning a foreign language for the children or students who have the first language. Lisbeth explained that no one has found the universal pattern of language learning that everyone agrees with. But a lot depends on people's native language, social, emotional factors and the background of the children.

An English teacher for young learners should have a good command of English itself, the methods and models of teaching English, especially to young learners. An English teacher must also be able to be a creative teacher, he can make and use many things that become requirements for teaching young learners who are suited to it. For additions as a teacher should teach using hearing so the teacher can make a connection between what the teacher is feeling and what he is trying to achieve with the children. If the teacher can feel what the students are feeling or connect their feeling to learn, the teacher will be easy to teach and the students will be easy to understand what the teacher has provided. If the teacher only what he is supposed to teach and convey the material is not enough, it can be less useful.

Songs in teaching English for Young learners

Song is some words and rhyme which is delivered in rhythm and beautiful tone. The teacher uses song to teach to make students interested in learning English, if they are interested in, they will be easy to learn and enjoy the class. Song is created to be enjoyed and not only be enjoyed but also to propose teaching and learning process. Teacher can use song to teach vocabularies, phrases, sentences rule, or others. So the teacher can decide the suitable song for the teaching and learning needs and purposes. So the children can enjoy the song while learning some materials, sometimes they do not realize that they are learning during singing a song. There are some characteristic of songs for children: □

- The notes of the song should be the easy to follow □
- There are many repetitions, usually to memorize some vocabularies or phrases
- Interesting, happy, fast and attractive □
- The song is usually short
- The content of the song is related to the materials

The teacher hopes through the song, the children can sing a song out of the class too, and then they can memorize the materials happily and joyfully. These are some orders in teaching English for young Learners using song:

- Listening a song and repeating The teacher just plays the song then asks the students to repeat after the song is played. The repetition can be done by the whole class then randomly.

- Listening and filling blank space of song. The teacher gives the students a piece of paper containing some missing word of the song, and then the teacher asks the students to fill the missing word based on the song.

- Listening a song and retelling the song

Conclusion

Teaching English for young Learners is interesting activities. Before teaching young learners, teacher should know the characteristics of young learners and the student's needs. Then the teacher can divide the method, the model or technic of teaching young learners. Teaching Young Learners should be interesting, happy, and attractive. The teacher can use colorful picture, song, and game. Those should be suitable for the children. Then every teacher of young learners must be creative and always cheerful, because he/she face children. Every kinds of media, method, and technic can be improved by the teacher as creative as possible.

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SOTSIOLOGIK TADQIQOTLARDA HUJJATLARNI TAHLIL QILISH

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Annotatsiya: Ushbu maqolada sotsiologiya fanida qo'llaniladigan hujjat atamasi va uning turlari haqida ma'lumot olishingiz mumkin. Qolaversa, hujjatlarni tahlil etish metodi guruhlariga to'g'risidagi bilimlarga ega bo'lasiz. Mazkur metoddan foydalanish jarayonida nimalarga e'tibor qaratish lozimligi qayd etilgan. Zero, hujjat tadqiqotning muayyan bilimlari to'plamidir. Har qanday metodning o'ziga xos afzalliklari va kamchiliklari taraflari bo'lgani kabi hujjatlarni tahlil qilish metodining mana shu taraflari ham yoritilgan.

Kalit so'zlar: sotsiologik tadqiqot, hujjat, shaxsiy va shaxxsiz hujjatlar, rasmiy va norasmiy hujjatlar, hujjatlarni tahlil qilish metodi, an'anaviy va tarkibiy tahlil, yozma, fonetik va ikonografik hujjatlar.

KIRISH

Sotsiologik tadqiqotlar – faqat fan ichida yaratiladigan, tashkillashtiriladigan va amalga oshiriladigan sotsiologik nazariya orqali boshqariladigan sotsiologik mavzuga bag'ishlangan, boshqa turdosh bilimni emas, aynan sotsiologik bilimni rivojlantirish imkonini beradigan tadqiqotlardir.

Biz sotsiologik tadqiqot o'tkazayotganimizda, avvalo, uning strategik hujjatlarini – dasturini tayyorlashimiz muhim ahamiyatga ega. Chunki ushbu dasturda biz tadqiqotning maqsad va vazifalarini, obyekt va predmetlarini belgilaymiz, hatto bajarilish muddatidan tortib, qo'llanilishi kerak bo'lgan metodlarni ham kiritamiz. Ma'lumki, tadqiqot jarayonida qo'llaniladigan ko'plab metodlarni bilamiz. Shular qatorida hujjatlarni tahlil qilish metodi haqida fikr yuritsak. Umuman olganda, hujjat tushunchasi qanday ma'noni anglatadi?

Sotsiologik tadqiqotda hujjatlarning ahamiyati qanday?

Tadqiqot jarayonida hujjatlarni tahlil qilish metodi nima uchun kerak?

Biz bu metod orqali nimalarga erishishimiz mumkin..?

Keling, shu kabi savollarga javob beramiz.

1. Sotsiologik ma'lumotlarni yig'ish usullaridan biri – hujjatlarni o'rganish usulidir. Hujjat o'z sematik ma'nosiga ko'ra isbot etish mazmunini ifodalovchi so'zdir. Hujjat moddiy material manba hisoblanib, voqea va faktlar xususidagi ma'lumotlarni o'zida ifodalaydi. Sotsiologiyada hujjat deganda tekstlardagi bosma va qo'lyozma shaklida yozilgan informatsiyalarni, magnit lentasiga foto va kinoplenkalarga yozilgan informatsiyalarni tushunamiz. Hujjat sifatida turli formulalar, chizmalar, grafiklar, ramziy belgilar ham bo'lishi mumkin. Hujjatlar bir necha asoslarga bo'linadi:

Informatsiyaning qo'lyozma, bosma, kino, foto, magnitafon lentalariga yozish shakllari qayd etiladi.

Shaxsiylashtirish darajasi bo'yicha hujjatlar shaxsiy va shaxssizga bo'linadi:

Shaxsiy hujjatlarga buxgalteriya hisobi kartalari (kutubxona varaqalari, anketalar, shakllar va boshqalar) shaxsga berilgan xususiyatlar, xatlar, kundaliklar, bayonotlar, esdaliklar kiradi.

Shaxssiz hujjatlar- statistik yoki voqea arxivlari, matbuot ma'lumotlari, yig'ilishlar bayonnomalari va boshqalarni kiritishimiz ham mumkin.

Vaziyatga qarab manbani rasmiy va norasmiy hujjatlar deb e'tirof etamiz:

Rasmiy hujjatlar – hukumat materiallari, farmonlar, bayonotlar, rasmiy yig'ilishlarning stenogrammasi, davlat va idoraviy statistik ma'lumotlari arxivlar va turli muassasa va tashkilotlarning amaldagi hujjatlari, ishbilarmonlik yozishmalari, bayonnomalar, sud tizimi va prokurorlar, moliyaviy hisobotlar va boshqalar.

Ular davlat va jamoat tashkilotlarining yuridik va mansabdor shaxslari tomonidan tuziladi va tasdiqlanadi.

Norasmiy hujjatlar – ko'plab shaxsiy materiallar, shuningdek, shaxslar tomonidan tuzilgan shaxssiz hujjatlar, boshqa tadqiqotchilar tomonidan o'z kuzatuvlari asosida tuzilgan statistik hisobotlar.

