LOYIHAGA ASOSLANGAN TA'LIM, CLIL YONDASHUVI VA MOBIL TEXNOLOGIYALAR INTEGRATSIYASI ORQALI TALABALARNING KASBGA YO'NALTIRILGAN CHET TILI KOMPETENSIYASINI RIVOJLANTIRISH

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Annotatsiya. Maqolada nofilologik yo'nalishlar talabalarining kasbga yo'naltirilgan chet tili kompetensiyasini rivojlantirishda loyihaga asoslangan ta'lim (PBL), fan va tilni integratsiyalashgan holda o'qitish (CLIL) hamda mobil ta'lim (MALL) texnologiyalarini uyg'unlashtirish imkoniyatlari tahlil qilingan. Mualliflik "Kasbiy loyiha" modeli va uni amalga oshirish bosqichlari, baholash mezonlari taklif etilgan.

Kalit so'zlar: kasbga yo'naltirilgan chet tili, loyihaga asoslangan ta'lim, CLIL, mobil ta'lim, ESP, raqamli savodxonlik, kompetensiya.

Abstract. The article analyses the integration of project-based learning (PBL), content and language integrated learning (CLIL) and mobile-assisted language learning (MALL) for developing the profession-oriented foreign language competence of non-linguistic students. An original "Professional Project" model, its implementation stages and assessment criteria are proposed.

Keywords: professional foreign language, project-based learning, CLIL, mobile learning, ESP, digital literacy, competence.

Kirish

Nofilologik oliy ta'lim yo'nalishlarida chet tili ko'pincha mutaxassislik fanlaridan ajralgan holda, umumiy mavzular asosida o'qitiladi. Natijada talaba grammatik bilimlarga ega bo'lsa-da, o'z sohasiga oid matnlarni o'qish, kasbiy muloqot olib borish yoki xalqaro loyihalarda ishtirok etishda qiynaladi. T. Xatchinson va A. Uoters asoslagan ESP (maxsus maqsadlar uchun ingliz tili) yondashuvi ta'lim mazmunini talabaning real kasbiy ehtiyojlaridan kelib chiqib belgilashni talab etadi [4]. Bugungi raqamli sharoitda bu ehtiyojlar onlayn hamkorlik, raqamli kontent yaratish va mobil qurilmalar orqali axborot bilan ishlash ko'nikmalarini ham o'z ichiga oladi.

Maqsad — PBL, CLIL va mobil texnologiyalarni yagona modelga birlashtirish orqali talabalarning kasbga yo'naltirilgan chet tili kompetensiyasini rivojlantirish yo'llarini asoslash.

Nazariy asoslar

Loyihaga asoslangan ta'lim. J. Tomas tadqiqotlar sharhida PBL talabalarni real muammolar atrofida uzoq muddatli, mustaqil va hamkorlikdagi faoliyatga jalb etishini, bu esa bilimlarning chuqurroq o'zlashtirilishiga olib kelishini ko'rsatgan [6]. F. Stoller til ta'limida loyiha ishi til va mazmunni bir vaqtda rivojlantiruvchi samarali vosita ekanini va uni aniq bosqichlarda tashkil etish lozimligini asoslagan [5].

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CLIL yondashuvi. D. Koyl, F. Xud va D. Marsh CLILni "4C" tamoyili — mazmun (content), kommunikatsiya (communication), bilish (cognition) va madaniyat (culture) uyg'unligi asosida tavsiflaydi [1]. Bu yondashuvda til maqsad emas, balki mutaxassislik bilimlarini egallash vositasiga aylanadi, bu esa talabaning motivatsiyasini sezilarli oshiradi.

Mobil ta'lim. A. Kukulska-Xyulm va L. Shild mobil qurilmalar yordamida til o'rganish oddiy kontent yetkazib berishdan hamkorlik va o'zaro ta'sirni qo'llab-quvvatlash bosqichiga o'tganini ta'kidlaydi [3]. G. Dudeni, N. Xokli va M. Pegrum esa zamonaviy til ta'limida raqamli savodxonliklarni (axborot, multimedia, tarmoq savodxonligi) rivojlantirishni zaruriy vazifa sifatida ko'rsatadi [2].

