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INNOVATSIYA 2022: DOLZARB MUAMMOLAR VA ZAMONAVIY YECHIMLAR

RESPUBLIKA MIQYOSIDAGI ILMIY-AMALIY ANJUMAN

OZBEKISTON DAVLAT JAHON
TILLARI UNIVERSITETI

UZBEKISTAN STATE WORLD
LANGUAGES UNIVERSITY

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O‘ZBEKISTON RESPUBLIKASI
OLIV VA O‘RTA MAXSUS TA‘LIM VAZIRLIGI
O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
ILMIY INNOVATSION ISHLANMALARNI TIJORATLASHTIRISH
BO‘LIMI

«INNOVATSIYA 2022: DOLZARB MUAMMOLAR VA
ZAMONAVIY YECHIMLAR» RESPUBLIKA ILMIY-
AMALIY ANJUMAN MATERIALLARI
TO‘PLAMI

Toshkent, 5-oktabr 2022-yil

Mas’ul muharrir: Filologiya fanlari doktori, professor G.Bakiyeva
Nashriyot va tahririyat bo‘lim boshlig‘i I.Kaxarova

Tahrir hay’ati: Nashriyot va tahririyat bo‘lim muharriri S.Azizov



BRM 4-maqсад. Umumqamrovli
va adolatli sifatli ta’limni
ta’minlash hamda barchaga butun
umri davomida ta’lim olish
imkoniyatini rag‘batlantirish

Ushbu to‘plamda e’lon qilingan ilmiy maqolalarning saviyasi, sifati va ilmiy dalillarning haqqoniyligi hamda mazmuni uchun mualliflar mas’uldirlar.

Toshkent – 2022

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АКТУАЛЬНЫЕ ПРОБЛЕМЫ ПОВЫШЕНИЯ СОЦИАЛЬНОЙ АКТИВНОСТИ СТУДЕНТОВ В УСЛОВИЯХ ТРЕТЬЕГО РЕНЕССАНСА

Бакиева Г.Х.
УзГУМЯ проф.,
Шарипова Д.Д.
ТГПУ проф.,
Хушвактова Х.С.
УзГУМЯ доц.

Общество, вступившее в третий Ренессанс, остро нуждается в молодежи, проявляющей высокую социальную активность и занимающей устойчивую гражданскую позицию в условиях изменяющейся социальной среды [1].

В республике принята стратегия развития Нового Узбекистана на 2022-2026 годы, в которых определены 7 основных направлений развития общества на ближайшие пятилетия.

Внеучебная деятельность вуза является неотъемлемой частью процесса качественной подготовки специалистов, целостной динамической системой учреждения высшего профессионального образования, ее системообразующим фактором является цель - развитие активности личности студента, реализуемая во взаимодействии его с вузовским сообществом, окружающей социальной средой; в оказании поддержки и помощи студенту в самореализации и творчестве, готовности к отстаиванию своей независимости и ответственности, в становлении его способности самостоятельно решать возникающие проблемы. [2]

Понятие «социальная активность», согласно педагогическому словарю, определяется как совокупность методов, процедур, направленных на изменение социальных условий в соответствии с потребностями, целями и идеалами, на выдвижение и реализацию социальных инноваций, формирования в себе необходимых социальных качеств [3].

Одной из актуальных проблем современности является формирование социальной активности молодежи, которая по-разному ставилась

и решалась в различные периоды развития нашего общества. Особая роль в повышении социальной активности молодежи отводится учебным заведениям. Актуальность и востребованность реализации данной проблемы весьма очевидна и поэтому она была поддержана педагогической общественностью, отметившей, что её надо осуществлять на разных этапах развития личности особенно в подростковом и юношеском этапах.

В этой связи был подготовлен проект для студенческой молодежи «Повышение социальной активности молодёжи и участия в гражданском обществе – эффективный путь её социализации» в реализации которого партнерскую поддержку оказал Фонд им. Ф. Эберта в Узбекистане. Бенефициарами данного проекта были студенты Узбекского государственного университета мировых языков, тренерами являлись доктора педагогических наук Г.Х. Бакиева, Д.Д. Шарипова, Ф.М. Рашидова при участии волонтеров доцентов Х.С. Хушвактовой, Ф.С. Абдуллаевой. Проведение семинаров тренингов предусматривало рассмотрение таких тем, как социальная активность молодежи, её гражданская позиция, о которых давали основные понятия модераторы тренинга.

В качестве актуальных проблем были выявлены пять, наиболее часто участники тренинга выбирали такие темы, как: экология, образование, коррупция, формирование личности и проектная деятельность.

Работая в малых группах, участники определяли, в чем заключается неотложность решения проблемы и что для этого следует делать, а затем представляли очень креативно выполненные презентации. Рассмотрим несколько из презентаций, подготовленных участниками тренингов, в частности, посвященные актуальным вопросам экологии, в числе причин возникновения экологических проблем были названы: глобальное потепление, незаконная охота – браконьерство, вырубка лесов и деревьев в городе, разрушение озонового слоя, загрязнение воздуха промышленными предприятиями и выхлопными газами, образование мусорных свалок, загрязнение мирового океана морей, рек и озёр,

что приводит, по мнению студентов к угрозам нарушения экологической устойчивости. После выявления угроз и факторов, влияющих на окружающую среду, участники назвали наиболее эффективные пути преодоления этих негативных воздействий.

В первую очередь, это экологизация сознания и мышления населения, направленные на охрану природы и окружающей среды, что способствует социализации личности - процессу усвоения индивидом образцов поведения, психологических установок, положительных норм и ценностей, знаний, навыков по бережному отношению и сохранению всех экологических компонентов и активное включение личности в систему общественных отношений по оздоровлению среды.

Студенты высших учебных заведений осознали глобальную проблему нехватки чистой воды, которая является наиболее серьезной экологической проблемой, при этом были названы следующие: эффективные пути улучшения экологической ситуации, увеличение числа электромобилей, использование ветровой энергии, широкое использование солнечных батарей, как источников экологически чистой энергии, отдельный сбор мусора и его использование по безотходным технологиям, повышение экологических знаний различных групп населения.

Практика показывает, что на сегодняшний день задаче воспитания социальной активности студентов уделяется недостаточно внимания. Большинство студентов демонстрируют несформированность социальной выработке современного мировоззрения и выбора жизненного пути, самореализации, пассивные формы проведения свободного времени. По итогам тренинга студенты высказали свое мнение по тому, что они получили в результате проведенного мероприятия: получили мотивацию к самореализации своих целей, задумались над разными источниками дохода, научились самостоятельно мыслить и проявлять инициативу, появилось желание писать

гранты и заниматься малым бизнесом, отличный опыт для осуществления последующих планов и т.д.

На таких тренингах видишь, с каким вниманием студенты слушают тренеров, насколько глубоки, мудры и поучительны их выступления, наставления и советы. Встречи просто необходимы и полезны для мотивации и активизации социальной их позиции. После тренингов студенты уходят уверенными в своих возможностях, готовыми к покорению новых вершин.

К сожалению наш тренинг проводимый при поддержке фонда Ф.Эберта не может охватить всех студентов университета. Студенты далеко не всегда имеют собственную мотивацию, а боль зависят от внешних стимулов. Именно поэтому актуальной задачей тренеров становится разработка эффективной системы стимулирования активности студентов. Для повышения мотивационной составляющей студентов к научной, спортивной, экологической, трудовой и социально-значимой деятельности необходима их популяризация в академической среде. Достичь социальной активности студентов можно путем постоянной целенаправленной пропаганды путем проведения тренингов и семинаров.

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TILSHUNOSLIKDA DISKURS VA DISKURS TAHLIL

Qodirova Fazilat Shukurovna , f.f.f.d., dotsent

Innovatsion rivojlanish vazirligi

Inson kapitalini rivojlantirish boshqarmasi boshlig'i

fazilatqodirova@gmail.com

Nutq bo'yicha tadqiqotlar 1970 yildan ilgari boshlangan bo'lsa-da, "2000 yil oldin mumtoz she'riyat va ritoriklar matnlarning strukturaviy modellari: she'riyat, drama va sud yoki siyosiy nutqning namunalari keltirgan" deb ishoniladi. 1935 yilda tilshunos Firt tilshunoslarning e'tiborini tilni kontekstda mazmunan o'rganishga qaratishga harakat qildi, chunki u shu tarzda til nima ekanligini va uning qanday ishlashini yaxshiroq tushunish uchun kalitni topishga ishonadi. Uzoq vaqt davomida olimlarning diqqat markazida matn va kontekst bilan bog'liq bo'lmagan gaplarning fonologik, morfologik, sintaktik, keyinchalik esa semantik jihatlari bo'lgan.

Ross, Makkoli va Lakoff 1960-yillarning oxirida Xomskiy bilan birinchi bo'lib bahslashdilar va grammatikani ma'nodan alohida ta'riflab bo'lmaydi, degan fikrni ilgari surdilar. 1972-yilda R.Lakoff nutq birligining ijtimoiy kontekstining ahamiyati, shuningdek, muayyan nutqda ishtirokchilar tomonidan aytilgan taxminlar haqida yoza boshladi [1]. Olimlar diskurs tahlili funksional tilshunoslikning markaziy jihati degan xulosaga kelishdi va buning sababi nimada ekanligiga qiziqishdi. Funksionalizm "kuzatib bo'ladigan lingvistik shakl"ni tushuntirishga harakat qiladi. Ularning fikricha, shakl "asosan shakllangan va real vaqt rejimida ishlash bilan izohlanadi va tilning real vaqtdagi faoliyati - bu nutq"[2].

"Diskurs" atamasi doimiy ravishda til aloqasining protsessual va faoliyat tavsifi doirasida o'rganish ob'ektiga murojaat qilish uchun ishlatilgan bo'lib, u muloqotning faol sub'ektiga va tegishli kommunikativ-pragmatik, kognitiv, semantik va yangilangan boshqa parametrlarga qaratilgan. uning nutq faoliyati jarayoni"[3] Shu bilan birga, "matn" tushunchasi nutq faoliyatining to'liq, qat'iy "mahsulotlari" ga

nisbatan qo‘llanila boshlandi, "ularning tahlili matnlarning ma’nosini aniqlashga qisqartirildi, ob’ektiv va qat’iy semantik tuzilmaning bir turi sifatida qaraldi.

Uzoq vaqt davomida "matnlar" badiiy asarlar qahramonlarining og‘zaki nutqiga taqlid qilish yoki badiiy tahlil qilish uchun material bo‘lib xizmat qildi. Spontan tabiiy nutqni tahlil qilish uzoq vaqt davomida lingvistik tavsifdan tashqarida qoldi. Ammo tilning funksionalligini o‘rganishga kommunikativ-faol yondashuvning rivojlanishi tilshunoslarning e’tiborini lingvistik tahlil ob’ekti bo‘lgan nutq deb ataladigan og‘zaki nutqni amalga oshiradigan til faoliyatining protsessual jihatlariga qaratdi. Nutqqa bunday yondashuv "muloqot jarayonida tildan foydalanishdan tashqari muloqot ishtirokchilari bir-biriga nisbatan ma’lum kommunikativ harakatlarni amalga oshirishini nazarda tutadi. Shunday qilib, inson muloqotining faoliyat yo‘nalishini ta’kidlagan holda, nutq shaxslararo og‘zaki o‘zaro ta’sirning usuli / shakli sifatida qaraladi. Bunday talqin hozirgi vaqtda lingvistik o‘zaro ta’sir tahlilini faqat og‘zaki muloqot doirasi bilan cheklab qo‘ymaslik, balki yozma muloqotni ham hisobga olishga imkon beradi [4].

" Diskursiv tahlil maktabi" yoki "diskursiv tahlil " (Discourse Analysis) nomini ta’minlagan tilshunoslik yo‘nalishi hozirgi kunda eng ommabop bo‘lib, bir qator tilshunoslik fanlari uchun dolzarbdir. Ushbu fanlarning har biri nutqni og‘zaki o‘zaro ta’sir jarayoni sifatida yoki uning natijasi sifatida ko‘rib, nutqning ma’lum jihatlar va xususiyatlariga e’tibor qaratadi.

Diskurs tadqiqotining an’anaviy jihatlaridan biri uning sintaktik tuzilishidir. Ushbu yo‘nalish "matn grammatikasi" yoki "diskursiv grammatika" (diskurs grammatikasi)ga asoslanadi, bu "jumladan kattaroq" tuzilmalar ichidagi grammatik munosabatlarni tavsiflaydi. Diskursiv grammatika uchun tadqiqotning asosiy jihati matndagi jummalarni tashkil qilishning sintaktik naqshlari va ularning grammatik xususiyatlari, turli xil uyg‘unlik shakllari, so‘z tartibining funksional xususiyatlari, shuningdek, ularning kommunikativ ahamiyatga ega bo‘lgan ma’lumotlarning tarqalishi bilan bog‘liqligidir.

Nutqni o'rganishning yana bir jihati uning semantik tuzilishidir. Semantik tahlil nutqning taklif tuzilishini o'rganishga asoslanadi: nutqni tashkil etuvchi takliflarning mazmuni, shuningdek, ularning mikro va makro darajadagi chiziqli va global uyg'unligi.

L.V.Surikova ta'kidlaganidek, "muloqotni kommunikativ o'zaro ta'sirning mahsuli sifatida tushunishga asoslangan barcha yuqorida aytib o'tilgan yondashuvlar, asosan, uni o'rganishning lingvistik jihatlariga qaratilgan bo'lsa-da, chuqurroq o'rganib chiqqach, ularning har biri ko'lamini kengaytiradi, to'g'ri lingvistik tavsif va boshqa tahlil darajalariga o'tadi.

Diskurs nafaqat tilshunoslar tomonidan o'rganiladi. Hozirgi vaqtda diskurs kognitiv va ijtimoiy psixologiyada ham o'rganilmoqda, bu esa uni etnometodologiya va etnolingvistikaga yaqinlashtiradi.