Tuzilishiga ko'ra ichki va tashqi hujjatlar farqlanadi:

Ichki hujjat – muassasa yoki korxonani o'zida tuziladigan va shu korxonada ichida foydalaniladigan hujjatlardir.

Tashqi hujjat – korxonaga boshqa tashkilotlar va ayrim shaxslardan keladigan hujjatlardir. Bularga taklifnoma, ishonchnoma, yo'riqnoma, kafolat xati, tavsiyanoma va boshqalar kiradi.

Barcha sohalarda hujjatlar bir necha jihatlariga ko'ra tasnif qilinadi. Misol uchun, mazmuniga ko'ra: sodda va murakkab hujjatlar.

Sodda hujjatlar – bir masalani opz ichiga oladigan hujjatlardir. Bularga ariza, tilxat, e'lon, kafolat xati va boshqalar kiradi.

Murakkab hujjatlar – bir necha masalani o'z ichiga olgan hujjatlardir. Bularga shartnomalar, rejalashtirilgan hisobot hujjatlari va boshqalar kiradi.

Mazmun bayonining shakli jihatidan xususiy, na'munaviy, qolipli hujjatlar farqlanadi.

Xususiy hujjatlar – tashkilotlarda matnning o'ziga xosligi, betakrorligi, mazmun bayoni erkin bo'ladigan hujjatlardir. Bularga xizmat, so'rov, iltimos, javob, kafolat, axborot xatlari va boshqalar kiradi.

Qolipli hujjatlar – odatda, oldindan tayyorlangan bosma ish qog'ozlariga yoziladigan hujjatlardir. Bularga ish haqi yoki yashash joyi haqidagi ma'lumotnomalar, mehnatga layoqatsizlik varaqalari, ayrim dalolatnomalar, xizmat safari guvohnomalari va boshqalar kiradi.

Namunaviy hujjatlar – boshqaruvning muayyan bir vaziyatlari bilan bog'liq, bir – biriga o'xshash va ko'p takrorlanadigan masalalar yuzasidan tuzilgan matnlarni o'z ichiga oladigan hujjatlardir. Bularga tavsiyanoma, ariza, e'lon, taklifnoma va boshqalar kiradi.

Ma'lumotlar manbayiga qarab biz hujjatlarni birlamchi va ikkilamchi hujjatlarga bo'lamiz.

Birlamchi hujjatlar muayyan vaziyatlarni, shaxslar va organlar va boshqalarni tavsiflaydi.

Ikkilamchi hujjatlar yanada umumlashtirilgan, tahliliy harakterga ega bo'lib, chuqurroq analitik ijtimoiy aloqalarni aks ettiradi.

Axborotni uzatish uslubiga qarab ular orasidagi farq ajratiladi.

Yozma hujjatlar – barcha turdagi bosma va qo'lda yozilgan mahsulotlar. Masalan, kitoblar, xatlar matbuot, statistik va boshqa haqiqiy nashrlar va hokazo;

Fonetik, ya'ni eshitish qobiliyati uchun mo'ljallangan (radio, gramofon, lenta, lazer va kompyuter audio yozuvlari)

Ikonografik hujjatlar – ya'ni vizual ravishda qabul qilinadi. (video, foyo, film hujjatlari, rasmlar, bosma nashrlar va boshqalar)

2. Hujjatlarni o'rganish ham sotsiologik ma'lumotlar yig'ishda o'ziga xos o'ringa ega. Hujjatlarni o'rganish metodlarini 2ta katta guruhga ajratish mumkin: an'anaviy va formallashtirilgan. O'z navbatida, an'anaviy metodlar ham 2 guruhga bo'linadi:

A) Umumiy – (tushunish, intuitsiya, anglab yetish)

B) maxsus (mabalarga asoslanish, psixologik, yuridik metodlar)

Formallashtirilgan metodlarga kontent -analizni kiritish mumkin.

Hujjatlarni o'rganish usullarini quyidagilarga bo'lamiz:

1. Statistik

2. Avtobiografik

3. Kontent -analiz.

Bu usullarning birinchisi va ikkinchisi hujjatlarni an'anaviy va mazmuniy tahlil qilsa, ya'ni muayyan tadqiqot obyektni tashqi koprinishi, nima haqidaligi, muallifi, ishonchlilik me'yor, foydalilik darajasi, kimga mo'ljallanganligi, qaysi tildaligi va hokazolar atroflicha o'rganilib xulosa qilinadi. Kontent tahlilda esa tadqiq etilayotgan obyektning o'rganish ko'lamini jiddiy teranlashadi va tadqiqotchi o'zi o'rganayotgan manbaning mohiyat asoslariga nazar sola boshlaydi.

Hujjatlarni tahlil qilish jarayonida quyidagilarga alohida e'tibor qaratish lozim: Tashkilot, muassasa va mansabdor shaxslar tomonidan beriladigan hujjatlar umumiy qabul qilingan muayyan guvohlik mazmunini ifodalovchi rasmiy rekvizitlarga ega bo'ladi.

a) Hujjatlarda muhr, shtamp, bosmaxona blanki belgilari bo'lib, ular muayyan muassasa, tashkilotga tegishli ekanligidan dalolat berib turadi.

b) Hujjat ma'lum mansabdor shaxs tomonidan imzolangan bo'lib, uning ismi sharifi va unvoni aks etadi.

c) Hujjatda u tuzilgan joy, vaqt, qabul etish va muayyan adresga jo'natish belgilari qayd etilgan bo'ladi.

Albatta, sotsiologiya fani uchun hujjatda aks ettirilgan mazmun birinchi darajali ahamiyatga ega, ammo mazkur hujjatning nechog'lik haqqoniyligi va realligi uning tuzilish shakliga ham bog'liqdir.

Hujjatlarni tahlil qilish – dastlabki ma'lumotlar to'plashning keng tarqalgan va samarali usullaridan biri. Jamiyatning ma'naviy moddiy hayotini aks ettirgan hujjatlar nafaqat ijtimoiy voqelikning voqea, haqiqat tomonini aks ettiradi, balki barcha ifoda vositalarining va eng avvalo, til tuzilishining rivojlanishini qayd etadi. Ularda alohida shaxslar, jamoalar, aholi guruhlari va umuman, jamiyat faoliyati jarayoni va natijalari haqida ma'lumotlar mavjud. Shu sababli hujjatli ma'lumotlar sotsiologlar uchun katta qiziqish uyg'otadi. Ular o'z tadqiqotlari davomida ko'plab xilma – xil hujjatlar :

1. Davlat va hukumat hujjatlari;
 2. Statistik to'plamlar va ro'yxatga olish materiallari;
 3. Idoraviy hujjatlar;
 4. Badiiy va ilmiy nashrlarning asarlari
 5. Matbuot;
 6. Siyosiy rahbarlarning chiqishlari;
 7. Barcha qatlam vakillarining xatlari
- ni o'rganadilar.

