"ТАЪЛИМ, ФАН ВА ИШЛАБ ЧИҚАРИШДА ФАРМАЦИЯНИНГ ДОЛЗАРБ МУАММОЛАРИ" РЕСПУБЛИКА ИЛМИЙ-АМАЛИЙ АНЖУМАНИ (ХАЛҚАРО ИШТИРОКДА) МАТЕРИАЛЛАРИ

МАТЕРИАЛЫ РЕСПУБЛИКАНСКОЙ НАУЧНО-ПРАКТИЧЕСКОЙ КОНФЕРЕНЦИИ (С МЕЖДУНАРОДНЫМ УЧАСТИЕМ) «АКТУАЛЬНЫЕ ВОПРОСЫ ОБРАЗОВАНИЯ, НАУКИ И ПРОИЗВОДСТВА В ФАРМАЦИИ»

- Oral communication makes way for instant feedback, unlike some other forms of communications which do not provide this. The instant feedback associated with oral communication allows for decisions to made very quickly without any delays.
- Oral communication is one of the most effective means of communication.
- Oral communication is very easy and simple.
- Oral communication can be a relatively cheaper means of communication than other means of communication since it can be achieved without the need of travelling to communicate with people outside the organization. A mere telephone call can be used instead of travelling.
- Oral communication is particularly good when one wants to persuade or motivate people into doing something.

Disadvantages. Unlike other means of communication, oral communication leaves behind no permanent record, which could later pose problems in the future. Things such as background noise could interfere during the transmission of information and render the information ineffective. Another disadvantage of the oral communication is the fact that if the speaker is not a good speaker then an effective transmission of information might not take place. A speaker that is not good would speak with little or no confidence and be unable to provide clear and concise speech.

Written Communication. In written communication, written signs or symbols are used to communicate. A written message may be printed or hand written. In written communication message can be transmitted via email, letter, report, memo etc. Message, in written communication, is influenced by the vocabulary and grammar used, writing style, precision and clarity of the language used. Written communication strengthens and clarifies a verbal message.

Advantages of written communication
- It allows for permanent records, it is good for making references.
- Written communication can be very useful as a defense during legal issues.
- Written communication is more reliable than oral communication. A written and signed document carries more weight and validity than spoken words.
- Written communication is more precise than other means of communication.
- Written communication, because of its form can be stored for analysis to be made in order for one to get a better understanding of the message it contains.
- The last but not least advantage of written communication is the fact that it can be easily disseminated to recipients that are in different locations.

Disadvantages of written communication:
- Written communication is sometimes limited to people who have sight. Blind people or the visually impaired, for instance cannot receive certain types of written communication. For example, a blind man cannot receive information from a poster or notice.
- Written communications are also not flexible. It is a very rigid means of communication.
- With written communication feedback is not immediate. Feedback is a very important thing in every organization, which is why a delay in receiving feedback can result in certain unfavorable issues such as slowing down the decision making process.

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ЭЛЕКТРОН КУТУБХОНАЛАР АФЗАЛЛИКЛАРИ ВА ҚУЛАЙЛИКЛАРИ
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"Бугун биз тез суръатлар билан ўзгариб бораётган, инсоният ҳозирга қадар бошидан кечирган даврлардан тубдан фарқ қиладиган ўта шиддатли ва мураккаб бир замонда яшамоқдамиз. Давлат ва сиёсат арбоблари, файласуфлар ва жамиятшунос олимлар, шарҳловчи ва журналистлар бу даврни турлича таърифлаб, ҳар хил номлар атамоқда.

Кимдир уни юксак технологиялар замони деса, кимдир тафаккур асри, яна биров ялпи ахборотлашув даври сифатида изоҳламоқда"[1]. Мамлакатимизда ҳуқуқий демократик давлат, эркин фуқаролик жамияти барпо этиш йўлида ҳамда унинг негизида янги замонавий ғоялар асосида ахборот технологиялари жадал суръатлар билан шаклланмоқда. Хусусан ҳозирги пайтда барча таълим муассасаларида электрон кутубхонанинг электрон дарсликларидан фойдаланиб билим олиш кенг йўлга қўйилмоқда.

Электрон кутубхонанинг одатдаги кутубхонадан афзаллик ва фарқли томонлари қуйидагича белгиланади:

- мавжуд китобларни сақлаш учун махсус жойнинг зарурати йўқлиги ёки жойнинг тежамланиши;

- керакли бўлган китобларни қидиришда сўровлардан фойдаланишнинг қулайлиги ва енгиллиги;

- веб-технологияларга асосланган дастурлаш услубларидан фойдаланган ҳолда яратилган тизимларнинг оддий ва оператив қидириш системаси мавжудлиги;

- маълумот ҳажмининг компьютер хотирасига сиғишига нисбатан чекланмаганлиги;

- маълумотларнинг аудио, видео ва компьютер графикаси ҳамкорлигида яратилган мультимедиа дарсликларининг сифатли ва тушунарлироқ акс эттириш имконияти;

- вақтдан унумли фойдаланиш ва минимал ортиқчаликка эришиш.