"Kasbiy loyiha" modeli

Uchala yondashuvning kuchli tomonlarini birlashtirgan holda biz "Kasbiy loyiha" modelini taklif etamiz. Model 6–8 haftalik tsikl sifatida tashkil etiladi:

1-jadval. "Kasbiy loyiha" modelining bosqichlari

Bosqich	Talaba faoliyati	CLIL komponenti	Mobil/raqamli vositalar
1. Muammoni aniqlash	Soha bo'yicha real muammoni tanlash, guruh tuzish	Mazmun: mutaxassislik muammosi	Messenjer guruhlari, Padlet
2. Ma'lumot to'plash	Chet tilidagi kasbiy manbalar, video, maqolalarni o'rganish	Bilish: tahlil, taqqoslash	Mobil lug'atlar, Quizlet terminologik kartochkalari, podkastlar
3. Mahsulot yaratish	Hisobot, infografika, video-rolik yoki taqdimot tayyorlash	Kommunikatsiya: kasbiy janrlar	Google Docs/Slides, Canva, mobil video montaj
4. Taqdimot va muhokama	Mahsulotni chet tilida himoya qilish, savollarga javob berish	Kommunikatsiya va madaniyat	Videokonferensiya, onlayn so'rovnomalar
5. Baholash va refleksiya	O'z-o'zini va tengdoshlarni baholash, refleksiv hisobot	Bilish: metakognitiv ko'nikmalar	Google Forms, elektron portfel

Modelni amalga oshirishda chet tili o'qituvchisi va mutaxassislik fani o'qituvchisi o'rtasidagi hamkorlik muhim ahamiyatga ega: mutaxassislik o'qituvchisi loyiha mazmunining to'g'riligini, til o'qituvchisi esa lingvistik va kommunikativ jihatlarini nazorat qiladi. Bunday "tandem" usuli CLILning asosiy talablaridan biridir.

Baholash mezonlari. Loyiha natijasi analitik rubrika asosida to'rt mezon bo'yicha baholanadi: 1) kasbiy mazmunning to'g'riligi va chuqurligi; 2) terminologik va leksik-grammatik aniqlik; 3) kommunikativ samaradorlik (taqdimot, muhokamada ishtirok); 4) hamkorlik va raqamli mahsulot sifati. Har bir mezon CEFR darajalariga mos deskriptorlar bilan ta'minlanadi.

Muhokama

Modelning afzalliklari quyidagilarda namoyon bo'ladi: talabalar chet tilini real kasbiy vazifani hal etish vositasi sifatida qo'llaydi, bu esa ichki motivatsiyani kuchaytiradi; mobil vositalar auditoriyadan

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tashqari vaqtni samarali ta'lim makoniga aylantiradi; guruh ishida "soft skills" — hamkorlik, liderlik, vaqtni boshqarish ko'nikmalari ham rivojlanadi. Ayni paytda, guruhlarda til darajasi turlicha bo'lgan talabalarning faolligini tenglashtirish, loyihaga ajratiladigan vaqtni o'quv rejasiga moslashtirish va o'qituvchilar o'rtasidagi hamkorlikni tashkil etish kabi qiyinchiliklar ham mavjud. Ularni rollarni aniq taqsimlash, oraliq nazorat nuqtalarini belgilash va fanlararo o'quv-uslubiy majmualar ishlab chiqish orqali bartaraf etish mumkin.

Xulosa

PBL, CLIL va mobil texnologiyalarning integratsiyasi nofilologik yo'nalish talabalarining kasbga yo'naltirilgan chet tili kompetensiyasini rivojlantirishda o'zaro bir-birini to'ldiruvchi imkoniyatlar yaratadi: PBL faoliyat uchun real kontekst beradi, CLIL til va mutaxassislik mazmunini birlashtiradi, mobil vositalar esa o'rganishni vaqt va makon chegarasidan chiqaradi. Taklif etilgan "Kasbiy loyiha" modelini OTMlarda chet tili fanining ishchi o'quv dasturlariga kiritish, til va mutaxassislik o'qituvchilarining hamkorlikdagi metodik seminarlarini tashkil etish va loyiha ishlarini baholashning yagona rubrikalarini ishlab chiqish tavsiya etiladi.

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