Insonning kognitiv faoliyatini "dunyo bo'ylab sayohat qilish qobiliyatini rivojlantirish" deb hisoblash mumkin. Bu faoliyat ob'ektlarni aniqlash va farqlash zarurati bilan bog'liq. Kognitiv tilshunoslik o'zining mavjudligi davrida turli o'zgarishlarni boshdan kechirdi va turli yo'nalishlarda rivojlandi. E.S.Kubryakova ta'kidlaydiki, kognitiv tilshunoslik rivojlanishining muhim bosqichi uning semiotika bilan bog'liqligini aniqlashdir. Kognitiv fan, shubhasiz, fanlararo bo'lsa-da, kognitiv fan homiyligida rivojlanayotgan fanlar va bilim sohalari orasida semiotika eng kam tilga olinadi. Biroq, dastlabki kognitiv tadqiqotlarning butun seriyasida ma'lum bir semiotik fonning rivojlanishini kuzatish mumkin. Tildagi ramzlashuv jarayonlari haqida ko'p gapiradigan R.Langakerning kognitiv grammatikasi til grammatikasi "an'anaviy til belgilarining tuzilgan inventarizatsiyasi" ekanligini ta'kidlaydi [5].

Kognitiv tilshunoslikning semiotika bilan yaqinlashishi, E.S.Kubryakovaning fikriga ko'ra, juda mantiqiy ko'rinadi, chunki aqliy tasavvurlar tushunchasi va dunyoni shaxs tomonidan tasvirlash muammosi kognitiv fanning huquqiy tushunchalariga kiritilgan. Aqliy tasavvurlar, ta'rifiga ko'ra, "haqiqiy yoki xayoliy dunyoda biror narsa o'rnida turadi va shuning uchun fikrlash jarayonlarida bu narsani almashtiradi" ekan, bu ularning ramziy tabiati haqida gapiradi va ularni semiotika bilan bevosita bog'laydi.

Zero, 1970-yillarning boshida N.Xomskiy tilning “yaxshi oqibatda uning aqliy tasviri shaklidan boshqa hech qanday mavjudot yo‘q”, deb e‘lon qilgan edi [6].

Shuni ta‘kidlash kerakki, ko‘pgina olimlar vakillik tushunchasining o‘zini tilshunoslik doirasida tasvirlab bo‘lmaydi, deb hisoblashadi. Til shakllarining inson ongida qanday ifodalanishiga faqat psixolingvistlarga javob bera oladi, deb ta‘kidlaydi V.Kraft. Ammo D.Sandra “Tilshunoslar inson ongi haqida sizga nima ayta oladi va ayta olmaydi?” asarida o‘z nuqtai nazarini asoslab, unga e‘tiroz bildiradi. Ushbu masala bo‘yicha bahs-munozaralar bizga vakillik muammosini e‘tiborsiz qoldirib bo‘lmaydi va uni "aniq semiotik muammo sifatida ko‘rib chiqmasdan hal qilib bo‘lmaydi" degan xulosaga kelishga imkon beradi.

E.S.Kubryakov ta‘kidlaganidek, “zamonaviy tillarda ko‘plab yangi tushunchalar hosila so‘z kabi “to‘plam”da shakllanadi, ikkinchisi ko‘pincha nominal (lingvistik) ta‘rif bilan yaratilgan belgidir.

Kognitiv olimlarning birinchi avlodi o‘z fanlari doirasini cheklashga harakat qildilar. Masalan, X.Gardner “kognitiv tuzilmalar va jarayonlarni o‘rganishda hissiy, tarixiy, madaniy va boshqa omillardan abstraktlashtirish mumkin”, deb ta‘kidlagan. Ikkinchi avlod kognitiv olimlari aqliy aloqani aniq ta‘kidlaydilar. Bu omillarning barchasi bilan insoniy jarayonlar. Shunday qilib, kognitiv fanda ham, kognitiv tilshunoslikda ham tadqiqot vazifalari va qiziqishlarini kengaytirish yo‘lida muhim qadamlar allaqachon qilingan. Ikkinchi avlod kognitiv tilshunoslik predmeti – dunyoni kontseptuallashtirish va turkumlashtirish, polisemiya, kontseptual metafora, psixik fazolar va ularning o‘zaro ta‘sirini tashkil etish masalalarini o‘rganish shuni ko‘rsatdiki, nazariy asoslar va nazariy asoslar sohasini kengaytirish va amalga oshirilishi kerak. Ba‘zi mualliflarning fikricha, bu faqat kognitiv tilshunoslikning nevrologiya fanlari bilan yaqinlashishi, ya‘ni miyaning asab to‘qimasini eksperimental o‘rganish usullari bilan kognitiv lingvistika sohasiga kuchli kirib borishi tufayli sodir bo‘lishi kerak. Ammo xuddi shu asosda kognitiv tilshunoslikning madaniyatshunoslik, tarix va, albatta, semiotika bilan aloqasini mustahkamlash haqida fikr yuritish mumkin.

Hozirgi vaqtda turli xil nutqlarning bir nechta juda mashhur ta'riflari mavjud bo'lib, ulardan biri fransuz-shveysariyalik tilshunos va madaniyatshunos P.Serioning ishi bo'lib, uni S.Stepanov diskurs tahliliga misol sifatida keltirgan. Brejnevning ma'ruza matnlarini tahlil qilganda, matnda nominallashtirish va kompozitsiya katta hajmda berilganligini qayd etadi. Ma'ruzachilar ko'pincha "manba rag'batlantirish bo'lishi kerak", "vazifa yangi texnologiyani joriy etish bo'lishi kerak", "butun sovet xalqining umumiy maqsadi ixtisoslashuvni chuqurlashtirish" va hokazo kabi shakllardan foydalanadilar, ya'ni fe'lning shaxs shakllari bilan -aniye, -yeniye, -atsiya hosilalari bilan matnda muhokama qilinayotgan narsaning predmeti, sub'ekti yo'qolishiga olib keladi." Mavzuni yo'q qilgandan so'ng, uni allaqachon sof mafkuraviy nomdagi mavjudot manipulyatsiyalaridan voz kechiladi"[7].

Bundan quyidagi xulosa kelib chiqadi: agent bilan bir qatorda mualliflik ham yo'qoladi, uning aytgani uchun javobgarlik yo'qoladi, "maqsad va vazifalar" aniq, lekin ularni kim va qanday bajarishi aniq emas va barcha jarayonlar shaxssiz ko'rinishga ega bo'ladi. Inshoga kelsak, u quyidagicha taqdim etiladi: ma'ruzalarda uning yordami bilan doimiy ravishda umumlashtirishlar qilinadi: "partiya va xalq", "Komsomolchilar va barcha sovet yoshlari", "Kommunistlar va barcha sovet xalqi", ya'ni ma'ruzachi barcha komsomolchilarni istisnosiz barcha sovet yoshlari bilan, butun xalqni esa partiya bilan bog'laydi. Natijada, juda ko'p tushunchalar, go'yo bir-biri bilan sinonimga aylanadi, garchi bu nutqdan tashqarida ular sinonim bo'lmasa ham. P.Serio bu yerda odamlarning alohida mentaliteti va alohida mafkura ifodalagan, degan xulosaga kelinadi va bu diskurs hisoblanadi.

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TA'LIM JARAYONINI RAQAMLASHTIRISHNING TEXNOLOGIK ASOSLARI

Xasanbayev Xabibullo Xakimbek o'g'li

O'zbekiston Respublikasi Mudofaa vazirligi
Harbiy kadrlarni tayyorlash boshqarmasi bo'lim boshlig'i

Qo'ysinova Fazilat Oripovna

Siyosiy fanlar bo'yicha falsafa doktori (PhD)
O'zbekiston Respublikasi Mudofaa vazirligi
Innovatsiya va ilm fanni rivojlantirish bo'limi bosh mutaxassisi

Ta'limda yuqori sifatga erishishning zamonaviy usullaridan biri ta'lim berish va uni boshqaruvini avtomatlashtirilgan elektron tizimga o'tkazish, ya'ni ta'lim menejmentining avtomatlashtirilgan tizimini yaratish hisoblanadi.

Hozirga vaqtda rivojlangan mamlakatlar tajribisidan ma'lumki, sifatli ta'lim tizimiga erishishining o'ziga xos usullaridan biri, ta'lim jarayoniga axborot-kommunikatsiya texnologiyalarini qo'llagan holda ta'lim menejmentini yo'lga qo'yish muhim yo'nalishlardan biri sanaladi.

Shu jihatdan biz ushbu maqolada biz oliy ta'lim muassasalarining ta'lim - tarbiya jarayonini raqamlashtirishning xorij tajribasi va ularning texnologik hususiyatlari haqida fikr yuritamiz.

Insoniyatning XX asrdagi eng katta kashfiyotlaridan biri axborot texnologiyalarini jamiyatning turli sohalariga faol tarzda tadbiq qilishidan iborat bo'lib, ayniqsa axborot texnologiyalarining ta'lim va tarbiya jarayonlariga qator rivojlangan mamlakatlar tomonidan jadal ravishda tadbiq etilishi muzkur sohada katta o'zgarishlarga olib keldi. Jumladan, Amerika Qo'shma Shtatlari bundan 60 yil oldin birinchilardan bo'lib ta'lim sohasiga axborot texnologiyalarini qo'llashning nazariy asoslarini ishlab chiqishni va ularni ta'lim-tarbiya jarayoniga tadbiq qilishni boshladi. Shu sababli, zamonaviy

ta'lim sohasidagi yangiliklarining aksariyati (onlayn ta'lim, ochiq ta'lim resurslari, ochiq kurslar, ommaviy ochiq onlayn kurslar va boshqalar) AQShda yaratilgani bejiz emas. L.Yuan va S.Pauyell fikricha, ilg'or mamlakatlarda oliy ta'limni raqamlashtirish jarayonlari onlayn ta'lim va ochiq ta'lim yo'nalishlarida rivojlangan [1].

Onlayn ta'lim - bu masofaviy ta'limning bir shakli bo'lib, u mutlaqo yangi ta'lim shakli sifatida qaralmaydi, lekin masofaviy ta'limning vorisi sifatida e'tirof etiladi [2].

1982 yilda Xalqaro sirtqi ta'lim kengashi ta'lim tizimida yangi texnologiyalarning tez sur'atlar bilan o'sib borayotganligini hamda ta'limda aloqa kommunikatsiya tizimlarining rivojlanishini aks ettirish uchun o'z nomini "Correspondence education" dan "Distance education" gacha o'zgartirishga erishdi.

Babson Survey Research Group tomonidan berilgan ta'rifga ko'ra, "masofaviy ta'lim - bu bir yoki bir nechta texnologiyadan foydalangan holda o'qituvchining o'quvchilardan alohida bo'lgan holdagi o'quvchilar bilan o'qituvchi o'rtasida muntazam yoki asinxron tarzda o'zaro aloqani saqlagan holdagi ta'lim"dir [3].

Bugungi kunda masofaviy ta'lim: Internet, audio-video konferensiyalar, simsiz aloqa qurilmalari orqali bir tomonlama va ikki tomonlama uzatish, simli(kabelli) aloqa vositalari, kompyuter tarmoqlari, ochiq radio uzatmalar, sun'iy yo'ldosh va x.k. texnologiyalarni qo'llagan holda olib borilmoqda.

Ochiq ta'lim (OT) - bu tashkiliy, pedagogik va axborot texnologiyalari tizimi bo'lib, bunda arxitektura va tizimli yechimlarni ixtiyoriy ta'lim jarayoniga moslashtirish va yanada rivojlantirishni ta'minlash uchun o'qituvchi va o'quvchi o'rtasidagi ma'lumot almashish interfeyslari, formatlari va protokollari ochiq standartlar qo'rinishda taqdim etiladi.

Ta'lim tizimiga ochiq tizim sifatlarini berish, uning xususiyatlarini tubdan o'zgartirishni, ta'limni rejalashtirishda "butun umr uchun ta'lim" tamoyilidan "hayot davomida ta'lim" tamoyiliga o'tishda joy, vaqt va tezlikni tanlashda erkinlikka olib

keladi. Bu esa o‘z o‘rnida “inson bilimga” harakatidan “bilim insonga yetkazish” harakatiga o‘tishni bildiradi.

Bugungi kunda Amerika ta’lim tizimiga axborot kommunikatsiya texnologiyalarining tadbiq etilishi ta’lim sohasini barcha qirralarini qamrab olishi bilan ajralib turadi. Eng yangi texnik vositalar va texnologiyalar bilan jihozlangan o‘quv auditoriyalarida o‘quv mashg‘ulotlari, shuningdek, masofadan o‘qitishning milliy markazlari yaratilmoqda va x.q.. An’anaviy ta’lim muassasalaridan farqli o‘laroq, raqamli ta’lim muassasalari “katta ma’lumotlar bazasi” asosida ishlaydi. Bunday “ma’lumotlar bazasi” o‘zida ta’limiy, iqtisodiy, texnologik, ijtimoiy va ma’muriy faoliyatni qamrab oluvchi ma’lumotlar bilan ishlashni avtomatlashtirishga imkon yaratadi. Bundan tashqari yagona oyna tamoyilida ishlaydigan elektron xizmatlar, boshqa tashkilotlar va mamlakatlarning mutaxassislari bilan hamkorlik qilish imkonini beruvchi raqamli resurslarni o‘z ichiga qamrab olgan.

Avtomatlashtirilgan ta’lim tizimi bilimlarni nafaqat onlayn shaklda to‘g‘ridan-to‘g‘ri uzatishni (onlayn mashg‘ulotlar), balki ularni o‘zlashtirish darajasini nazorat qilishni ham ta’minlaydi. Masalan, talabani baholarini va qaysi fanlarga qiziqqanligi haqidagi ma’lumotlarni tahlil qilish orqali talabani ta’lim olish faoliyati umumiy ko‘rinishi shakllanadi [4].