Sotsiolog dastlabki ma'lumotlar to'plash uchun qanday usullardan foydalanishidan qat'iy nazar, mutlaq ko'p tadqiqotlarning boshida hujjatlar bilan tanishadi. Ushbu bosqichda hujjatlar, qoida tariqasida, mustaqil sotsiologik tadqiqotlar obyekti emas, faqat ma'lumotlarning yordamchi manbayi hisoblanadi. Ushbu funksiyani 4ta hujjatlar guruhi bajarishi mumkin:

1. Tadqiqot to'g'risidagi ma'lumotlarning to'plamlari;
2. Protokollar
3. Tarnskriptlar
4. Shaxsiy hujjatlar.

Hujjatlar tahlili ilmiy izlanish usuli sifatida tadqiqotning 2ta turiga asoslanadi: miqdoriy semantik tahlil va amaliy sotsiologiyada qo'llaniladigan asosiy usul – hujjatlar tarkibini tahlil qilish. Qolaversa, hujjatlar tahlilini ichki va tashqi tahlillarga bo'lishi mumkin. Tashqi tahlil – hujjatlarning paydo bo'lishi sharoitlarini, uning tarixiy va ijtimoiy kontestini o'rganish. Ichki tahlil – bu hujjat tarkibini, manbaning matni bilan tasdiqlanadigan hamma narsani va hujjatda bayon etilgan obyektiv jarayonlar va hodisalarni o'rganish.

Hujjatlarni tahlil qilishning har xil turlari mavjud. Ko'pincha 2 asosiy turdan foydalaniladi:

Sifatli (an'anaviy) va rasmiylashtirilgan(tarkibiy tahlil) . Hujjatlarni o'rganishda ushbu 2ta yonashuv ko'p jihatdan farq qiladi, ammo ular bir- birini to'ldirishi mumkin.

Sifatli tahlil ko'pincha rasmiylashtirilgan tahlil uchun zaruriy shart bo'lib xizmat qiladi. Sifatli (ana'naviy) tahlil deganda, hujjat tarkibidagi ma'lumotlarni tadqiqotchi tomonidan

har bir alohida holatda qabul qilingan muayyan nuqtayi nazardan izohlashga qaratilgan turli xil aqliy operatsiyalar tushuniladi. An'anaviy tahlil hujjatlarni mazmunining chuqur , yashirin tomonlarini yoritishga imkon beradi . Hujjatlarni tahlil qilishning ushbu usuli kamchiliklari — subyektivlikdir.

Sifatli tahlil mustaqil usul sifatida noyob hujjatlarni o'rganishda alohida ahamiyat kasab etadi. Ularning soni har doim kam bo'ladi, shuning uchun ma'lumotlarni miqdoriy qayta ishlashga ehtiyoj qolmaydi.

Rasmiylashtirilgan tahlil qilish – bu hujjatlarni miqdoriy usuli , ya'ni tarkibini tahlil qilish. Ushbu usulning mohiyati miqdoriy , oson hisoblanadigan belgilar, xususiyatlar, hujjatlarning xususiyatlarini aniqlashdir. Rasmiy tahlilning kamchiliklari shundaki, rasmiy koprskichlar bilan hujjatning barcha parametrlarini o'lchash mumkin emas. Tarkibni tahlil qilish – bu o'rganish maqsad va vazifalariga muvofiq ravishda matn xususiyatlarini obyektli va tizimli ravishda aniqlash orqali xulosa chiqarish usuli.

Hujjatlarni tahlil qilish metodi tadqiqot maqsadlariga mos keladigan ma'lumotlarni olishga qaratilgan hujjatlarni tizimli o'rganishdir.

XULOSA

Xulosa o'rnida shuni ta'kidlab o'tish joizki, sotsiologiyadagi hujjatli manbalarni tahlil qilish – bu ba'zi tadqiqot muammolarini hal qilish uchun ijtimoiy jarayonlar va hodisalarni o'rganishda sotsiologik ma'lumotlarni hujjatli manbalardan olish uchun qo'llaniladigan uslubiy- texnika va protseduralar to'plamidir.

Hujjatlarni tahlil etish - har qanday hujjatda mavjud bo'lgan ma'lumot

axborot manbasi sifatida xizmat qiladigan sotsiologik tadqiqot metodidir. Axborot manbalari quyidagilardan iboratdir: bayonnomalar, ma'ruzalar, qarorlar, rezolyutsiyalar, gazeta va jumaldagi maqolalar, xatlar, badiiy asarlar,

illyustratsiyalar va hokazo. Bu metod ro'y berib o'tib ketgan hodisalar, ishtirokchilarni so'rov qilish imkoniyati bo'lmagan bevosita kuzatuvlar haqida ma'lumotlar olishga imkon beradi. Ko'p yillar mobaynida bir hodisaning matnlar bo'yicha o'rganish uning o'zgarib va rivojlanib borish jarayoni xususiyatlarini aniqlash imkonini beradi.

Shunday qilib , hujjatlarni tahlil qilish hujjatlarda aks etgan ijtimoiy hodisa va jarayonlar to'g'risida , shuningdek, ushbu hodisalar va jarayonlarga jamiyatdagi munosabatlarning o'zgarishi topg'risida muhim mazmunli xulosalar chiqarishga imkon beradi. Ushbu tahlil metodini o'rganish vaqtidan ancha uzoq bo'lgan voqealarga aholining munosabatlarini o'rganish uchun muvaffaqiyatli qo'llashimiz mumkin ekan.

Sotsiologik tadqiqotda hujjatlarni tahlil qilish metodidan foydalanishning afzallik tomonlari – axborotlarni chiqarishga hojat yo'q, chunki bu usul allaqachon mavjud bo'lgan ma'lumotlardan foydalanadi.

Qabul qilingan ma'lumotlarning yuqori darajadagi ishonchliligi bo'ladi, sababki, hujjatlar tekshirish uchun eng qulay vositadir.

O'tmishdagi hujjatlarni tahlil qilish orqali boshqaruv tizimining tarixiy jihatdan o'rganish qobiliyatiga ega bo'lishimiz ham mumkin.

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THE ROLE OF INCENTIVE AWARDS AND GRANTS IN EDUCATING PROCESS

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Abstract: *A number of positive effect events are being held in country aimed at educating the younger generation, educating their education and resourcefulness, as well as supporting and encouraging young creative people working in various fields. The announcement of various educational grants among the youth of the republic, the opportunities provided to young people for education, indicate a high level of intellectual potential of young people in the future. Also to wake up the potential to teaching among educators. [1] This thesis informs about the importance of awards, grants and motivation in process of teaching young learners.*

Key words: *rewards, grants, motivation, professional developments, achievements, awards, educating methods.*

INTRODUCTION

Teaching methods have changed and evolved since ancient times. One of the aims of 21st century educators is to motivate students to be lifelong learners, and they themselves should be devoted lifetime learners. And it makes sense: educational technology, improvements in how to integrate cognitive psychology and mind research to teaching, and knowing how to inform practice against more stringent standards are all moving at a rapid pace. Certainly, approaches to effective teaching have reached such a level that now there are also completely different teaching methods for different students that will lead to a successful results. One of such methods is good encouragement of students' knowledge and achievements. Rewards or motivations for students can be completely different. For example: teachers can motivate students with information about certain cool universities (saying that he / she could study there), or motivating them by saying that there are various grants or awards in different countries aimed at different student achievements. For instance, in Uzbekistan there is reward called "Zulfiya". The Zulfiya Award today has become a motivation for the girls in the country, a means of realizing noble ideas. In accordance with the decree, this award is awarded to girls aged 14 to 22 years for achievements in the field of literature, science, education, art, culture.