Электрон кутубхоналар яратиш бир неча дастурлаш тилларининг ўз ичига олади. Бу ерда асосий талаб яратилаётган дарсликларнинг ҳажм жиҳатидан кичиклигига, дизайннинг нозиклигига, маълумотларнинг ноёблиги ва жараёнларнинг тўғри ишлашига асосий эътибор берилади.Дарслик дизайнини яратишда бизга HTML тили, Front Page дастури, Jawa Script дастурлаш тили, PHP дастурлаш тилларидан, ҳамда компьютер графикасидан Photoshop, MX Macromedia Flash, 3D MAX, Corel Draw дастурларидан фойдаланишимиз мумкин. Дастурлаш тилларини маълумотлар базаси билан боғлаш бугунги кунда электрон кутубхонанинг имкониятини кенгайтирмоқда. Масалан, PHP тили билан MySQL маълумотлар омборини боғлаш ёки C# тили имкониятларидан фойдаланиб электрон кутубхона яратишдир. Дарсликларнинг асосий устун қисми ҳисобланувчи структурасини яратишда бизга HTML тили катта ёрдам беради. Тошкент фармацевтика институтида ҳам Интернет ва локал тармоққа уланган компьютерлар тизимида ишловчи «FARMI INTRANET korporativ tarmogi» тизими яратилган бўлиб, ундан бир неча йиллардан бери самарали фойдаланиб келинмоқда. Ушбу тизими веб-технологияга асосланган бўлиб, институт профессор-ўқитувчилари томонидан яратилган фанлардан ўқув-услубий мажмуалар, электрон дарсликлар, маъруза матнларининг электрон версиялари ва ўқув қўлланмалар мужассамланган. Шу билан биргаликда тармоқда ишлаш тезлиги ва маълумотлар устида қисқа вақт ичида турли амалларни бажара олиш самарадорлиги билан ажралиб туради. Тизимдан moodle тизимидан ҳам фойдаланиш имконияти яратилган.

Қисқача хулоса: Жамиятимизда ахборот технологияларининг шиддат билан ўсиб бораётганлиги, уларга бўлган талабни янада орттирмоқда. Турли адабиёт, манба ва янгиликларга эҳтиёж ва талабнинг кучайиши боис, дунё миқёсида турли йўналишдаги электрон кутубхоналар сонини ортишига сабаб бўлмоқда.

Шу жумладан, маълумотларнинг ўзбек тилидаги электрон версияларни кўпайтириш ва оммага тақдим этиш устида бир қатор веб-саҳифалар, виртуал кутубхоналар яратилган ва яратилмоқда. Ҳозирги кунда омманинг, хусусан ёшларнинг адабиётларнинг электрон шаклидан фойдаланишга бўлган эҳтиёд ошиб бормоқда. Шунинг учун электрон кутубхоналар фаолиятини янада ривожлантириш устида хали кўп ишларни амалга ошириш зарур.

Тошкент фармацевтика институти мутахасислари томонидан яратилган «FARMI INTRANET korporativ tarmogi» тизими ҳам Интернет ва Интранет тизимида ишлаш учун мўлжалланган бўлиб, йиғилган маълумотлар серверда жамланиб борилади. Ҳозирги кунда ушбу тизимни

янада такомиллаштириш устида ишлари олиб борилмокда. Институтининг ахборот-ресурс марказида сақланаётган адабиётларни ва тажрибали профессор-ўқитувчиларини фанлар бўйича видеокассетадан лазер компакт дискга ёзиб олинган мультимедиа электрон маърузаларни (олтин мерос) ҳам ушбу тизимга киритиш ишлари бошланди.

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As we know learning language is actual posses of our community. Language is a vast subject and it is beyond the scope of this article to do anything more than to introduce very briefly some of the most important points.

Most language teachers have, at some point in their careers, probably felt frustrated that some of their learners have failed to learn something which the teacher thinks she or he explained very clearly, or else seems so easy that they expect all learners to remember it immediately. In the teaching of English, for example, the adding of an 's' when the third person singular form of a verb is used in the present – the difference between I walk, you walk, but she walks – seems straightforward. And yet teachers often find that despite constant correction and reminders, learners continue to say 'she walk' for some considerable time. A popular metaphor to explain this is to say that learners are not 'empty vessels' ready to be filled with the teacher's knowledge. However clear the teacher's explanations, there is often a delay between something being presented by the teacher and becoming fully assimilated into the learner's existing knowledge, and being available for spontaneous use by the learner when s/he wants to speak. This is not to say that all teaching is a waste of time. It may be that the teaching of some items speeds up the process by which they become assimilated. Some people argue that heightened awareness of a language feature (through overt teaching) may make the learning process more effective in the long run. Learners are not empty vessels because there is no one to one relationship between what is poured in by the teacher and what is retained by the learner. Learners may pick up bits of language which the teacher does not set out to teach, and they may not always remember bits that the teacher does priorities. A more accurate metaphor may be to compare language development to a plant. It will grow and develop naturally as long as it is in the right conditions. Part of the teacher's job is to ensure that as far as possible those conditions are provided, and to help learners to learn as efficiently as possible. There may be a relationship between learning and teaching but it certainly isn't neat and tidy. Another feature of learning is that it seems to be more effective the more the learners are involved in the process. A teacher can tell learners about a language and its systems. That is to say, that the teachers can try to transfer their knowledge to the learners. However, research suggests that the more that learner is involved in working out patterns for themselves, the better those patterns will be learned. So an alternative approach is for teachers to provide examples, ask appropriate questions and try to guide learners to discover things for themselves. We will look at how teachers can promote this depth of processing when we examine specific teaching techniques.

The nature of language teaching: In recent years there has been a shift to seeing language teaching as being most effective when it is subordinated to learning. In other words, the teacher's job is to help learners to learn effectively, or to facilitate learning. For example, and as discussed above, a teacher can make a choice between 'telling' learners what the teacher knows, or setting up