Axborot kommunikatsion texnologiyalarni ta’lim tizimiga jadallik bilan kirib kelishini ko‘plab Yevropa mamlakatlarda xam ko‘zatishimiz mumkin. Yevropa ta’lim muassasalarida raqamli texnologiyalarni o‘quv jarayoniga kirib kelishi an’anaviy ta’limda katta o‘zgarishlarni amalga oshirishni ta’qozo etadi. Bunday o‘zgarishlar avvalambor yangi texnologiyalar bilan bog‘liq bo‘lib, bunday o‘zgarishlarni eng avvalo xususiy ta’lim muassasalari jadalik bilan amalga oshirilganligini kuzatishimiz mumkin. Buning asosiy sabablaridan biri xususiy ta’lim muassasalari o‘z mablag‘lariga egaligi hamda ushbu mablag‘larni yangi texnika va texnologiyalarni sotib olishga hamda tezlik bilan ularni ta’lim jarayoniga tadbiq qilishga byurokratik to‘siqlarni yo‘qligi bilan ko‘zga tashlanadi. Shu bilan birga davlat ta’lim

muassasalarida aksincha bunday katta mablag‘ni davlat byudjetidan olishga ko‘plab to‘siqlar mavjudligidadir.

Ta’kidlash joizki, oxirgi yillarda Yevropadagi davlat ta’lim muassasalarida ham an’anaviy ta’lim texnologiyalarini raqamli texnologiyalarga transformatsiya qilish bo’yicha ishlar jaddalashib ketgan. Bu esa, ta’lim sifatini raqamli texnologiyalar yordamida ko‘tarish va shu bilan ko‘plab talabalarni o‘qishga chorlashga imkoniyat yaratadi. Chunki, zamonaviy raqamli texnologiyalar ta’lim sub’ektlariga ko‘plab qo‘llayliklar yaratadi va ta’lim sifatini oshirishga imkon beruvchi yangi vositalarni taqdim etadi. Bunday vositalar eng avvalo talabalarga sharoitlariga qarab o‘zlari uchun qulay vaqtda ko‘proq bilim olishiga va yaxshiroq qaror qabul qilishlari uchun keng imkoniyatlar yaratadi. Shuningdek, olingan saboqlar va bilimlar bilan bo‘lishish imkoniyatini beradi. Bularga misol sifatida aralash o‘qitishning (blended learning) va ochiq onlayn kurslarining (MOOC - Massive online open course) rivojlanishini keltirishimiz mumkin. Ochiq onlayn kurslarning soni so‘nggi yillarda hisobotlarga ko‘ra, har yili ikki barobarga oshib borayotganini ta’qidlashimiz mumkin [5].

Raqamli texnologiyalarni ta’limda qo‘llashning qo‘shimcha yo‘nalishlari - bu raqamli kutubxonalar va raqamli universitet kampuslarini rivojlantirish hisoblanadi. Ular allaqachon Yevropaning ko‘plab universitetlari tomonidan amaliyotga joriy qilingan. Raqamli kutubxona talaba yoki pedagogga vaqtdan qat’i nazar, kommunikatsiya texnologiyalaridan foydalangan holda ilmiy adabiyotlardan foydalanish imkoniyatini beradi. Shu bilan birgalikda hozirgi vaqtda ko‘plab zamonaviy ta’lim muassasalarida an’anaviy va raqamli kutubxonalarning o‘zaro integratsiyasini ko‘rishimiz mumkin.

Xulosa o‘rnida shuni ta’kidlashimiz mumkinki, yuqorida keltirilgan oliy ta’lim muassasalarida ta’lim - tarbiya jarayonlarini raqamlashtirishning xorij tajribasi asosida respublikamizdagi mavjud harbiylashtirilgan yoki harbiy ta’lim muassasalari uchun “Ta’lim va tarbiya jarayonlarini avtomatlashtirilgan axborot tizimi”ni yaratish mazkur sohada ta’lim va tarbiya jarayonining samaradorlini oshirishga xizmat qiladi.

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THE EFFICIENCY OF THE CREDIT MODULAR SYSTEM IN HIGHER EDUCATION

Muradkasimova Kamola Shuxratovna

Uzbekistan State University of World Languages, DSc Researcher
Doctor of Philosophy in Pedagogical Sciences (PhD)

kmuradkasimova@yahoo.com

Eshimbetova Nadira

Nukus State Pedagogical Institute named after Ajiniyaz
Master Student

The integration process in education began for the first time in Europe. In 1989, thousands of European students had the opportunity to study abroad under the European Community Action Scheme for Mobility of University students (TEMPUS) and other programs. The ERASMUS student exchange scheme between the universities of the European Union initially covered 145 universities. One of the achievements of the ERASMUS program is the creation, testing and implementation of the European Credit Transfer System (ESTS), a system of mutual recognition of learning outcomes in European universities. The credit system in foreign and Russian RoR education in Uzbekistan is based on the design of an individual strategy for each student to achieve professionalism in the process of continuing education. The role of pedagogical universities in the implementation of the credit system in the education

system of Uzbekistan on the basis of the Bologna process the need to develop alternative models of education based on the content of its specific features.

In order to identify priority areas of systemic reform of higher education in the Republic of Uzbekistan, raising the process of training independently thinking highly qualified personnel with modern knowledge and high spiritual and moral qualities to a new level, modernization of higher education, development of social sphere and sectors of the economy based on advanced educational technologies, the decree of President Sh. M. Mirziyoyev “On approval of the Concept of Higher Educational System Development” dated October 8, 2019 No. PD-5847 was adopted. Initially, according to the Concept of development of higher education credit-module system should be introduced in 16% of higher educational institutions in 2023, in 57% - in 2025 and 85% — in 2030.

Credit-module system of the educational process is a model of educational process organization, which is based on a combination of modular learning technologies and credits or credit educational units. Organization and implementation of the learning process - it is a multifaceted and complex system of action and interaction. Attention in the credit module system is focused on its two characteristics:

- on student’s independent work;

-on conducting a credit-module system of organization of educational process and rating system of evaluation of students’ learning achievements.

Many believe that the educational system in Uzbekistan was formed in conditions of information deficit and limited access to information. Therefore, the activity of a teacher in higher information deficit and limited access to information. Therefore, the activity of a above all, to informational functions. The teacher played the role the most important source of information. Since the student is an object of the learning process and simultaneously an object of perception and assimilation of information, the planning of the educational process was done in such a way that the bulk of the work fell on classroom instruction.

The credit-module system, as an integral attribute of the Bologna Declaration, is given two main functions:

1. Facilitating student and faculty mobility and facilitating transitions from one university to another.

2. A clear definition of the amount of work carried out by a student, taking into account all types of academic and research activities. The amount of credits determines what a student who studies in a particular program is capable of. During pedagogical experiment which conducted by leading universities in Uzbekistan the volume of ECTS credits was established — 36 academic hours, and annual academic load of a student- 60 ECTS credits. This is based on the fact that an academic year lasts approximately 40 weeks on average. Number of ECTS credits per academic discipline is determined by dividing total amount of hours planned for study of discipline by credit price (with rounding up to 0.5 credits). For example, if 108 hours are allocated for study of the discipline, it corresponds to three credits. In this case, the discipline is formed of three modules. It is most convenient to determine the specific weight of each discipline in the total load by the number of class hours and proportionally distribute the 30 credits earned per semester among the disciplines studied in a given semester. It is recommended to recalculate the study load into credits by mathematically dividing the total(classroom and independent) study load in a semester by a factor of 36 (36 hours of total workload). A bachelor's degree must earn at least 180 credits (three years according to the norm of 60 credits) or at least 240 credits (four years) during his/her studies; a master's degree must earn a total of at least 300 credits. Hence the correlation between the length of a master's degree and the length of a bachelor's degree.

In the system of higher education, together with professors and teachers in a credit-modular system, students create favorable conditions for free communication between students and teachers, that is, students can freely express their opinions without fear of making mistakes. achieve their assertions, allow them to correct their mistakes, teach them to think independently, and also ensure that such mistakes are not

repeated, create a basis for free discussion of each topic, share student achievements, help solve problems, this makes teachers and professors and also in a place with them students are reliable tailors.

Thus, from the comments on the pedagogical cooperation of teachers and students in the credit-modular system of higher education, the following conclusions can be drawn:

1) the use of problem-based teaching, independent work, didactic games and interactive methods of new pedagogical technologies in the classroom is an important factor in the correct establishment of relations between the student and the teacher;

2) when acquiring knowledge related to science, the fact that students discuss and draw conclusions on their own, without directly taking the teacher's opinion, has a positive effect on teaching independent thinking;

3) in the online Moodle system, the teacher must enter all the information related to the subject at the required level;

4) the respectful relationship of the teacher to the students ensures the effectiveness of cooperation and at the same time, the students will treat the teacher with respect and this helps, makes it easier for each student to understand science when solving problems.

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METAFORA KONSEPTUAL INTEGRASIYA HOSILASI SIFATIDA

Yuldashev Akmal Gulamjanovich

Filologiya fanlari bo'yicha falsafa doktori (PhD), dotsent

O'zDJTU

akmal1909@mail.ru

J.Fokone va M.Ternerning mazkur nazariyasi ana'naviy *kirish maydonlar* juftligini ikki qo'shimcha maydon bilan to'ldiradi: fon bilimdan iborat bo'lgan va kirish maydonlari uchun umumiy hisoblangan *umumiy maydon (genetic domain)* va integratsiyalashuvning konseptual mahsulidan iborat hosila maydon.

J.Fokonening fikricha, mental maydonlar obyektiv voqelikni aks ettirishini emas, balki inson u yoki bu narsalar to'g'risida qanday o'ylab, qanday gapirishini ko'rsatishi lozim [1]. Anglashiladiki, mental maydonlar tabiatiga ko'ra kognitiv bo'lib, inson ongidan tashqarida ontologik maqomga ega emas. Mazkur nazariyada markaziy g'oyani *konseptual integratsiyalashuv tarmog'i* tushunchasi tashkil qiladi. U boshlang'ich o'rindosh mental maydon (Input Space 1, Input Space 2), umumiy maydon (generic space), integratsiyalashgan yoki «gibrid» maydon (*blending*) va ular o'rtasidagi bog'lanishlardan iborat. Maqolada mazkur nazariyaning *blending* qismini metaforaning integratsiyalashuvi tarzida talqin qilinadi.

Konseptual metaforaning klassik nazariyasi va konseptual integratsiya nazariyasi solishtirilgan holda V.Koller quyidagi farqlarni ko'rsatib o'tadi. Konseptual metafora til birliklarining proyeksiya jarayoni ikki manba maydon (source domain) va maqsad maydon (target domain) orqali ochib berilishini, konseptual integratsiya nazariyasi esa to'rt va undan ortiq Genetic space, Input 1, Input 2 va Blending dan tashkil topishini ta'kidlaydi [2, 34-35].

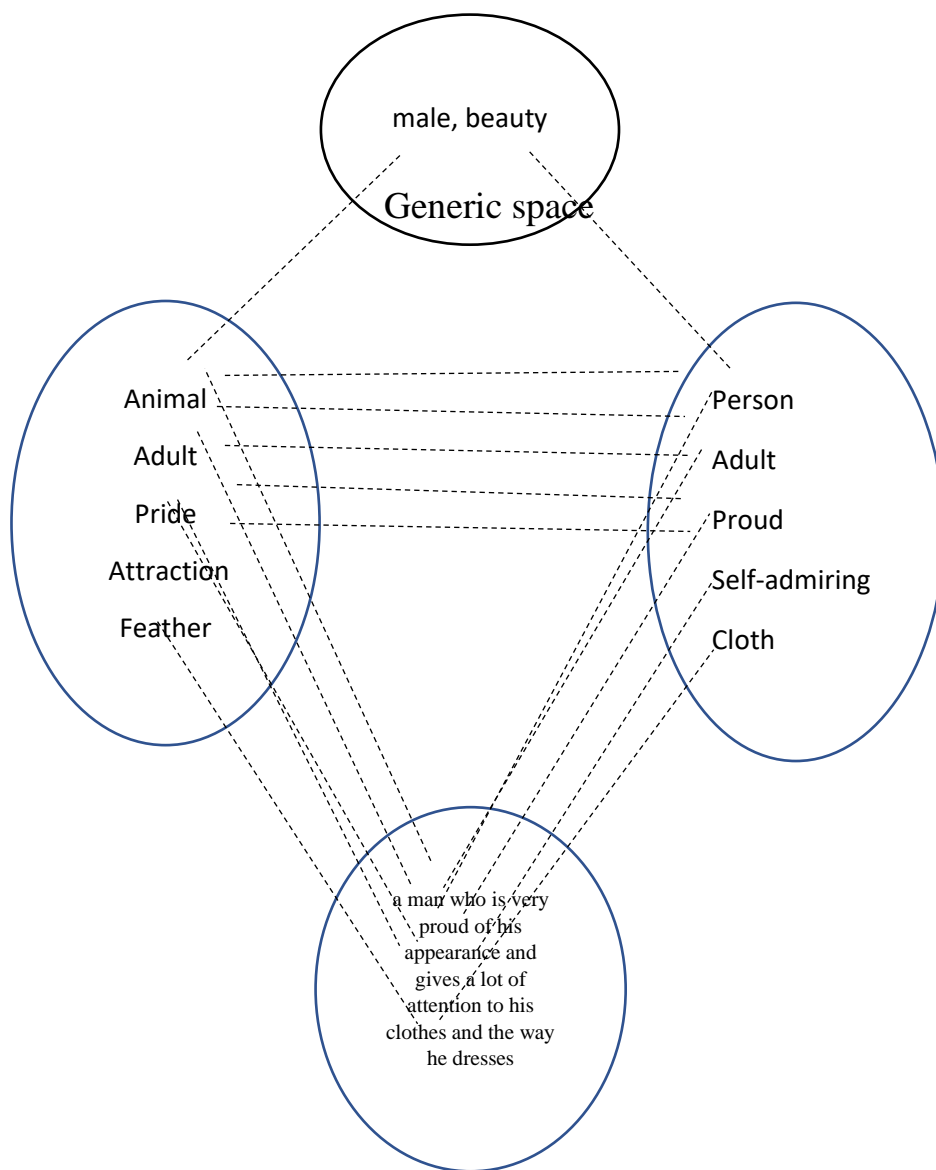
Ichida ikkita (manba va maqsad) o'zaro ta'sir qiladigan konseptual metaforaning modelidan farqli o'laroq KINdagi metafora toifa (rod) maydon (generic space) doirasida proyeksiyalanib, birinchi uchta maydonlar ba'zi jihatlarining integratsiyasi asosida yangi mental – aralash (blended space) – maydonning shakllanishiga olib keladigan mental olamlarning ikki yoki undan ko'proq unsurlardan iborat bo'lgan

(source-input space 1 and target-input space 2) ko'p maydonli (ya'ni, uz ichiga to'rt maydoni olgan) model yoki tuzilishdir (many-space model) [3].