Over time, there are also changes in studying methods to a more modern level also show their results. There are more than 1000 methods of teaching and they all have been developed. More extensive selection of books and resources, as well as modern technologies and conditions play a big role in mastering knowledge by students much faster. After all, it speeds up and simplifies the learning process. Students gain comfortable

and supportive conditions for the process of their development and simplify the process of mastering knowledge. Such conditions also play a big role in teaching student. Because conditions also effect educating. But not fully. Philosophers have always sought and used the most effective means of instruction. Socrates, for example, became the pioneer of the heuristic approach, in which the instructor does not simply impart information to the student, but rather assists the student in finding it independently via the use of a properly prepared discourse. In the 16th century, the French humanist Michel Montaigne supported individualization of learning, encouraging inquiry and autonomous study of natural phenomena. [2] Sometimes do not having a certain rewards is also a good motivation from teacher to students. Because such situations gives thoughts about what knowledge have been gained or not. Making students understand the fails in studying is the important part of teaching too. It is connected with understanding the level of knowledge of any learners.

In fact, research reveals that the quality of instruction received is the most critical element leading to student achievement in school, outweighing student ethnicity, family wealth, school attended, or class size. Professional development ensures that teaching standards stay high while also being current, with a focus on best practices, new tactics, and, in particular, how to use technology in and out of the classroom. According to a 2016 research, continual integrated professional development is critical to success in both public and private schools, since it supports teachers in an ever-changing landscape with new academic standards, new tests, and changing teacher evaluation systems. So rewards as a developing process and any abilities for teachers to improve their own skills of teaching is also help students gain the knowledge successfully. [3]

For some successful students there are a good grants too. Educators nowadays have a big opportunities to develop their fields and their teaching skills. Most countries have a different grants. Grants could be literacy support, money support or technologies support and support in developing science, math and any other fields. [4]

The function of the educators has evolved beyond the commonly held belief that the teacher exclusively educates pupils. [5] Educators true function is in real making studying process easy to learn and interesting. This notion was developed by the Soviet and Russian instructor Isaac Lerner in his book "Didactic Foundations of Teaching Methods" as follows:

"The teaching technique is a system of consistent teacher actions that organize the cognitive and practical activities of the student, slowly leading to the assimilation of educational information, that is, to achieve learning goals." The teaching method always implies the organized activity of the teacher and the student to achieve the learning goals. Definitions may differ in details, but they converge in fundamental aspects: the teaching method always implies the organized activity of the teacher and the student to achieve the learning goals. Educators used to follow a certain curriculum and had to learn how to teach in accordance with it. However, in today's world, the job of the teacher is not restricted. Today, they continue to educate, coach, and provide practical knowledge to pupils. [6] As

well as motivating them to do great achievements and educators present their finest work, and improve their teaching skills in order to make students to gain as much informative knowledge as learners can get. Teachers now have complete control over their students' education. The certain effective or non effective method of educators could have a different consequences in studying process of learners. But the result is always connected to learner.

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FEATURES, MEANING, CHARACTERISTICS OF METHODS AND USED IN TEACHING FOREIGN LANGUAGES

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Abstract: *This article examines the concepts, essences, characteristics, and teaching methods of various methods and methods used in teaching foreign languages.*

Key words: *foreign language, methodology, grammar, materials, reading, writing, listening, speaking, translation method, correct method, mixed method, comparative method.*

Law of the Republic of Uzbekistan "On Education" and personnel training

The national program places high demands on specialists receiving higher and secondary specialized education. In particular, students' thorough learning of languages and acquisition of speaking skills, and achievement of written literacy are recognized as urgent tasks. At this point, it is envisaged that the university students who are preparing to teach English will master the English language themselves. After all, learning the language at the level of demand is the foundation of the effective organization of the activities of future pedagogues. Along with the formation of professional oral and written speech, it is also important to ensure the student's interest in language learning methodology.

The methodology of foreign language teaching has more than 200 years of history. In this period, we can see that different attitudes towards foreign language teaching methodology are expressed. One of these views is academician L.V. Belong to Shcherba. In his opinion, although the methodology of teaching any subject is a subject, it is not considered a theoretical subject. It deals with practical issues. For example, the methodology of foreign language teaching does not rely only on the evidence of psychology, but is based on general and specific linguistic studies. A deeper study and reading of the literature on the history of methodology shows that some researchers even call methodology an art. there is no "bad" method, there are "good" or "bad" teachers. To people who think this way, German Methodist E. Ottoning

It is possible to answer with the thoughts he mentioned in 1924. In his opinion, "If someone considers methodology to be an art, he confuses the theory of science with its practical application." In the process of working on the textbook, the educational system in Uzbekistan

Researches conducted by a number of scientists on methodological, theoretical and methodical reform were thoroughly studied. In particular, S. Rajabov, Kh. Tilashev, S. Shermuhamedov, D. Yuldasheva and others on the theory and history of educational development; V. Andriyanova, I. Ahmedov, A. Gulomov, J. Jalolov, A. Zunnunov, R. Yo'ldoshev,

Q.Yo'ldoshev, S.Matchonov, M.Mirgosimova, R. .Tolipova, O' Tolipov, B. Tokhliev, M. Tokhtakhojayeva, YHaidarov and others; N. Azizho Jayeva, R. Jorayev, P. Magzumov, R. Niyozmetova, the works of U. Nishonaliyev, N. Saidahmedov, O. Khaitov, I. Choriyev, N. Shodiyev and others were relied upon.

Modern educational development has given birth to a new direction, innovation pedagogy. "Innovation" in English means "introduction, dissemination of news". The socio-psychological aspect of innovation was developed by the American researcher E. Rogers. He studied the classification of innovation process participants, their attitudes towards innovation, and so on. The concepts of novelty and innovation in scientific areas are mutually different. Innovation means a tool, a new method and methodology, technology. Innovation is a process that develops through certain stages of education. The main concepts of the methodology are:

- Method;
- Method;
- The principle.

The concept of method-methodology is derived from the Greek-Latin words "methodos"-"methodus" and means a way to a certain goal, a method. In various literature, we can find the narrow and broad meaning of the term. The word "methodology" in a narrow sense refers to the concept related to the concrete, i.e. concrete, teaching process of education. It is interpreted as a guided learning process that includes instruction related to lesson planning and preparation of teaching materials. The term "method" in a broad sense refers to the selection, classification and distribution of educational material. In addition, pedagogy related to the concept of "method".

As a general theory of teaching, this term is a widely used science. Didacts, i.e. educators and teachers, knowledge of the term "method", competence, skill

acquisition, teachers interpret in the sense of the teacher's work method in the way of formation of worldview and creation of knowledge opportunities. Fundamentals of science. Taking into account the features of the O'que subject, foreign language teaching methods were created in the methodology. The application of methods in foreign language teaching began a long time ago. In the foreign language teaching methodology, the term "method" basically has three meanings.

general methods of education designed for teaching subjects
produced.

First, a whole direction in the history of methodology. This includes translation method, direct method, comparative method, mixed method;

Secondly, the training system included in the above direction;

Thirdly, the method of interrelated activities of the teacher and the students. This includes methods of familiarization, practice, and application.

In the history of foreign language teaching, the first and second methods are called "historical" methods, and the third is called "process expression" methods. Historically, the methods are insufficient

combined into a group, adding the words "translation", "correct (or untranslated)", "comparative (or conscious-comparative)", "mixed" to their names as qualifiers. So thus, all methods in the centuries-old history of foreign education are grouped into four categories. A brief analysis of each of them is required, because some of their features are used in a specific way in the methodology.