Olimlar metaforaning ikki turini ajratishadi: birlamchi (primary) va murakkab (complex), va ularning o'zlashtirilishi muhim farqlarni ko'rsatadi. Birlamchi metaforalar erta bolalikda o'zlashtiriladi: "We acquire a large system of primary metaphors automatically and unconsciously <...> from our earliest years. We have no choice in this. Because of the way neural connections are formed during the period of conflation, we all naturally think using hundreds of primary metaphors. Murakkab metaforalar konseptual integratsiya jarayonlarida birlamchi metaforalardan shakllanadi: "Complex metaphor, on the other hand, is formed by conceptual blending" [4, 47].

Ko'p tadqiqotchilarning fikriga ko'ra, kognitiv semantika doirasida ishlab chiqilgan KIT 1990 - yillarning o'rtasida inson tomonidan axborotni integratsiyalash va natijaviy reprezentatsiyalarining ham shaklini, ham mazmunini xisobga olishga imkoniyat beradigan qiymatlarni modellashtirish jarayonlarini tadqiq qilish uchun to'la qimmatli nazariy asos bo'lgan [2, 29. 5, 2].

Quyida ko'chma ma'noli qo'shma so'zlarning kognitiv tahlili konseptual integratsiya nazariyasi orqali amalga oshiriladi. Bunda qo'shma so'zning ikki komponenti konsept sifatida talqin qilinadi. Birinchi umumiy maydondan (genetic space) ikki konsept uchun universal bo'lgan ma'no o'rin oladi. Input 1 va Input 2 hamkor mental maydonlar tarzida talqin qilinadi. Ularning hamkorligi shundaki ko'chma ma'noli qo'shma so'zning hosil bo'lishida aynan ushbu ikki maydondan o'rin olgan assotsiativ ma'nolarning integratsiyalashuvi hisoblanadi. Va so'nggi blending maydonda (blending space) assotsiativ ma'nolarning integratsiyalashuvi natijasida hosil bo'lgan qo'shma so'zning ko'chma ma'nosi o'rin oladi.



Keltirilgan chizma asosida ingliz tilidagi *peacock* – (*pea – no ‘hot, cock – xo ‘roz*) a large bird which has long tail feathers that can be spread out showing beautiful colours and patterns [LDELC 2006: 124] idiomatik qo‘shma so‘zining hosil bo‘lishida qanday assotsiativ ma’nolarning yetakchilik qilishi va integratsiyasi ko‘rsatib o‘tilgan. Jumladan, Generic space da hayvon va inson o‘rtasidagi umumiy bog‘liqlik ko‘rsatilgan bo‘lib, mazkur umumiylik ularning *male* – erkak jinsiga mansubligi hamda *beauty* – the qualities in someone or something that give pleasure to the senses

or lift up the mind or spirit [LDELC 2006: 104] qaraganda zavq beradigan, ko'ngil ko'taradigan kishi yoki holati inobatga olingan. Shubhasiz, ko'rsatib o'tilgan ikki holat ham hayvonga, ham insonga xos holatni belgilaydi hamda umumiylik kasb etadi.

Input 1 doirasidan o'rin *adult* – yoshi kattaligi inobatga olingan. Buning boisi tovusning yoshi ulg'aygandan so'ng chiroyli rag-barang patlari va maftunkor dum patlari o'sib chiqishi va erkak kishi ham aqlan va jismonan yetilgan davridan boshlab, o'zining ust-boshiga qarashni va oro berishni boshlaydilar. Ikkinchi o'zaro o'xshashlik esa *feather* – pat so'zining bill, coat, fur, manure, mop, pelt, scale, trunk, wing [ROGET'S 21st CENTURY THESAURUS in Dictionary Form 2005: 942] assotsiativ ma'nolaridan *coat* – palto ma'nosi, ya'ni tovusning patlari kiyim ma'nosida, Input 2 doirasidagi *cloth* – kiyim leksemasi o'rtasida o'xshashlik aniqlanadi va metaforik integratsiya tarzida ma'no ko'chimiga uchraydi.

Input 1 doirasidagi tovusning quyidagi ramziy ma'nolaridan *peacock* symbolizes medicine include long life, leadership, beauty, sophistication, dignity, psychic vision, love, and pride [<https://worldbirds.com/peacock-symbolism/>] *beauty* – go'zallik ma'nosi yetakchilik qilib, tovus patlarining turli ranglarda tovlanib turishi va jilvalanishi o'zgacha joziba aks ettirishi, boshqa qush turlaridan farqli jihatini belgilaydi. Aynan go'zallik ma'nosi erkak kishining doimo o'ziga oro berishi, chiroyli kiyimlarni kiyib o'zgalar e'tiborini jalb qilishni o'ziga odat qilganini ko'rsatadi. Ikki konsept, ya'ni HAYVON va INSON konseptlarining assotsiativ ma'nolarning metaforik tarzda integratsiyalashuvi natijasida blending hosil bo'ladi, *peacock* – a man who is very proud of his appearance and gives a lot of attention to his clothes and the way he dresses [<https://dictionary.cambridge.org/Peacock>] o'zining tashqi ko'rinishiga, kiyimiga, kiynishiga haddan tashqari e'tibor berib, doimo yaxshi ko'rinishga intiladigan, olifta erkak kishi ko'chma ma'noli qo'shma so'zi yuzaga keladi va bu ma'no salbiy ma'noga ega sanaladi, ya'ni erkak kishiga xos bo'lmagan ishni bajarishidir. Konseptual integratsiya yuzaga kelgan idiomatik qo'shma so'z yasalişida ikki konseptning barcha assotsiativ ma'nolarini emas, balki ular orasidagi aynan qaysi assotsiativ ma'nolar yetakchilik qilganini aniqlashda yaqindan yordam

beradi hamda, murakkab metaforik ma'nolarning kognitiv mexanizmlarini aniqlab beradi. Aynan konseptlarning integratsiyalashuvi natijasida til lug'at tarkibidan o'rin olgan ma'nosi ko'chimga uchragan til birliklari ortida insonning bilim strukturasi yotishini ko'rsatadi. Yana bir muhim jihati shundaki, INSON konseptining antonimi sifatida HAYVON yoki O'SIMLIK konseptlari keltiriladi *person* [n] human being, body, character, creature, customer... concept: Ant. animal, plant [ROGET'S 21st CENTURY THESAURUS in Dictionary Form 2005: 620] demakki, konseptlarning bir-biriga nisbatan zidlov holati ham inobatga olingan.

Aslida ingliz tilida *tovus* so'zining birinchi komponenti o'zi ko'chma ma'noda yasalgan *peacock* – a large bird, the male of which has very long tail feathers that it can be spread out to show bright colors and pattern shapes like eyes [<https://dictionary.cambridge.org>]. Qo'shma so'z izohidagi ko'z shakliga ega ekanligi birinchi *pea* – an annual, tendril-climbing plant (*Pisum sativum*) of the pea family, with white or pinkish flowers and green seedpods, its small, round, smooth or wrinkled seed, used as a vegetable [<https://www.collinsdictionary.com/dictionary/english/pea>] uning "yashil va dumaloq urug'i" kabi izohlari tovusning dumidagi yashil rangdagi dumaloq doirachalar yashil rangdagi no'xotga o'xshashi metaforik tarzda ma'no ko'chimiga uchragan. Ikkinchi *cock* – a male of any other bird [OALD 2010: 282] komponenti esa o'z ma'nosida, ya'ni qushlarning erkak jinsligi asos qilib olingan. Tadqiqotimizda ingliz tili misollari asosida qo'shma so'zning to'lig'icha ko'chma ma'nosini ikkilamchi interpretatsiya hosilasi sifatida konseptual integratsiya nuqtai nazaridan tahlil qilindi.

Ko'chma ma'noli qo'shma so'zlarning konseptual integratsiya nazariyasi nuqtai nazaridan konseptual metafora va konseptual metonimiyaning chuqurroq va kengroq tahlili amalga oshiriladi. Konseptual metonimiya va metaforalar ikki maydon doirasida tahlili amalga oshirilishidan farqli o'laroq ushbu kognitiv tahlil kamida 4 va undan ortiq mental makonlarni o'zida mujassam etishi bilan ajralib turadi. Mazkur tahlil orqali konseptual metafora va metonimiyaning kompleks tahlili amalga oshirilishiga erishiladi.

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THE PHONETICS LABORATORY AS A HUB FOR TEACHING AND RESEARCH

Ergasheva Guli Ismoil kizi
Professor of UzSWLU, DSc
ergashevaguli327@gmail.com

Imonberdiyeva Malikabonu Alisher qizi
The student of Uzbekistan state world languages university,
English Philology faculty
imonberdievam@gmail.com

1. The Importance of phonetics laboratory in learning and teaching foreign languages.

Today, the interest in learning a foreign language is increasing day by day, but due to the fact that the attention to teaching the pronunciation of a foreign language is

relatively weak compared to the teaching of other skills of the language, the shortcomings and mistakes in the pronunciation of a foreign language can be observed in almost all language learners. Speaking and listening skills are important components of language learning. Language programs with a communicative purpose should focus on the quality of speaking tasks based on authentic audio materials and audio-visual equipment. From the point of view of the content and authenticity of speaking activity, language learners, when they are provided with pedagogical support and listen to real, original conversations (native speaker's speech), their interest in learning a foreign language increases and their skills develop [1]. A phonetic laboratory-study room is a room with high-quality sound copying systems and sound-proof experimental booths. The booths can be used to record and play back sound directly to disc, as well as for other experiments. In the laboratory there will be various sound recording equipment, loudspeakers and dynamic microphones. Also, the phonetic laboratory will include PCs, ordinary computers, which students can use both for teaching and for speech analysis. In the laboratory, classes are organized for students to complete practical phonetic assignments. Students also use the laboratory to complete individual assignments and projects [3:9]. Spectrograms and acoustic spectra can be made in the laboratory to test hypotheses and conduct experiments. In phonetic classes, students regularly conduct exercises on the sound system of other languages. In particular, laboratories are important for studying the features of diphthongs and monophthongs of vowels in English and other languages. Also, students analyze several languages acoustically. The language laboratory has digital audio recording equipment that can be used to record sessions, as well as students' own pronunciation and speech. In this case, recording devices can also use microphones that ensure high volume and constant high quality. Spectrograms and acoustic spectra can be made in the laboratory to test hypotheses and conduct experiments. In phonetic classes, students regularly conduct exercises on the sound system of other languages. In particular, laboratories are important for studying the features of diphthongs and monophthongs of vowels in English and other languages. Also, students analyze several languages acoustically.

The language laboratory has digital audio recording equipment that can be used to record sessions, as well as students' own pronunciation and speech. In this case, recording devices can also use microphones that ensure high volume and constant high quality [3]. In addition, the laboratory will have polaroid cameras for static palatography. Cameras are working with mirrors, they allow to take pictures through. It can be scientific or related to scientific achievements, experiments, with the necessary apparatus and equipment for conducting practical training. Teachers can prepare assignments from short academic assignments, radio programs, original conversations, audio books, songs, and short stories for classes in the language laboratory.

There should also be audio-visual equipment in the teaching process. Specific language programs in speaking wattage skills are powered by tape recorder, sound problem, personal information and M. McKerzie and Carter have created many facilities for, speakers or student conversations have been widely listened to in language classrooms. In addition to audio tapes, audio-language labs are also widely used to teach students about the rules of speech. and help to develop more in the science of speaking. Practical help related to the implementation of the language laboratory language teachers develop new technologies for linguistics.

Baygate (2001) says that: with the formation of tape recorders, tape recorders and language labs in the 1950s, they were widely used mainly to teach students pronunciation, grammar and translation practices. It became popular in teaching English, but at the same time, some teachers criticized the language laboratory. There are two main reasons for this: 1) the teachers working in the laboratory did not know how to use the laboratory equipment perfectly; 2) Other teachers did not take into account that the laboratory plays an important role in the development of students' speaking skills; is in the Philological teachers can use the laboratory when the student has problems with pronunciation skills, but this does not mean that the laboratory is necessary to develop only pronunciation, but rather the laboratory is necessary for the development of all language skills [2].

A language lab is a teaching tool that requires students to practice assignments based on their needs. Before using a language laboratory, language teachers should consider other methods of supporting materials other than radios, tape recorders, DVDs or TV. The language laboratory should not be considered as a teacher or teaching method. The effectiveness of the laboratory directly depends on the skills and experience of the teacher. A language laboratory can be compared to a computer. These are two devices whose qualities depend not only on their hardware but also on their software. Advanced computers need advanced software. To make the most of your computer, you need up-to-date software to use all of its capabilities. If old materials are used in the laboratory, the effectiveness of the laboratory will be limited. Depending on the laboratory and its use, it will only be effective. Although electronic equipment has improved several times, software and educational materials must also meet the requirements. It is necessary for teachers to develop new methods, realizing the importance of always teaching in the laboratory.

The laboratory is very important in teaching foreign languages and effectively develops the correct pronunciation, speaking and listening skills of foreign language learners. Underwood said, "The laboratory is a constant assistant to the teacher, which allows the teacher to be more creative, reveals the mechanical aspects of the language. Many teachers consider the laboratory to be a substitute for teaching. because the laboratory is considered as the center of language teaching, the teacher helps and adapts to the work of the laboratory. Language labs should never be seen as a substitute for a teacher, on the contrary, labs require teachers who have thorough knowledge, are well prepared for lessons, and are always teaching using new methods. Labs are effective when they are used appropriately. Language laboratory classes should be considered as a useful complement to language learning, as creative and special tasks have been developed for its use. In other words, new topics and communication classes can be conducted during the regular class period; then specific skills such as pronunciation and listening should be reinforced in the laboratory, especially with recorded materials designed for the laboratory. We can include pronunciation exercises, songs, reading

comprehension tests, interesting conversations, lecture-based quizzes in this type of special laboratory training.

2. The Phonetics laboratories around the world

Almost every top ranking university has its own phonetics laboratory since the phoneticians and linguists have understood the importance of it. In recent years, researchers' interest in the linguistic aspects of human speech has allowed them to strengthen the empirical basis of their research work using specific methods in areas such as phonetics, sociolinguistics, psycholinguistics, based on traditional research. This integrated and dynamic approach has led to effective collaboration between research areas. Much of modern research is done in phonetic laboratories using integrated methods. Today, phonetic laboratories operate in many developed countries around the world.

There is given information of some universities' laboratories, their history, what work have been done in these hubs.

2.1 Laboratory of Experimental Phonetics L. V. Shcherby – Institute of Philological Research.

Laboratory of Experimental Phonetics named after L.V. Shcherba is currently a member of the Institute of Philological Research of St. Petersburg State University, established on the basis of the decision of the Academic Council of the Educational and Scientific Center for Philology and Arts No. 3 dated March 28, 2002. Over the years of the Laboratory's existence, hundreds of Ph.D. and dozens of doctoral dissertations have been completed and defended, devoted both to the analysis of the sound system of specific languages, and to general linguistic problems of the correlation of systemic and proper phonetic characteristics in human speech activity. The continuity of the existing form of scientific activity is ensured by the fact that the replenishment of the research team occurs due to the training of capable and promising students who participate in research projects while still a student, and then in graduate school.

2.2 Harvard University's Phonetics Lab [5].

Harvard University's Phonetics Lab is equipped with the Kay Computer Speech Lab (CSL), which is used for textbook analysis and speech analysis in courses. Using CSL, it is possible to create pitch tracks, spectrograms, and spectra to test hypotheses and experiment. Students try to understand the monophthong and diphthong qualities of vowel sounds through special equipment. They analyze the acoustic aspects of the languages they are learning.

The department has a portable digital audio for data collection, which is used through a noise-reducing microphone. There is also a Polaroid Macro 5 camera that deals with palatography and is specifically used by law enforcement and in the preparation of other legal and medical documents. The windows in the camera show the articulatory state of the tongue in the palate. Students use this camera to study similar sliders in Mandarin Chinese and other languages, as well as some phonemes in Swedish.

The phonetics lab has a variety of computer resources to help teach phonetics. A database of world language sounds, as well as computer files from Ladefoged's Phonetics Course, will also serve all students. There are also several CD-ROMs with audio data showing phonetic differences and allophones.

2.3 Phonetics Laboratory of the Department of Linguistics and Translation of MSLU

[6]. Phonetics Laboratory of the Department of Linguistics and Translation of MSLU was established in 1985. The phonetics laboratory serves the teaching and research needs for undergraduate and graduate (master, candidate of philological sciences and doctoral). The main research areas of the laboratory include phonetics and typology of sounds, sound changes in Russian and phonetic features in the acquisition of a second language.

The phonetic laboratory focuses on the following scientific problems based on the phonetic competence specified in the qualification requirements for graduates of philology in the teaching of foreign languages:

- to be able to clearly pronounce all the sounds of a foreign language, to put words and accents correctly, to distinguish intonation patterns in communicative situations;

- to practice the use of language sounds in speech, along with the development of speaking skills; correct use of rhythm and intonation in communicative situations in accordance with the communicative types of speech (verb, interrogative, command sentence);
- to work on clear pronunciation of words, phrases; use of rhythm and intonation;
- divide the sentence into meaningful parts; distinguish the main variants of a foreign language;
- be able to use accents and intonation correctly.

2.4 The Phonetics Laboratory of Stockholm University [4].

The Phonetics Laboratory of Stockholm University is located at the Department of Linguistics. The phonetics laboratory has a lot of special equipment for phonetic experiments: Electromagnetic arthrography (EMA) is an electromagnetic tracking system that records articulatory movements. Electropalatograph: shows the state of the tongue and hard palate during speech. Muvitrak: A two-dimensional electromagnetic system specially designed by Stockholm University engineers to measure articulatory motion.

The high demand and need for a phonetic laboratory can be determined based on the problems and shortcomings identified. This is because the laboratory, which will be put into practice in the future, can serve as a universal tool for all foreign language and Uzbek language learners.

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ELEKTRON PULNING FUNKSIYALARI VA KONSEPTUAL YO‘NALISHLARI

Xolov Nabijon Qaxramonovich

Bosh mutaxassis

Toshkent davlat iqtisodiyot universiteti

e-mail: nabijonholov@gmail.com

Ma'lumki, elektron pul – bu faqat elektron shaklda, ya'ni maxsus elektron pullardagi yozuvlar shaklida mavjud bo'lgan barcha uchun umumiy to'lov vositasi bo'lgan pulning analogidir. Shu bilan birga, «naqd pulga raqamli muqobil» bu pul qo'shimcha konvertatsiya qilmasdan ham naqd, ham raqamli formatda bo'lishi mumkinligini anglatadi. Bir qator olimlarning tadqiqotlari natijasida elektron pul – bu pulning yangi, moddiylashtirilmagan shakli deb hisoblanadi, elektron pul oldindan to'lanadigan moliyaviy mahsulot moliyaviy yoki to'lovning yangi turi xizmatlar depozitning o'rnini bosuvchi vosita sifatida qaraladi [1-3].

Elektron pullarning rivojlanishi, o'z navbatida naqd pulsiz to'lovlarga elektron pul tayinlash pozitsiyasining yuzaga kelishi moliya tizimida bir qator ziddiyatlarni o'z ichiga oladi. Shuni ta'kidlash kerakki, iqtisodiy lug'atga ko'ra, naqd pulsiz to'lovlar pul muomalasining bir shakli sifatida tushuniladi, unda mablag'larni saqlash va harakati naqd pul ishtirokisiz, pulni bank hisobvarag'iga kiritish va uni to'lovchining hisobvarag'idan oluvchining hisobvarag'iga o'tkazish ko'zda tutiladi. Mazkur jarayonlarni amalga oshirishni tartibga solish elektron pulning funksiyalari va konseptual yo'nalishlarini tadqiq qilish zaruriyatini yuzaga keltiradi.

Xalqaro Nobel mukofotining sohibi M.Fridmen [4] va uning izdoshlari tomonidan ilgari surilgan pulga talab nazariyasida ishlab chiqarish jarayonlaridan tashqarida

shakllanadigan omillarga, ya'ni ekzogen omillarga asosiy e'tibor qaratiladi. Ushbu holat quyidagi formula orqali ifodalanadi:

$$(M/P)_d = f(r\hat{a}, r\hat{a}, P, h, Y) \quad (1)$$

bu yerda M/P – real kassa qoldiqlari summasi;

$r\hat{a}$ - obligatsiyalardan kutilayotgan nominal daromad me'yorlari;

$r\hat{a}$ - aksiyalardan kutilayotgan o'zgarishi;

P - baholarning kutilayotgan o'zgarishi;

h - inson kapitaliga qilingan investitsiyalardan kutilayotgan natijalar;

Y - real daromad.

Haqiqatan ham ta'kidlab o'tish joizki, M.Fridmen tomonidan yaratilgan "pulga bo'lgan talabning barqaror funksiyasi" konsepsiyasiga ko'ra [4], pulga bo'lgan talab kassa qoldiqlari va nominal daromadning o'sishiga mos ravishda kamaymaydi, u har bir davriy oraliqda barqaror miqdor sifatida saqlanib qoladi, pul taklifi esa o'zgarib turadi. Chunki, pul taklifidagi o'zgarish investitsiyalar va shaxsiy iste'mol hajmiga ta'sir ko'rsatadi. Shaxsiy iste'molning hajmi esa, nominal daromadning dinamikasiga mutanosib tarzda o'zgaradi.

Pulning genezisi davrida eng qulay shakllarni va ularning xavfsiz harakatini tanlash, xarajatlarni kamaytirish va pul aylanish tezligini oshirish tendensiyasi kuzatiladi. Pulning rivojlanish tarixi davomida har bir yangi pul shakli mavjud shakl asosida paydo bo'ldi va asta-sekin rivojlanib, uning o'rnini egalladi. Shunday qilib, pulning yangi shakllari mavjud pul shakllari talablariga javob bermasa paydo bo'ladi, ular ishlab chiqarish va almashish jarayonini sekinlashtiradi [5].

Moliyaviy tarmoqda ilmiy va texnologik taraqqiyotning joriy etilishi yozuvlarni qog'oz ommaviy axborot vositalaridan kompyuter xotirasiga (elektron shaklga) o'tkazishga yordam berdi, shuningdek to'lov va hisob-kitob usullarini yanada takomillashtirishga turtki bo'ldi. Natijada, texnologik komponentga asoslangan elektron shakldagi naqd pulsiz pullar va naqd pulsiz to'lovlarni amalga oshirishning tubdan yangi texnologiyalari paydo bo'ldi. Naqd pulsiz pullarni aks ettirishning qog'oz usuli va pul o'tkazmalari buyurtmalarini bajarish jarayoni avtomatlashtirilgan

axborotni qayta ishlash bilan to'ldirildi (ba'zi hollarda almashtirildi)—hujjatlar elektron shaklda qayta ishlandi va maxsus xavfsiz aloqa kanallari yordamida bank hisobvaraqlariga to'lovlar amalga oshirildi. Bank hisobvarag'idagi qoldiqlar endi texnik qurilmaning xotirasida saqlanadigan ma'lumotlar bitlari bilan ifodalanadi.

Ilmiy-texnik taraqqiyotning yutuqlari yangi hisob-kitob va to'lov vositalarining rivojlanishi va paydo bo'lishiga hissa qo'shishini hisobga olsak, ikkinchisi qog'oz yoki elektron texnologiyalarga asoslangan vosita sifatida tushuniladi, ulardan foydalanish kredit tashkilotining tegishli hisob-varag'ida naqd pulsiz pullarning harakatlanishini boshlaydi.

Axborot texnologiyalari davrida, internet-iqtisodiyot va elektron tijoratning paydo bo'lishi va rivojlanishi bilan, hisob-kitob va to'lov jarayonini tezlashtiradigan va shunga mos ravishda vaqt va xarajatlarni minimallashtiradigan yangi savdo formatiga xizmat qilish uchun yangi hisob-kitob vositasiga ehtiyoj yuzaga keldi, bunday vosita bugungi kunda moliyaviy fanning eng munozarali sohasi bo'lgan elektron pulga aylandi. Biz "elektron pul" tushunchasining mohiyatini pul funksiyalari prizmasi orqali ochib beramiz. Yetakchi iqtisodchilarning fikrlari asosida shuni ta'kidlash lozimki, ko'pincha ilmiy dunyoda pulning beshta funksiyasi tan olinadi:

- qiymat o'lchovi (narxlar ko'lami, hisob pullari);
- muomala vositasi;
- to'plash vositasi (qiymatni saqlash, boylikni saqlash, tejash);
- to'lov vositasi;
- jahon pulining funksiyasi.

Xarajatlarni o'lchash funksiyasi. Elektron pulni pulning yangi shakli deb hisoblaydigan olimlarning ta'kidlashicha, "pulning qiymat o'lchovi" sifatidagi funksiyasi umumiy ekvivalent vazifasini bajaradigan pul "tovar va xizmatlarning almashinuv qiymatini belgilaydi" (tovarlar, xizmatlar narxi), ya'ni tovarlarni sotishda sodir bo'ladi.

Pul qiymat o'lchovi sifatida turli tovarlar (ishlar, xizmatlar) ning qiymatlarini (ijtimoiy qiymatini) o'lchash va taqqoslash uchun mo'ljallangan. Shu bilan birga,

tovarlar (ishlar, xizmatlar) ning qiymati (ijtimoiy qiymati) narx shaklida pul ifodasiga ega.

Elektron pullar tovarlar (ishlar, xizmatlar) qiymatini ifoda etishi va valyuta qiymatining belgisi bo'lishi mumkin, agar ularning xavfsizligi uchun xizmat qiladigan qonuniy pullar o'rtasida qat'iy munosabatlar va yaqin munosabatlar mavjud bo'lsa, elektron pul tizimidagi qiymatni aks ettiruvchi narxlar, garchi elektron pulda ifodalangan bo'lsa-da, qonuniy naqd pul bilan o'lchanadi, uning depoziti elektron pul chiqarish uchun asoslidir.

Hozirgi vaqtda elektron pullardan foydalangan holda tovarlar (ishlar, xizmatlar) narxlarini aniqlash va belgilash mumkin, ammo faqat ma'lum bir tizim doirasida, tizimdan foydalanmaydigan shaxslar esa elektron pulni qiymat o'lchovi sifatida tan olmaydilar. Shunday qilib, elektron pul umumiy ekvivalent to'lov usuli sifatida harakat qilmaydi, tovarlar (ishlar, xizmatlar) ning almashuv qiymatini belgilovchi mustaqil ekvivalentdir.