1. Translation method.

Ushbu metodning nomi odatda "tarjima metodlari" atamasi bilan ko'plikda ishlatiladi. Shunga ko'ra nomidan kelib chiqqan holda ma'noni bilib olish qiyin emas: xorijiy til materiali ona tiliga tarjima qilinadi. Yevropada, avval yunon tili keyinchalik lotin tili o'rgatilganda "tarjima" tushunish usuli qilib olingan. XVIII asrning ikkinchi yarmida va XIX asr davomida fransuz tili, X asrda esa ingliz tili va nihoyat nemis tili tarjima orqali o'rganilib olindi. Ayrim ta'lim beruvchilar hozirgacha tarjima metodlari usullaridan noo'rin foydalanishmoqda. Misol uchun: matnni og'zaki tarjima qilish g'ayri metodik usuldir. Matnning ayrim jumalari yoki bir ikki bo'lagini muayyan maqsadda tarjima qilish man etilmaydi. Lug'atdan foydalanib, yangi sozlarning ma'nolarini ochish maqsadida tarjima qilishga moljallangan kichik matnlar berilishi mumkin. Bu yerda matnni tarjima qilishdan ko'zlanadigan maqsad lug'atdan foydalanishni o'rganish.

2. The right method.

The main reason for the origin of the name of the method is to teach in the right method while bypassing the mother tongue, they tried to establish a direct association between the word and the object of the foreign language. The same methodological approach was taken in teaching the grammar of a foreign language: they tried to create a direct connection between grammatical meaning and form. Without the participation of the mother tongue

the efforts to teach a foreign language began to be carried out with terms such as the correct method, the inductive method, and the natural method. The main goal of these methods is foreign

is to teach the language in a practical way. The prerequisites for learning the mother tongue have been accepted unchanged in this method. There are two modern forms of the correct method: audio-lingual and audiovisual methods. The founders of the audiolingual method are the famous American methodologists Charles Carpenter Freeze and Robert Lado. According to their opinion, these methods are studied for foreign practical and educational purposes. An important place is given to the selection and teaching of foreign sentences (speech sentences) from language materials. The order of learning types of speech activities is as follows: listening comprehension, speaking, reading, writing. Oral speech is studied as a means of communication in a foreign language, and written speech is studied based on the material of oral speech.

Let's take the audiolingual method. The emergence of this method was influenced by changes in the science of linguistics, i.e. structural flow. It is based on the following principles:

1. It is necessary to start teaching foreign language first;
2. Language learning is carried out on the basis of various structures, speech patterns;
3. Repetition of language materials if the exercises are based on it
it is specified that there should be demanding exercises;
4. Selection of exercises and lexis to the results of comparing the native language with the foreign language
must depend;
5. Emphasis on pronunciation.

The intensive method was initially formed on the basis of the "correct" method at the beginning of the 10th century. Professor N.J. Gez said that "the right method created a favorable opportunity and basis for transition to foreign intensive education." Because some of the main aspects of the right method are:

- 1) Interest in oral speech;
- 2) Selection of situations;
- 3) Increasing students' activity in class.

These are based on one or another of the current modern intensive methods.

3. Mixed method.

This method has absorbed the scientific and practical aspects of two major methodological directions. Another variant of the mixed method emerged as a combination of the principles of the direct method and the comparative method.

4. Comparative method

Another type of expression of the term method is methods that are practically used in the process of foreign education. There are 3 of them

- 1) Dating,
- 2) Practice,
- 3) Apply.

So, in conclusion, every teacher should have a lesson analysis notebook for one school year. From the experiences of many of our teachers

As a result, if the teacher keeps a thick notebook or journal for several years for analysis, it can distract the teacher as a result of some data from previous years being outdated. Since lesson observation and analysis is a creative and continuously improving process, it is desirable to put the analysis notebook for each academic year in a separate folder, collect it and analyze it scientifically methodically in certain quarters and years. is considered appropriate. As noted above, it is impossible to consider the lesson analysis notebook as a specific template. But the notebook of lesson analysis should be kept at the level of certain pedagogical requirements.

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XO'JALIK YURITUVCHI SUB'EKTlarda, BYUDJET TASHKILOTlarIDA MOLIYA XO'JALIK FAOLIYATINI TAFTISH QILISHNING AMALDAGI XOLATI

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Annotatsiya: *Maqolada byudjet tashkilotlarida ichki audit va audit bo'yicha ilmiy qarashlar ko'rib chiqilgan. Bundan tashqari maqsadli ta'minlash uchun byudjet tashkilotlari ichki audit o'tkazish ahamiyati va dolzarbligini ta'kidlaydi byudjet resurslaridan foydalanish, Davlat moliyaviy nazoratining mazmuni, Nazorat qiluvchi organlar tomonidan byudjet mablag'larining sarflanishini nazorat qilish tahlil qilindi va aniqlangan muammolarni hal qilish bo'yicha takliflar ishlab chiqildi.*

Kalit so'zlar: *byudjet, byudjet tashkiloti, audit, ichki audit, nazorat.*

Moliyaviy nazoratning taftish usuli korxona va tashkilotlarning hisobot davridagi moliyaviy-xo'jalik faoliyatini tekshirish uchun ko'llaniladigan eng muhim usullaridan biri hisoblanadi. Amaliyotda har qanday taftishni amalga oshirishdan oldin maxsus dastur qabul qilinib, uning tarkibida taftish maqsadi, obyekti, mavzusi va vazifalarni bajarish bilan bog'liq bo'lgan asosiy masalalar aks etiriladi. Taftishning maqsadidan kelib chiqib, turli xil yondashishlar qo'llaniladi, jumladan, reja va hisobotdagi ma'lumotlarni qiyoslash, naqd pullarni tekshirish, hujjatli va qarama-qarshi tekshirishlar, tovar-moddiy boyliklarni inventarizatsiya qilish va shunga o'xshashlar.

Taftish so'nggida taftishni amalga oshirgan mutaxassislar tomonidan dalolatnoma tuziladi. Dalolatnomada korxonaning ishlab chiqarish faoliyatida yuzaga kelgan kamchiliklar va muammolarni bartaraf qilish uchun chora-tadbirlar ko'rsatiladi. Moliyaviy nazorat uslubini kuzatish, qiyoslash, tahlil qilish, olingan natijalarni umumlashtirish, ulardan bir butun xulosa chiqarish, ayrim faktlardan umumiy xulosaga kelish va umumiy holatdan xususiy xulosalarga kelishni o'z ichiga olgan o'ziga xos uslubiy yo'sinlar, yo'l va vositalar yordamida moliya-iqtisodiy axborotni va nazorat obyektining haqiqiy holatini o'zaro bog'liqlikda o'rganish deb tushunish mumkin.

Moliyaviy nazorat uslubiy usullarining quyidagi tasnifini tavsiya etamiz:

- umumuslubiy usullar: taftish, audit, tahlil, mavzuli tekshirish, tadqiq qilish, pirovard natijani dasturiy baholash;
- hujjatlar asosidagi nazorat usullari: rasmiy va arifmetik tekshirish, yuridik baholash, mantiqiy nazorat, muqobil tekshirish, teskari hisob usuli, balans-uyg'unligini tekshirish, qiyoslash, hisobotlarning sanoq bahosi;
- faktlar bo'yicha nazorat usullari: ro'yxatga olish, ekspertiza, ko'z bilan kuzatish, nazorat o'lchovi, nazorat tariqasida ishga tushirish, vaqtni aniq o'lchash, ish kuni taqsimlanishini o'rganish, laboratoriya tahlili.