Aylanma vositalar funksiyasi. Aylanma vosita funksiyasini bajarish, pul tovarlar (ishlar, xizmatlar) almashinuvi jarayoniga vositachilik qiladi. Elektron puldan foydalangan holda sotib olish va sotish operatsiyalarini amalga oshirishda xaridorning soni kamayadi va sotuvchining soni mos ravishda ko'payadi. Birinchi qarashda, jarayon o'xshash naqd yoki naqd pulsiz mablag'lardan foydalangan holda sotib olish va sotish operatsiyalarini amalga oshirishda yuzaga keladi. Biroq, farqi shundaki, elektron pullar almashtirilganda, xaridor sotuvchiga elektron pul tizimining operatoriga pul majburiyatlarini bajarish huquqini beradi, shu bilan birga bu operatsiyalar yakunlanmaydi. Odatda tan olingan va davlat kafolati bilan ta'minlangan qonuniy pullardan farqli o'laroq, elektron pulni aylantirish qobiliyati uni iqtisodiy agentlar tomonidan almashinuv vositasi sifatida tan olinishi yoki tan olinmasligi sharti bilan cheklanadi.

Jamg'arish vositasi (qiymatni saqlash) funksiyasi. Jamg'arish vositasi (qiymatni saqlash) funksiyasi barcha asosiy pul funksiyalari bilan chambarchas bog'liq. Masalan, agar pul ayirboshlash vositasi sifatida qabul qilinsa, u qiymatni saqlash vositasi bo'lishi

kerak [6]. Pul to'lov vositasi sifatida tan olinmasligini rad etishning iloji yo'q, agar ular kelajakda sotib olish qobiliyatini ta'minlay olmasalarda rad qilinmaydi.

Elektron pul, to'lov vositalarining qonuniy vakili sifatida harakat qilmasdan, tashkilotning (tizim operatorining) shaxsiy majburiyati bo'lib, uning ishonchligi davlatga qaraganda ancha past, shuning uchun, elektron pullar elektron pul tizimining operatoridan boshqa shaxslar tomonidan tan olinmasligi mumkin, buning natijasida ushbu shaxslarga narxlarni belgilash, shuningdek hisob-kitoblarni agar tomonlardan biri bunday shaxs bo'lsa amalga oshirish jarayoni mumkin emas. Biroq, shuni ta'kidlash kerakki tizim operatorining pul majburiyatlarini ifodalovchi elektron pullar kelajakda hisob-kitoblar uchun ishlatilishi mumkin. Elektron pul kelib tushgan paytdan boshlab elektron hisob raqamiga va undan foydalanish mumkin bo'lgan paytdan boshlab mavjud vaqt oralig'ining mavjudligi, ya'ni. pul talab qilish huquqini berish tizim operatorining bank hisobvarag'iga qopqoq sifatida joylashtirilgan elektron pul uchun qonuniy pul qiymati bilan ta'minlanadi. Bu degani faqat "ta'minlangan elektron pullar" M.Fridman tomonidan ochilgan pulning asosiy xususiyatiga ega bo'lib, almashinuvni vaqt va makonda bir-biridan ajratib, sotish va sotib olish aktiga bo'lish qobiliyatiga ega [7].

Zamonaviy rus tadqiqotchisi M.E. Isaev, shuningdek, elektron pul yig'ish va tejashning cheklangan funksiyalarini bajaradi, chunki u sezilarli darajada katta xavflar bilan bog'liq va daromad keltira olmaydi (uni depozit sifatida berish va unga foiz olish mumkin emas) [8].

Shunday qilib, elektron pul faqat elektron hisob egasi da'vo qilish huquqiga ega bo'lgan qonuniy pullar to'g'risidagi ma'lumotlarni aks ettiradi. Bu barcha pul funksiyalarini bajaradigan qonuniy pul, bu "ta'minlangan" elektron pulni qiymatni saqlash va pul to'plash vositasi sifatida ko'rib chiqishga imkon beradi.

To'lov usuli funksiyasi. Tovarlar yoki xizmatlarni yetkazib berish vaqtini ular uchun to'langan paytdan boshlab o'z vaqtida ajratish mumkin bo'lganda, to'lov usuli funksiyasi joriy etildi. Binobarin, pul to'lov vositasi funksiyasini bajarganda, tovarlar (ishlar, xizmatlar) va pulning yaqinlashib kelayotgan harakati vaqtida buziladi. Pul

to'lov vositasi sifatida nafaqat tovarlar (ishlar, xizmatlar), balki kapital harakatida ham ishtirok etadi. Ular kredit xarakteridagi operatsiyalarni amalga oshirishda yoki o'z ichiga olmaydigan tovar bo'lmagan operatsiyalarni amalga oshirishda qo'llaniladi. Tovarlar (ishlar, xizmatlar) va pul almashinuvi turli vaqt oralig'ida sodir bo'lganligi sababli, ushbu almashinuv jarayoni qarz majburiyatiga vositachilik qiladi, uni to'lash paytida pul to'lov vositasi bo'lib xizmat qiladi. Shunday qilib, pul nafaqat valyuta operatsiyalariga xizmat ko'rsatishda, ayirboshlash vositasi sifatida ham qiymatga ega bo'lishi, balki mustaqil vakil sifatida ham harakat qilishi kerak, to'lov vositasi funksiyasini bajarish uchun ularga qonun bilan berilgan qiymatdir.

Elektron pulning to'lov vositasi funksiyasini bajarish imkoniyatini aniqlash uchun ikkinchisini hisob-kitob vositasi funksiyasiga va qarzni to'lash funksiyasiga ajratish maqsadga muvofiqdir.

Shunday qilib, bugungi kunda elektron pullar to'lov vositasi sifatida cheklangan funksiyaga ega. Ular faqat elektron pulda to'lovni amalga oshirgan xaridor kelajakda sotuvchi oldida hech qanday pul majburiyatlariga ega bo'lmagan holda, ular o'rtasida shartnoma tuzilishi sharti bilan bitimning kontragentlari o'rtasida hisob-kitob vositasi sifatida qaralishi mumkin. Elektron pullar, agar u qonuniy pul shakli sifatida ishlasa, to'lov vositasi funksiyasini to'liq bajarishi mumkin.

Jahon puli funksiyasi. Ma'lumki, pul xalqaro hisob-kitoblarga xizmat ko'rsatishda va kapitalning o'zaro harakatida jahon pullari funksiyasini bajaradi.

Ta'kidlash kerakki, xalqaro moliyaviy operatsiyalar va savdo operatsiyalarida elektron pullardan foydalanish imkoniyati, jarayoni va qoidalari xalqaro munosabatlarda ishtirok etuvchi mamlakatlarning milliy qonunchiligi bilan cheklangan. Shu bilan birga, hozirgi kunda xalqaro maydonda global elektron pullar mavjud emas, ularning aylanishi qobiliyati uni qiymat, almashinuv va to'lov vositasi sifatida tan olish to'g'risida qaror qabul qilishda hisob-kitob ishtirokchilarining irodasiga bog'liq emas.

Xulosa o'rnida shuni ta'kidlash lozimki, elektron pullar pul muomalasiga nisbatan davlatning tartibga solish va boshqarish funksiyalaridan chetga chiqishi mumkin

bo‘lgan global, universal o‘zaro ta’sir vositasiga aylanishi ehtimoli doimo mavjud. Elektron o‘zaro hisob-kitoblarni yanada rivojlantirish bo‘yicha bashoratlarning juda optimistik bo‘lishiga qaramasdan, ularning salohiyati hali to‘liq ochib berilmagan. Elektron pullar hayotimizda mustahkam o‘rnashib borayotgan va pulning asosiy turlaridan biriga aylangan bir vaqtda, ular foydalanishning eng qulay shakli sifatida naqd pulga xizmat ko‘rsatish xarajatlarini tejashga, tranzaksiya vaqtini qisqartirishga imkon beradi.

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EKOLOGIYA VA TABIATNI MUHOFAZA QILISH FANINI O‘QITISH METODLARI

Xushvaktova Xusnobod Soliyevna

O‘qituvchi, p.f.d., dosent
O‘zbekiston davlat jahon tillari universiteti
E-mail: khusnabad.khushvaktova@mail.ru

Ma’lumki ekologiya faniga bo‘lgan e’tibor asosan XXI asrda jiddiy tusga kirdi va Ekologiya fan sifatida Oliy ta’lim muassasalarida o‘qitila boshlandi hamda o‘quv rejalarida ekologiyaga ma’lum soatlar ajratildi. Shuning natijasida ekologiya darslarini olib borish metodlari ham tezgina shakllandi. Ponomareva O.N. (1999) yil keltirgan ma’lumotga ko‘ra rossiya pedagogika fanida birinchi bo‘lib korrelyasiya metodini I.T.Suravegina qo‘lladi va ekologiyani o‘zlashtirishda ijobiy natijaga erishdi. I.T.Suravegina (1989) o‘quvchi bolalarni maktabda ekologik tayyorlash: hikoyalar, ma’ruzalar, suhbatlar, sinfda ekologik o‘yinlarni o‘tkazish yo‘li bilan erishdi.

Cheredov I.M. (1988) ham I.T. Suravegina metodiga qo‘shilgan holda ekologiya o‘qitish metodikasida dastlab bu olimaning usullaridan foydalaniladi va o‘z qo‘shimchalarini taklif qiladi. Mustaqil ishlar tayyorlash, kitob bilan ishlash, kuzatishlar olib borish, yaratish, applikasiyalar, rasm chizish, gerbariy qilish, to‘plash, amaliy ishlarni bajarish, musobaqalar o‘tkazish, tahlil qilish, mukofatlash, tanqidiy munosabatda bo‘lish, misollar keltirish va umum pedagogikaga oid ishlar orqali ekologiyaga mehr o‘yg‘otishni tavsiya qiladi.

Sharikova G.V. (1997) ekologiya fanini o‘rganishda faol metodlar, ya’ni ilmiy yo‘lanishlarni talabalar OTMda o‘qib yurgan vaqtdan boshlashi kerak dala tajribalarini olib borish, kuzatish metodlarni fenologik fazalar, sanash, tirik organizmlarni izlab topish, statistik o‘lchovlar, biometrik o‘lchovlar, qo‘riqxonalar borib o‘simliklar va hayvonlar kuzatishlarni taklif qiladi. D.N.Kavtaradze (1997). Darslarni olib borish metodlariga ekologik ta’limni interaktiv metodlar orqali olib borish natija beradi deb hisoblaydi.

Ekologik tarbiya deganda, ekologik buhronlarni tushunish va faol holda tabiatni saqlash va uni himoya qilish, har bir insonda tabiatni asrash bo'yicha g'oyalar va fikrlarni o'zida shakllantrish tushuniladi.

Bugungi ekologik ta'lim tizimida dolzarb ekologik muammo bu mamlakatda uzluksiz ekologik ta'lim modeliga amal qilish natijasida yagona imkoniyat bu tabiat va jamiyatdagi o'zaro uyg'unlik, birlik imkoniyatlarini shakllantirishdir. Uzluksiz va xavfsiz ekologik ta'lim tizimi orqali jamiyatni shakllantirishga erishish uchun OTMlarda ekologiya va tabiatni muhofaza qilish fanini o'qitish metodlarni ishlab chiqish lozim bo'ladi. Bu kungacha ekologiya va tabiatni muhofaza qilish fani bo'yicha bugungi zamon talabiga mos keladigan ta'lim tizimi metodlari borasida juda kam o'rganilgan. Olib borilgan ilmiy izlanishlarni o'rganish shuni ko'rsatdiki, OTMlarda ekologiya fanidan ta'lim berish metodlarini deyarli o'rganilmagan, olib borilgan ko'pgina ilmiy izlanishlar, biologiya va pedagogika faniga oid ishlar bo'lgan.

Malozyomova I.I. (2017) o'z ma'lumotlarida, ekologik ta'lim metodlarni o'rganishda asosiy vazifa, dars berayotgan o'qituvchining bilimi, mahorati va uning ongida shakllangan ekologik madaniyatning yuksakligiga bog'liq deb yozadi. O'qitish metodi orqali o'qituvchi va o'quvchi harakatlari yordamida ma'lum bir fanni o'rganib oladi, o'qitish metodlari aynan darsni olib borish jarayonida qo'llaniladi va zamonaviy o'qitish vositalari bilan uzviy bog'lik holda olib boriladi. Turli o'qitish metodlaridan foydalanishda bitta maqsad, talaba ongiga bilimni yetkazish va uning bilimini oshirish.

Bugungi kunda ekologiya fanida bir qator o'qitish metodlari mavjud bo'lib, bu metodlarni qo'llash aslida juda murakkab va o'z navbatida oddiy ham bo'lishi mumkin. Chunki ekologiya fani, boshqa fanlardan farqli o'laroq, unda metodlarni tabiat jismlari yoki ularni o'rganishda amalga oshiriladi, bu ob'yektlarni ba'zan qo'l bilan ushlab ko'rish mumkin, ba'zan esa ularga mutlaqo yaqinlashib, bo'lmaydi.

Aslida umumdidaktiv talablarga ko'ra ekologiyani o'qitishda ijtimoiy tajribaning barcha elementlari o'zlashtiriladi, ayniqsa:-o'rganiladigan ilmiy material to'g'ri kelishi ko'rib chiqiladi va o'quvchining talabi e'tiborga olinadi, bunda o'quvchi bilan o'zaro muloqat va o'qituvchini o'z bilimiga ishonishi, ma'lumotni yetkaza bilishi

va o'zini ko'rsataolishi muhimdir. Ekologiyani o'qitish metodikasi, kimningdir shaxsiy metodikasi bo'lmay, balki barcha fanlarga oid an'anaviy metodikalardan foydalaniladi. O'qitish metodikasi turlari boshqa fanlar bilan o'xshash yoki boshqacha bo'lishi ham mumkin. Taniqli olim I.Ya.Lerner, (1981) o'z ma'lumotlarida ushbu fikrlarni aytib o'tgan.

Ekologiya va tabiatni muhofaza qilish fani o'rgantish bo'yicha quyidagicha metodlar qabul qilingan:

1. Og'zaki metod- hikoya, ma'ruza, suhbat;
2. Ko'rgazmali metod;
3. Kitob bilan ishlash metodi;
4. Interaktiv metod, bu metodda o'yinlar emas- diskussiya, aniq ekologik holatlarni taxlili qilish ;
5. Dars o'tishning o'yinli- "stolda", kompyuterli, rolli, imitatsiyali yoki ishorali, loyihalash o'yinlari, ishchi o'yinlar;
6. Nazorat qilish metodi: og'zaki, yozma, dasturli bo'ladi;
7. Aqliy hujum.

Ma'ruza. Ma'ruza metodi bilan darslarni olib borish Oliy ta'lim tizimida eng keng tarqalgan usul bo'lib hisoblanadi. Auditoriyada o'tirgan talabaning yoshi ma'ruza usulida o'tish metodikasiga to'g'ri keladi. Bizda gumanitar yo'nalish talablariga 2-bosqichda ekologiya va tabiatni muhofaza qilish fanidan darslar o'tiladi. Bungacha talaba birinchi bosqichda o'quv rejasiga mos holda bir qator fanlardan ma'ruzalar tinglagan bo'lib, ma'ruza tinglash va o'zlashtirib olishga ancha moslashgan bo'ladi.

Ma'ruza metodi ma'lum bir mavzu talabaga ilmiy asosda bayon qilib berish bo'lib, o'quv dasturidagi muhim masalalarni, undagi mazmuni, mohiyatini, jarayonlarni va qonuniyatlar asosida yetkazib berishdir. Ekologiya fanidan dars soatlarining kamligi, doimo ma'ruza soatlarining yetishmasligini ko'rsatadi. Ma'ruzada o'tiladigan mavzuning dars strukturasi, aniq reja asosida tuziladi va talaba tomonidan yozib olinadi. Ba'zan talabalarga o'quv darsliklari yetishmaydi, mana shunday holatlarda ham yozib olingan ma'ruzalar talablarning o'tilgan mavzuni yaxshi

o'zlashtirishga imkon beradi. To'g'ri tashkil qilingan va o'tkazilgan ma'ruza, bilim olishning aktiv usullaridan biri bo'lib, o'qituvchi bu jarayonda yuqori darajada fikrlaydi, o'quvchiga o'z bilimini yetkazadi. Ma'ruzalar yangi fan va mavzularni o'rganishga kirishilganda boshlanadi, o'qituvchi o'z fikrini ma'ruza davomida yetkazib, talaba ongida ekologik tushuknchalar paydo qilib, uni ortidan yetaklay olsagina, ma'ruzani mahorat bilan olib bordi deb hisoblash mumkin. Ma'ruzachi talabaning ekologik bilimni, mustahkamlab, takrorlatib, savollarga juda kam joy qoldirishga erishsa u, didiaktik kuchli ma'ruzachi o'qituvchi hisoblanadi.

Hikoya metodi - dialog metod usulida o'qitish bo'lib, seminar darslarida, darsni yakunlash jarayonida qo'llash mumkin bo'lgan metod bo'ladi. Dars soatlarining kamligi, ekologiya fanida hikoya metodidan kam foydalanish ko'rsatadi deb yozishadi Haydarova H., Bahodirova Z. va Yakubjonova Sh.lar. (2009).

Bu usulda dars o'tish metodidan ekologiya darslarida kamroq foydalaniladi, tabiatdagi ayrim hodisalarni video ko'rsatuvlarda ko'rsatishdan oldin shu voqeyeylikka izoh beriladi. Bu vaqtda hikoya yo'li bilan holat tushuntirib beriladi. Hikoya mavzuni ifodali va izchil ifoda qilishga imkon beradi. Chunki birdaniga tabiiy ofatlarni videodan ko'rsatgandan ko'ra, oldin talabaga tushuncha bergan ma'qul bo'ladi. Masalan katta tayfunlarni ko'rsatishdan oldin albatta ularning kelib chiqish sabablarini tushuntirib o'tish talabaga shu bilimni yaxshiroq o'zlashtirishga imkon beradi.

V. Suhbat metodi- bu metoddagi o'qituvchi o'tiladigan mavzu bo'yicha savollarni ketma-ketlikda tayyorlab, yordamchi va qo'shimcha savollarni o'quvchilarga tarqatadi. O'qituvchi savollarni o'quvchiga bergandan so'ng ularning javoblarini eshitadi, ana shu vaqtda javoblarning to'g'ri yoki noto'g'riligini eshitadi. Har bir talaba o'zidagi savolga javob tayyorlaydi, o'zidagi bilimlardan foydalanadi, har bir savol ustida ijodiy fikr yuritadi, bosh qotiradi. O'qituvchi esa talabaning javobi to'g'ri yoki noto'g'riligini tekshirib, kerak joyda uni to'g'rilaydi va suhbat davomida barcha savollarga o'zi javob beradi. Bu metod, ma'lum bir bo'lim o'rganib bo'lgandan so'ng

bilimlarni tekshirish paytida yakunlovchi yoki umulashtiruvchi sifatida ahamiyatga egadir.

Oliy ta'lim muassasi talabasi, o'ziga kerakli ekologik ta'limni o'rganishni bir qancha metodlarni bilish va amalda qo'llash orqali oladi. Talaba faqatgina tabiat haqidagi bilimlarni mustahkamlamasdan, balki biologik xilmaxillikni, tabiatdagi jamoalarni, tabiatda boradigan munosabatlarni saqlab turadigan qonuniyatlarni, tabiatni himoya qilishni zrganshi bilan bir qatorda tabiatni dadil himoya qiluvchi inson vazifasini bajaraboshlaydi. Ushbu metodlarni o'rganish yordamida har bir talaba o'zi qulay deb bilgan metodlarni tanlab olib kelajakda tabiiy fanlarni o'rganishda qo'llaydi, talabada izlanuvchanlik metodi kuchayib, o'zidagi tabiatni himoya qilish borasidagi ijtimoiy faollikni yanada kuchaytirib, bilimini yanada oshirishga imkon bo'ladi. Talaba o'zida bilim va ta'limning birligini yanada kuchaytiradi va bo'lajak o'qituvchining professional tayyorgarligi shu jarayonda yanada oshib boradi. Ekologik ta'lim berishda qaysi metoddan foydalanishga qaramasdan, ta'lim tizimi uzluksiz va doimiy, turlicha bo'lishi hamda talabada ekologik ong shakllanmay turib tabiatda haqiqiy sof ekologik texnologiyalardan foydalanish mumkin emas va haqiqiy ekologik tartib o'rnatib bo'lmaydi. Olib boriladigan darslar jarayonida ekologik o'zaro bog'liklar, tabiatni himoya qilish va tarbiyaviy ahamiyatlarni o'rganishda beriladigan ma'lumotlarni bir biriga bog'lashda eng zamonaviy metodikadan foydalanib o'qitish ishlarini olib borish ijobiy samara beradi.

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INGLIZ TILI SO‘ZLASHUV NUTQIDA QO‘LLANILADIGAN SO‘Z YASASH QO‘SHIMCHALARINI ISHLATILISHI

Madraximov Tulibay Abdukarimovich
Ingliz tili 2- fakulteti dekani
tulibaymadraximov@mail.com

So‘zlashuv nutqi leksik, morfologik, sintaktik va uslubiy xususiyatlaridan tashqari, so‘z yasash borasida ham o‘ziga xos xususiyatga egami yoki yo‘qmi? Tildagi mavjud so‘z yasash vositalari so‘zlashuv nutqida qandaydir jarayonlarni boshdan kechiradimi? Yoki bo‘lmasa u yoki bu so‘z yasash vositalarida ishlatish ko‘lamida faollashuv, passivlashuv, ma’no kengayishi hamda torayishi kabi masalalarning holatini o‘rganib chiqish va yuqorida qo‘yilgan savollarni ilmiy jihatdan talqin qilish va yakuniy to‘g‘ri baho berishni ko‘rib chiqamiz.

Ma’lumki, so‘z yasalishi tizimi tilning jamiyat bilan bevosita aloqaga kirishadigan nuqtasi hisoblanadi va tilning hech bir bo‘limi bu darajada o‘zgarishga, ya’ni ko‘payish yoki ozayishga moyil bo‘lmasa kerak. Chunki turli lingvistik va ekstralingvistik sabablarga ko‘ra u yoki bu so‘z yasash vositasi o‘z mahsuldorligini keskin oshiradi yoki keskin kamaytiradi(1). Bu yerda bir qator juda qiziq hodisalarni kuzatamiz. Ular asosan quyidagilardir:

- asrlar davomida kammahsul hisoblanib kelgan u yoki bu so‘z yasash vositasi kutilmaganda juda faollashib ketishi mumkin;
- bu faollik uzoq davom etmasligi mumkin;
- so‘z yasash vositalari o‘rtasida sinonimiya hodisasi kuchayib ketishi oqibatida sinonimik qatorlar yuzaga kelishi mumkin;
- so‘z yasovchi vositalarning bu kabi faollashuvi so‘zlashuv nutqining doimo yangi ifoda vositalarini paydo qilishi, ifodaviylikni va emotsionallikni kuchaytirish an’anasi bilan izohlanadi;

- yangi paydo bo'lgan so'zlarning ma'no ko'lami so'z yasovchi vosita yordamida avvalroq yasalgan so'zlardan o'z ma'no ko'laming kengligi bilan keskin farq qilishi mumkin.(2)

Endi quyidagi ba'zi suffikslar funksional ko'laming va ma'nosining kengayishiga misol tariqasida og'zaki so'zlashuv nutqida yaratilgan yangi so'zlarning ma'nolarini ko'rib chiqamiz.

-**eer** suffiksi so'zlashuv nutqida yana sermahsul bo'lib qoldi. Masalan: racketeer (reketir); profiteer (foydaning ketidan quvib boshqa narsalarga panja orasidan qaraydigan shaxs); patrioteer, blacketeer (nolegal bozor reketiri); pro-Marketeer, anti-Marketeer (bozor iqtisodiyoti tarafdorlari va bozor iqtisodiyotiga qarshi bo'lgan odamlar); toileteer (hojatxonalar va sanuzellar bo'yicha mutaxassis slesar-santexnik).

-**ster** suffiksi gangster, mobster, roadster, pollster (saylov uchastkasida faoliyat ko'rsatuvchi xodim); schoolster-o'quvchi; jeepster-"Jip"ga o'xshash mashina; hipster (xippilarning eng ilg'or, yo'l boshchi vakili).

-**ee** suffiksi «... gan» ma'nosida. Trainee, returnee, draftee, selectee, addressee, divorcee, retee, standee (tomoshani tik turib tomosha qiladigan shaxs); flunkee-(imtihondan qulagan talaba);

-**ness** suffiksi proudness (pride), beautifulness (beauty), corruptness (corruption), mysteriousness (mystery) va hokazo;

-**burger** qo'shimchasi (hamburger-kabi) oziq-ovqat va yegulik narsalarni bildiruvchi so'zlar yasashda keyingi paytda juda sermahsul qo'shimchaga aylandi. Masalan: cheeseburger-(pishloqli buterbrod); chickenburger-jo'jali buterbrod; beefburger-mol go'shtili buterbrod; lamburger- barra, qo'zi go'shtili sendvich; rabbitburger- quyon go'shtidan tayyorlangan buterbrod; fishburger-baliqli buterbrod; pigburger-cho'chqa go'shtidan tayyorlangan buterbrod; horsemeatburger-qazili buterbrod; turkeyburger- kurka go'shti qo'yilgan buterbrod.

-**fest** suffiksi bayram, festival ma'nosi bilan bog'liqdir. Bu suffiks bilan ham qator so'zlar yasalgan. Masalan: talkfest (mahmadonalar bayrami, maza qilib gaplashsa bo'ladigan joy va marosim.); slugfest (boks o'yini); gossipfest (mish-mishlar makoni va mishmishchilar bayrami); smokefest (chekuvchilar bayrami); walkfest,

gapfest (bekorchilikdan gaplashib o'tirish); sonfest, smilefest, eatfest (ziyofat); bookfest (kitob savdosi).

-cade suffiksi «marosim yoki tomosha» ma'nosida bo'lgan so'zlashuv nutqida juda ko'p yangi so'zlar yasaldi: motorcade, autocade (avtomarosim); musicade (muzikali marosim); aquacade (suvda o'tkaziladigan marosim).

-scape suffiksi keyingi yillarda so'zlashuv nutqida qator yangi so'zlarni yasashda faol ishtirok etdi: seascape, lardscape, cloudscape (bulutlar manzarasi); sandscape (qumliklar manzarasi); waterscape (suv manzarasi); mountainscape (tog' manzarasi); moonscape (oy manzarasi); parkscape (park manzarasi); skyscape (osmon manzarasi); housescape (uy manzarasi); roadscape (yo'l manzarasi); mindscape (tafakkur lahzasi); dreamscape (narkotik moddalar ta'sirida yuzaga kelgan gallyutsinatsiyalar).

-happy yarim suffiksi bilan ham keyingi yillarda qator yangi so'zlar yasaldi: slaphappy (urib ag'darilgan boksyor); bark-happy (poyloqchi it); strite-happy (unvonini oshirish istagida yonayotgan askar); trigger-happy (arzimagan sabab, bahona bilan ham tepki bosishga tayyor turgan hovliqma, o'pka odam); flight-happy (kuni uchish bilan o'tadigan odam); dollar-happy (puldor).