Nazorat samaradorligiga rasmiy va mantiqiy, hujjatlar va faktlar asosidagi tekshirishlar singari xilma-xil usullarni qo'shib foydalanish orqali erishiladi. Tekshirish jarayonida jalb qilinadigan axborot manbalarining to'g'riligini aniqlash, xo'jalik subyektlarining murakkab vaziyatlardagi yoki noaniqlik sharoitidagi xatti-harakatlarining izchilligini oydinlashtirish, faktik materialni tahlil qilish va umumlashtirish - bularning bari nazoratning turli-tuman usullaridan foydalanishni taqozo etadi. Hujjatlar, faktlar asosidagi yoki kompyuter yordamidagi uslubiy usullarni tahlil qilinayotgan ma'lumotlar manbalariga ko'ra aniqlash mumkin.

Hujjatlar asosidagi nazorat uchun, xususan, dastlabki hujjatlar; buxgalteriya hisobi registrlari; buxgalteriya, statistika va operativ-texnik hisobotlar; rejali, me'yoriy, texnologik, loyixa-konstruktorlik ko'rinishidagi boshqa hujjatlar axborot manbai bo'lib xizmat qiladi.

Faktik nazorat tekshirilayotgan obyektlarning haqiqiy holatini natura holida ko'zdan kechirish (qayta hisoblash, vaznini o'lchash, o'lchash, ekspertiza qilish, laboratoriya tahlili va boshqalar) ma'lumotlari bo'yicha o'rganishdan iborat. Hujjatlarning mukammalligi va dastlabki hujjatlar va hisob qaydlarining shubhasiz asosiligi zarurat tug'ilganda maxsus faktik nazorat uslublari yordamida aniqlanadi. Faqat hujjatlar orqali nazorat qilish uslublariga asoslangan taftish obyektning butun moliya-xo'jalik faoliyatini o'rganmay, buxgalteriya hujjatlari va hisob registrlarini tekshirishdangina iborat bo'lib qolardi.

Hujjatlar asosidagi va faktik nazorat bir-birini to'ldiradi, ularning alohida qo'llanilishi amalda g'oyat kam uchraydi. Hujjatlar asosidagi va faktik nazorat uslublarga bo'linishining shartli ekanligini faktik ma'lumotlarni hisob ma'lumotlariga qiyoslash bilan yakunlanuvchi ro'yxatga olish uslubida kuzatish mumkin. Hisob-kitob faoliyatiga kompyuter texnologiyalarining keng joriy etilishi, ko'p buxgalteriya ma'lumotlarini saqlashda dastlabki hujjatlarni qayta ishlash, kompyuter dasturlari yordamida buxgalteriya hisob-kitobi registrlari va hisobotlarini tuzish nazoratning yangi - kompyuter usulini amalga kiritish imkoniyatini yaratadi. Kompyuterdan har qanday axborotni qog'ozda, ya'ni muayyan hujjat ko'rinishida olish mumkinligiga oid e'tirozlarni asossiz deb hisoblash mumkin. Qog'ozdagi ifoda faqat bu hujjatni tuzgan mas'ul shaxs tomonidan imzolangan taqdirdagina hujjat sifatida xizmat qilishi mumkin. Bundan tashqari, kompyuterlarning turli viruslarga moyilligi, hujjatlar bilan asoslovsiz, osongina tuzatishlar kiritilishi soxtalashtirilgan ma'lumotlar olish xavfini tug'diradi. Shu tufayli zamonaviy nazoratchi yoki auditor uchun kompyuterda qayta ishlangan hujjatning to'g'riligini (yoki ishonchsizligini) farqlay bilish muhim. Hujjatning o'ziga xos shakli va uni olish uchun maxsus bilim zarurligi, nazarimizda ilmiy-amaliy hayotga «kompyuter nazorati» atamasini kiritishga asos beradi. Kompyuter nazorati hujjatlar asosidagi va faktik nazoratdan ayri holda olib borilishi mumkin emas, ularning hammasi o'zaro bir-birini to'ldiradi.

Moliyaviy nazoratni to'liq yoki qisman, kompleks yoki mavzuli, yoppasiga yoki tanlab o'tkaziladigan nazorat turlariga bo'lish tekshirish hajmi yoki tekshirilayotgan obyektning to'liq qamrab olinishiga bog'liq.

Davlat organlari tomonidan idoraviy buysunishdagi korxonalar va tashkilotlarda o'tkaziladigan taftishlar, shuningdek audit va tahlil (shartnoma yoki dasturga bog'liq holda), bizning nazarimizda, komplekslik mezoniga javob beradi.

Korxona, tashkilot moliya-xo'jalik (tadbirkorlik tijorat) faoliyatining ayrim bo'limlari (qism, uchastkalari) holatini tekshirish mavzuli tekshirish deb ataladi. Masalan, moddiy boyliklar (asosiy vositalar yoki nomoddiy aktivlar)ning saqlanishi va ulardan foydalanishni tekshirish, moliyaviy natijalar aniqlanishining to'g'riligini tekshirish va boshqalar.

Kompleks yoki mavzuli (operatsiya) tekshirishni o'tkazish chog'ida hujjatlar yalpi yoki tanlab tekshirilishi mumkin. Yalpi tekshirish chog'ida nazoratdan o'tkazilayotgan davr mobaynidagi dastlabki hujjatlar hisob registrlari va hisobotlar tariqasida rasmiylashtirilib amalga oshirilgan barcha operatsiyalar mazmuni ko'rib chiqiladi. Tanlab tekshirishda tekshirib chiqilayotgan davrdagi operatsiyalarniig bir qismi (masalan, har bir oyda ketma-ket yoki har qayeridan bir necha kun) qamrab olishni nazarda tutiladi. Agar tanlab tekshirish chog'ida suiste'mol qilish, ko'zbo'yamachilik aniqlansa, u holda yalpi tekshirishga o'tish lozim. «To'liq tekshirish» yoki «qisman tekshirish» atamaları hujjatlar asosidagi yoki faktik nazorat usullariga taalluqli. Ro'yxatta olishni o'tkazishda barcha moddiy boyliklarning saqlanganligini tekshirish bilan to'liq qamrab olish mumkin. Shunday qilib, boshqaruv tizimidagi subyektlarning maqomi va roli, subyektlarning o'zi, nazorat amallarini bajarish vaqti, manbalari, tekshirish bilan qamrab olish hajmi va to'laligi moliyaning nazorat usulini tasniflash uchun asos bo'lib xizmat qiladi. Yuzaga kelgan murakkab sharoitda moliyaviy nazoratni ishonchli va samarali mexanizmida davlat hukumat organlari bilan boshqaruv organlarining kelishilgan va birdamlik asosida faoliyat olib borilishi lozim. Bu organlarning har birini faoliyatidagi vazifalari, belgilangan kompetensiyalari, ish usullari O'zbekiston Respublikasini qonunlarida belgilanib, ular doirasida olib boriladi. Shuning bilan bir qatorda, ishning murakkabligi va ko'p qirraligini inobatga olgan holda, davlatni iqtisodiy ahamiyatini himoya qilinishi, ayrim vaziyatlarda, birlashgan kuchni yoki boshqacha qilib aytganda, o'zaro bog'langan faoliyatini quyidagi 3 asosiy yo'nalishi bo'yicha amalga oshirilishi kerak:

- moliyaviy qonun buzilishini aniqlash va bartaraf qilish;
- davlatga moliyaviy zararni qonun bilan belgilangan soliqlar, penyalar, jarimalar va boshqa sanksiyalar yordamida moddiy qoplashni ta'minlash;
- moliyaviy qonun buzishni oldini oladigan profilaktik chora-tadbirlarni o'tkazish;

Moliyaviy nazorat moliyani nazorat funksiyasini amalga oshirish uchun asosiy usul bo'lib, uni vazifalarini va maqsadini belgilab beradi. Shuning bilan bir qatorda nazoratning mazmuni, uning yo'nalishini o'zgarishi, ishlab-chiqarish kuchlarini rivojlanish darajasiga va jamiyatni ishlab-chiqarish munosabatlariga bog'liq.

O'zbekiston Respublikasida davlat moliyaviy nazorati davlat mablag'larini sarflash bo'yicha qonunchilik va me'yoriy-huquqiy hujjatlarga, me'yorlarga, stpndartlarga va qoidalarga rioya etilishi ustidan nazorat bo'yicha harakatlar va operatsiyalar yig'indisini bildiradi.

Davlat budjetini-shakllantirish va sarflanishidagi rezervlarni, moliyaviy va moddiy resurslarni boshqarishning barcha darajalarida operatsiyalarning maqsadga muvofiqligi va samaradorligini, qonuniylik tamoyillaridan chetga og'ish va ularni buzishlarni aniqlash nazorat tizimi vazifasiga kiradi. Nazoratning maqsadi - tuzatish choralari ko'rish, aybdorlarni javobgarlikga tortish va buzilishlarning oldini olishdan iborat.

Davlat nazorat organlarining vazifasi, eng avvalo, davlat qonunlari va Prezident farmonlarining ijrosini; ajratilgan budjet mablag'lari yo'naltirilishining qonuniyligi, to'g'riligi va maqsadga muvofiqligini; hukumat va uning organlari faoliyatining samaradorligini, moliyaviy va moddiy resurslarni boshqarishning barcha darajalarida davlat mablag'lari samarali va tejab sarflanishini tekshirishga yo'naltirilishi kerak.

Davlat hokimiyati, birinchi navbatda, qonun chiqaruvchi organlar va ijroiya hokimiyati organlari va nazorat qilish vakolatiga ega bo'lgan boshqaruv organlari budjet-moliya nazoratining subyektlari sifatida ishtirok etadilar. O'zbekistonda bu Oliy Majlis, Prezident devoni, Vazirlar Mahkamasi, Moliya vazirligi, Davlat soliq qo'mitasi, Davlat bojxona qo'mitasi, Markaziy bankdir.

Davlat moliyaviy resurslarini boshqarish – jamiyat oldidagi ulkan mas'uliyat, shu sababli budjet–moliya nazorati boshqaruvning zaruriy elementi bo'lishi shart. Budjet-moliya nazorati – davlat nazoratining asosiy turidir.

Budjetning daromad va xarajat qismlarini tekshirish vazifasi faqat budjet-moliya nazoratiga xos bo'lib, u moliyaviy nazoratning mohiyatini g'oyat yorqin aks ettiradi. Hozirgi kunda davlat budjeti oldida turgan vazifalarni qay darajada amalga oshirilishi, moliyaviy nazorat tizimining qay darajada shakllanganligi bilan belgilanadi. Shuningdek, davlat budjet mablag'laridan foydalanishda huquqiy tartiblarga rioya etilishini kuzatib borish, amalga oshirilayotgan moliyaviy harakatlarning iqtisodiy asoslanganligi va samaradorligini bu harakatlarning davlat oldida turgan vazifalarga muvofiq kelishini moliyaviy nazoratini olib borish iqtisodiy sharoitlardan kelib chiqmoqda.

Davlat moliyaviy nazorati davlatning moliyaviy siyosatini amalga oshirilishiga, budjet mablag'laridan samarali foydalanish sharoitlarini yaratishga ko'maklashadi. Birinchi navbatda u barcha darajadagi budjetlarning va budjetdan tashqari fondlarning tuzilishi, ko'rib chiqilishi, tasdiqlanishi va ijrosi ustidan, korxonalar va tashkilotlar, banklar va boshqa moliya muassasalarining moliyaviy faoliyati ustidan nazoratni nazarda tutadi. Iqtisodiyotning nodavlat sektori ustidan davlat moliyaviy nazorati faqatgina ularning davlat oldidagi moliyaviy majburiyatlarini bajarilishiga, shu jumladan soliqlar va boshqa majburiy to'lovlarni to'lanishi, kreditlar va boshqa mablag'lardan foydalanishning qonuniyligi va maqsadlilikiga rioya qilinishi, pulli hisob-kitoblarni tashkil qilishda hukumat tomonidan o'rnatilgan qoidalarining bajarilishi, buxgalteriya hisobi va hisobotlarini yuritilishiga tegishlidir.

Davlat moliyaviy nazorati barcha darajadagi qonunchilik va ijroiya organlari tomonidan amalga oshiriladi. Budjet jarayonining barcha basqichlarida Parlament moliyaviy nazorati tegishli qo'mitalar va komissiyalar vakolatiga kiradi. Oliy Majlis tomonidan tashkil

etilgan va unga bo'ysunuvchi, doimiy faoliyat ko'rsatuvchi davlat moliyaviy nazorat organi O'zbekiston Respublikasining Hisob palatasi hisoblanadi. Uning faoliyati mulkchilik shaklidan, idoraviy va ijtimoiy mansubligidan qat'iy nazar barcha xo'jalik yurituvchi subyektlarga, mahalliy o'zini-o'zi boshqarish organlariga, davlat budjeti mablag'lariga tayanadigan, davlat mulkini boshqaradigan yoki soliq, bojxona yoki boshqa imtiyozlarga ega bo'lgan jamoat tashkilotlariga yo'naltirilgan. O'zR Hisob palatasi xodimlari tekshirishlar natijalari bo'yicha xulosalarini tayyorlaydilar va ularni tekshirilgan tashkilotlar rahbarlariga qonun buzilishlarini bartaraf qilish bo'yicha choralar ko'rish uchun yuboradilar. Agarda, davlat mablag'lariga hiyonat aniqlansa, ish huquqni muhofaza qiluvchi organlarga topshiriladi. Qonun buzarlilar aniqlanganda majburiy bajariladigan ko'rsatmalar beriladi. Bir necha martalik qonun buzarlilar sodir etilganida, Oliy Majlis bilan kelishilgan holda, tashkilotning barcha turdagi hisob-kitoblarini to'xtatib qo'yish to'g'risida qaror qabul qilinadi. Bunda Hisob palatasiga qonun buzarlilarga nisbatan ma'muriy jazo choralari qo'llash huquqi berilmagan.

Ijroya hokimiyati yo'nalishi bo'yicha davlat moliyaviy nazoratni amalga oshiruvchi muhim organ O'zbekiston Respublikasining Moliya vazirligi hisoblanadi. Uning zimmasiga budjetni shakllanishi va bajarilishi, davlat mablag'larini sarflanishi ustidan nazoratni amalga oshirish yuklatilgan. Moliyaviy nazoratni amalga oshirishdagi muhim rol uning huzuridagi o'zining hududiy organlariga ega bo'lgan Nazorat-taftish Bosh Inspeksiyasi (NTBI) topshirilgan. Uning asosiy vazifasi – budjet mablag'laridan, davlat mulkidan, davlat tomoindan taqdim etiladigan soliq va budjet imtiyozlaridan maqsadli va samarali foydalanishni ta'minlash, shuningdek budjet ssudalarini maqsadli sarflash va o'z vaqtida qaytarish ustidan nazorat olib borish.

O'zbekiston Respublikasi Moliya vazirligi Nazorat-taftish Bosh Inspeksiyasining asosiy vazifalari quyidagilar:

- respublika va mahalliy budjetlarning qat'iy bajarilishi ustidan doimiy nazoratni ta'minlash;
- tijorat banklarini moliya organlari, budjet muassasalarining birinchi navbatdagi sarf-xarajatlarini mablag' bilan ta'minlash hamda budjet muassasalari xodimlariga ish xaqi, ijtimoiy nafaqalar, stipendiyalarni to'lash muddatlariga va to'liqligiga rioya qilish, shuningdek budjet muassasalariga ko'rsatib o'tilgan maqsadlar uchun naqd pul berish bo'yicha faoliyati ustidan nazorat va monitoringni amalga oshirish;
- belgilangan shtat-smeta intizomiga va budjet mablag'larini xo'jalik ehtiyojlariga sarflash limitlariga rioya qilinishi ustidan nazoratni amalga oshirish;
- hokimiyat va boshqaruv organlari rahbarlari va mansabdor shaxslarning budjet jarayoniga asossiz aralashish hollarining oldini olish kabi bir qator vazifalar ham nazorat-taftish organlari zimmasiga yuklatilgan.

Shuningdek, O'zbekiston Respublikasi Moliya vazirligining Nazorat-taftish Bosh Inspeksiyasiga amaldagi qonunchilikka asosan, budjet intizomini buzganlik uchun mansabdor shaxslarni jinoiy va ma'muriy javobgarlikka tortish huquqi berilgan.

Davlat moliyaviy nazorati sohasida amaldagi qonunchilikka rioya etilish qismiga tegishli bo'lgan O'zbekiston Respublikasi davlat budjetining va budjetdan tashqari fondlarining kassa ijrosini nazorat qilish Moliya vazirligining G'aznachiligiga yuklatilgan. G'aznachilik tizimi amaldagi qonunchilikka rioya etilish qismiga tegishli bo'lgan O'zbekiston Respublikasi davlat budjetining va budjetdan tashqari fondlarining kassa ijrosini nazorat qilish bo'yicha ishlarni olib boruvchi Bosh boshqarma hamda o'zlarining hududlarida davlat budjeti va budjetdan tashqari fondlarga tushumlar va ularni ishlatilishini nazorat qiluvchi hududiy organlardan tashkil topgan. G'aznachilik Moliya vazirligiga qilingan ishlar bo'yicha har kuni axborot berib boradi.

Ikki ta mustaqil davlat xizmatlarining funksiyalari va harakatlarida bir-birin takrorlashga yo'l qo'yilmasligi uchun Moliya vazirligi G'aznachilik dastlabki moliyaviy nazoratni, NTBB so'nggi moliyaviy nazoratni amalga oshirish bo'yicha qaror qabul qilgan.

Amaliyotda funksiyalarning bunday taqsimlanishi quyidagicha ko'rinish olgan: budjet mablag'laridan foydalanishning qonuniyligi va mablag'larni banklardagi hisob raqamlardan o'tishi ustidan nazoratni G'aznachilik amalga oshiradi, xo'jalik yurituvchi subyektlar tomonidan budjet mablag'larini sarflanishining asoslanganligi va maqsadlili ustidan nazoratni esa NTBB amalga oshiradi.

Soliq qonunchiligiga rioya etilishi ustidan moliyaviy nazorat davlat soliq xizmati tomonidan amalga oshiriladi. O'zbekiston Respublikasi Davlat soliq qo'mitasi huzurida Bosh Nazorat-taftish inspeksiyasi tashkil etilgan. Bosh boshqarma O'zbekiston Respublikasi Davlat soliq qo'mitasining O'zbekiston Respublikasi Vazirlar Mahkamasining "Davlat soliq xizmati organlari faoliyatini tashkil etishni takomillashtirish to'grisida" 2000-yil 13 martdagi 87-son qarori bilan tashkil etilgan tarkibiy bo'linmasi hisoblanadi.

Bosh boshqarma Qoraqalpogiston Respublikasi, Viloyatlar va Toshkent shahar Davlat soliq boshqarmalarida o'z faoliyatida bevosita unga bo'ysunadigan nazorat-taftish bo'linmalariga ega bo'ladi.

Quyidagilar Bosh boshqarmaning asosiy vazifalari hisoblanadi:

- xo'jalik yurituvchi subyektlarning moliya-xo'jalik faoliyatini soliqqa oid qonun hujjatlariga rioya qilinishi yuzasidan hujjatlar asosida tekshirish (taftish)larni hamda Huqumat qarorlari bilan nazorat, soliq organlariga yuklangan masalalar bo'yicha nazorat tartibidagi tekshirishlarni belgilangan tartibda tashkil etish va o'tkazish;
- xo'jalik yurituvchi subyektlardan undiriladigan soliqlar va yig'implarni hisoblab chiqarishda, undirishda qonuniylikka rioya qilinishi, to'lovlarning to'g'ri hisoblab chiqarilishi va budjetga o'z vaqtida to'lanishi ustidan nazoratni amalga oshirish;
- soliqqa doir huquq buzishlarni aniqlash, ularning oldini olish, ularga barham berish;
- soliq majburiyatlarini bajarishda xo'jalik yurituvchi subyektlarga yordam ko'rsatish;
- Davlat soliq qo'mitasining boshqa bo'linmalari bilan birgalikda xo'jalik yurituvchi subyektlarni kompleks tekshirishlarning istiqboli rejalarini tayyorlash, tekshirishlar o'tkaziladigan obyektlarni aniqlash va ularni amalga oshirish;

- hujjatlar asosida va nazorat tartibidagi tekshirishlarni o'tkazish jarayoni hamda tartibi ustidan nazorat o'rnatish, shuningdek, ularni o'tkazishda (barcha darajadagi soliq organlariga) amaliy va metodik yordam ko'rsatish;
- davlat soliq xizmati organlari tomonidan tekshirishlar materiallari bo'yicha qonun hujjatlarida belgilangan tartibda qarorlar qabul qilinishi va moliyaviy sanksiyalar qo'llanilishi ustidan nazorat o'rnatish;
- xo'jalik yurituvchi subyektlar tomonidan hujjatlar asosida va nazorat tartibidagi tekshirishlar yakunlari bo'yicha budget oldidagi majburiyatlarning bajarilishi (qo'shimcha hisoblangan summalar, moliyaviy sanksiyalar, ma'muriy jarimalar va shu kabilarning undirilishi) ustidan nazorat o'rnatish;
- hujjatlar asosida va nazorat tartibidagi tekshirishlar natijasida aniqlangan soliq qonunchiligi buzilishlari va boshqa holatlar to'g'risidagi axborotlarni umumlashtirish va tahlil qilish;
- fuqarolarning soliq qonunchiligi buzilishlari holatlari to'g'risidagi xatlari, shikoyatlari va arizalarini ko'rib chiqish.

Davlat bojxona xizmati O'zbekiston Respublikasi Bojxona kodeksi talablariga muvofiq tovarlarni O'zbekiston bojxona chegarasi orqali harakatlanishi ustidan davlat nazorati sohasida vakolatlarga ega.

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