-conscious - ayrim so'zlarga qo'shilib o'zakda ifodalangan narsani yoqtiradigan, jonini beradigan, o'zini biror narsa uchun tomdan tashlashga tayyor turgan odamni bildiruvchi so'zlarni yasaydi. Masalan: social-conscious- jamiyat ishi uchun o'zini qurbon qilishga tayyor turgan shaxs; profit-conscious- faqat foydani o'ylaydigan odam; race-conscious- poyganing ashaddiy tarafdori; swimminig-conscious-suzishni sevadigan odam.

Bu suffikslar va yarim suffikslar hamda ular bilan yasalayotgan yangi so'zlar faqat so'zlashuv nutqidagina ishlatiladi. Ular yozma badiiy adabiyot uslubida, gazeta yoki hujjatlar tilida ham ishlatilmaydi. Bulardagi ifoda kuchining zo'rliigi, emotsionallikning yuqoriligi, ular ongida o'ziga xos yangi obrazlar paydo qilish uchun xizmat qiladi. Buning oqibatida yangi ma'no uchun yangi shakl yasalganda bu so'zning komponentlari o'zlarining dastlabki ma'nolarini saqlab qolmaydi.

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К ВОПРОСУ ОБ ИСПОЛЬЗОВАНИИ ОНЛАЙН-СЕРВИСОВ ДЛЯ ПРОВЕРКИ ЗНАНИЙ УЧАЩИХСЯ

Рахмонов Азизхон Боситхонович

Доктор философии по педагогическим наукам (PhD)
Доцент кафедры русского языка и методики преподавания УзГУМЯ
aziz_bositovich@mail.ru

Последние пять лет компьютеризация охватывает все отрасли в Узбекистане, и образовательная не является исключением. Каждый педагог осознает, что компьютеризация является ключом облегчения образовательного процесса и экономии времени.

Компьютеризация образовательного процесса, безусловно, значима в подготовке современных специалистов, особенно для тех сфер деятельности, где компьютер является необходимым рабочим инструментом: бухгалтерский учет, банковское дело и финансово-кредитные операции, статистика, конструкторские работы и т. п. Не столь однозначно-положительна роль компьютерных технологий в гуманитарных науках. Сейчас, на наш взгляд, неоправданно много надежд возлагается на сотрудничество студента с компьютером [3].

В данной научно-исследовательской работе рассматривается оценивания студентов с помощью компьютерных технологий и специальных сервисов, помогающие протестировать учащихся.

Оценивание учебных достижений студентов является неотъемлемой частью организации учебного процесса. Будучи основным средством измерения академических достижений и диагностики проблем обучения, оно осуществляет обратную связь с участниками обучения, формирует навыки самооценки учащегося и политику отчетности в учебном заведении [5].

Компьютерное тестирование сегодня рассматривается как педагогическая технология, являющаяся экономически более эффективной, и может рассматриваться как более мягкий способ снижения нервного напряжения у молодых людей. Но, конечно же, электронное тестирование не может быть полной альтернативой другим формам контроля, оно должно лишь дополнять их [2].

Нужно отметить, что использование компьютерных технологий для проверки знаний учащихся и проведения различных тестирований и викторин является более перспективным, так как специально разработанные сервисы и программы дают возможность автоматически проверки правильности ответов учащихся с возможностью предъявления результатов, как индивидуально (одного студента), так и всей группы (группы студентов).

Онлайн тесты могут распространяться на переносных носителях, на компакт дисках с возможностью установки программы на определенные компьютеры, если не посредственно тесты проходят в специально оборудованном классе. Также сейчас более актуальный вариант программ, которые размещаются на разных сайтах или сервисов, которые предлагают создание тестовых онлайн заданий за несколько минут.

Выделим преимущества в системе контроля знаний дистанционного обучения:

- **Объективность.** В этом случае исключен фактор субъективного подхода со стороны экзаменатора. При помощи компьютера проводится обработка результатов.

• **Демократичность.** Все, кто проходят обучение онлайн, сдают экзамен на равных условиях.

• **Массовость и кратковременность.** Проверка знаний осуществляется у большого количества экзаменуемых за короткий временно промежуток [4].

Таким образом, онлайн-тестирование является значительным шагом на пути развития методики контроля за усвоением учащимися учебного материала. Введение онлайн-тестирования на уроках английского языка позволяет осуществить плавный переход от субъективных и во многом интуитивных оценок к объективным обоснованным методам оценки результатов обучения[1].

Но нужно отметить, что как бы мы не привлекали технические и компьютерные технологии, программные обеспечения для оценивания компетенций наших учащихся по определенным предметом, все равно, учитель является обеспечивающим эффективность этой системы, именно от учителя зависит применение «автоматических» компонентов того сервиса, который он выбрал для проверки знаний учащихся.

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O‘ZBEKISTONDA ILMIY DARAJALI KADRLARNI TAYYORLASH TIZIMI HOLATI

Norov Asror Egamberdiyevich
Toshkent davlat iqtisodiyot universiteti
katta o‘qituvchisi, i.f.f.d. (PhD)
norovasror1@gmail.com

Sog‘lom, bilimli, madaniyatli yoshlar mamlakat taraqqiyoti va kelajagini belgilab beruvchi hamda jamiyatda ijobiy o‘zgarishlarni amalga oshirishda harakatlantiruvchi kuchdir. O‘z navbatida, o‘sib kelayotgan avlodni har tomonlama yetuk va barkamol shaxs etib tarbiyalash esa ta’lim sohasida olib borilayotgan bugungi islohotlarning natijasiga bog‘liqdir.

Ilmiy-tadqiqot ishlariga yoshlarni keng jalb qilishga e’tibor qaratish va ilmiy salohiyatni ko‘tarish uchun 2022 yildan doktoranturaga kvotalar sonini 2 baravar ko‘paytirish, keyingi yillardan esa har yili 50 foizga oshirib borilishi va buning uchun har yili byudjetdan 100 milliard so‘m ajratilishi hamda har bir tarmoq o‘z sohasiga tegishli oliygohlarga doktorantlar kvotalari uchun yana 10 milliard so‘mdan mablag‘ ajratilishi belgilanishi rivojlanishning asosiy kaliti ilmda ekanligining e’tirofidir [1].

Bularning natijasida, 2023 yilda doktorantura uchun kvotalar soni 4 307 ta etib belgilandi. Avvalgi yillarda, ya’ni 2022 yil uchun oliy ta’limdan keyingi ta’lim institutlariga qabul kvotalari esa 2 baravarga oshirilgan holda, 3600 taga yetkazildi. 2019 yildagiga nisbatan esa 3,2 barobarga oshirildi. Ta’kidlash joizki, 2021 yilda oliy ta’limdan keyingi ta’lim institutlariga qabul kvotalari 1800 tani tashkil qilgan [2].

Dissertatsiyasini muddatidan avval himoya qilgan doktorantlarni rag‘batlantirish maqsadida, o‘qish muddatining qolgan davri uchun nazarda tutilgan stipendiyalarni ularga to‘lab berish choralari belgilangan.

2020-2022 yillar davomida ilmiy ishlarni muddatidan oldin himoya qilgan izlanuvchilar 298 nafarni (DSc -24, PhD – 274) tashkil qiladi hamda doktorantlarga 9 092,2 mln so‘m rag‘batlantirish mablag‘i ajratilgan.

Doktorantlarni ilmiy faoliyatini muvofiqlashtirish maqsadida phd.mininnovation.uz yagona elektron tizimi ishga tushirilishi natijasida 210 ta ilmiy

va ta'lim tashkilotlari hamda 10 304 nafar izlanuvchining ilmiy tadqiqot faoliyati nazoratga olindi.

2022/2023 o'quv yilidan oliy ta'limdan keyingi ta'lim ixtisosliklari uchun o'tkaziladigan tanlovlarda milliy yoki tegishli xalqaro sertifikatga ega izlanuvchilar ishtirok etishi tartibini (PQ-5117-son, 19.05.2021 yil) joriy qilish belgilangan.

Shu bilan birga, 2022 yilda magistratura bosqichini bitirganlar 16 473 nafarni tashkil etib, shulardan, 849 nafari (5,2 foiz) chet tillari bo'yicha milliy yoki tegishli xalqaro sertifikatga ega.

Respublikada 2021 yil oxiriga ta'limdan keyingi ta'lim tizimi tayanch doktoranturasi mavjud tashkilotlar soni 135 tani tashkil etib ulardan ilmiy tashkilotlarda 66 ta, oliy ta'lim tashkilotlarida 69 tani tashkil etmoqda.

Tayanch doktoranturada tahsil oluvchilar, qabul va bitiruvchilar soni bo'yicha tahlillarga ko'ra, 2021 yil 1 yanvar holatiga falsafa doktori darajasi izlanuvchilari soni 3880 ta, ulardan ilmiy tashkilotlarda 880 kishi, oliy ta'lim tashkilotlarida 3000 kishi. Qabul qilingan falsafa doktori darajasi izlanuvchilari soni 2000 kishi, bitiruvchi falsafa doktori darajasi izlanuvchilari 874 kishi. Jami bitiruvchilar sonidan dissertatsiya himoya qilganlar 257 kishini tashkil qilmoqda.

Doktoranturasi mavjud tashkilotlar soni 97 tani tashkil etib ulardan 48 tasi ilmiy tashkilotlar, 49 tasi oliy ta'lim tashkilotlari hisoblanadi.

Doktoranturada tahsil oluvchilar, qabul va bitiruvchilar soni bo'yicha tahlillarga ko'ra, 2021 yil 1 yanvar holatiga fan doktori darajasi izlanuvchilari soni 696 kishi, qabul qilingan fan doktori darajasi izlanuvchilari 397 kishi, bitirgan fan doktori darajasi izlanuvchilari 146 kishi. Jami bitiruvchilar sonidan dissertatsiya himoya qilganlar 71 kishi tashkil qilmoqda [3].

Bir qarashda oliy ta'limdan keyin ta'lim tizimida muammolar mavjud emasdek, barchasi silliq ketayotgandek tuyuladi. Ammo ushbu tizimda o'z yechimini kutayotgan bir qator muammolar mavjud:

- iqtidorli yosh tadqiqotchilar chet tillarini bilishi nisbatan kamligi sababli, 2023 yil uchun ajratilgan kvotalar to'liq o'zlashtirilmay qolishi ehtimoli mavjud;

- mamlakatimizda ayniqsa 3 yillik PhD stipendiyasi bo'yicha o'qiyotgan nomzodlar deyarli har hafta keraksiz hisobotlar bilan mashg'ul bo'lishga majbur. Bu esa o'z navbatida vaqtdan yutqazish, ortiqcha stress va ilmiy ishga bo'lgan qiziqishning so'nishiga olib keladi [4];

- yurtimizda kam sonli faqat 3 yillik PhD stipendiyasi orqali o'qiyotgan nomzodlarga oylik maoshi to'lanadi va ushbu summa, ayniqsa, hozirda kelajak fanlari sifatida qaraladigan aniq va tabiiy fan yo'nalishlari bo'yicha ilmiy ishlar amalga oshiriladigan tadqiqotlarga umuman yetarli emas;

- nomzod supervayzeri ham moddiy tomondan qo'llab-quvvatlamagani tufayli supervayzer bor e'tiborini o'zining shaxsiy ishlariga qaratadi va bu esa nomzodga yuklamaning ikki barobar ortishiga olib keladi;

- mustaqil tadqiqotchi esa deyarli hamma xarajatni o'z hisobidan to'laydi, ushbu yo'nalish bo'yicha ilmiy ish olib borayotgan ko'p sonli tadqiqotchilar uchun na davlat tomonidan moddiy yordam, na maosh to'lanadi;

- ilmiy ishlarning asosiy qismi aniq va tabiiy fanlar yo'nalishlarida bajariladi. Holbuki, ushbu ilmiy ishning asosiy qismi bo'lmish metodologiyasi uchun laboratoriya uskunalari, reagentlar, texnik qurilmalar va boshqa instrumentlar kerak bo'ladi. Ushbu uskunalarning qimmatligi, olib kelishdagi bojxona muammolari va yagona platformaning yo'qligi ilmiy ish boshlamasdan oldin tugashiga olib keladi;

Xulosa qilib shuni aytishimiz mumkinki, Davlat tomonidan yiliga ilmiy ishlarga va tadqiqotlarga ajratiladigan byudjet taqsimoti ochiqlanishi kerak. The GlobalEconomy nashriga ko'ra, O'zbekistonda tadqiqot va rivojlanishga (Research and Development) ajratilgan miqdor 2000 yildan 2018 yilga borib turg'un kamaya boshlagan [5]. Eng yirik ko'rsatkich bu 2000 yilda kuzatilgan bo'lib, yalpi ichki mahsulotning 0,36 foizini tashkil etgan. 2018 yilgi holatida esa yanada pastlamoqdamiz – 0,16 foiz. 2020 yildagi oxirgi ko'rsatkich 0,14 foizni tashkil etmoqda.

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О‘ЗБЕК ТИЛИДА ТАҚЛИД СО‘ЗЛАРНИНГ АҲАМИЯТИ

Kaxarova Iroda Sidikovna

О‘zbekiston davlat jahon tillari universiteti doktoranti, filologiya fanlari bo‘yicha falsafa doktori (PhD)

iroda.kaharova@mail.ru

Minosidinov Sherzod Baxromjonovich

О‘zDJTU magistranti

baxromov.sherzod@mail.ru

Bolaning tili chiqayotgan davrda uning “lug‘at boyligi”dagi asosiy qismni taqlidiy “so‘z”lar tashkil etadi, bu tabiiy hol, albatta. Zotan, bolaning tili boshqalarga taqlid yo‘li bilan chiqadi va sekin-asta ularning o‘rnini odatdagi so‘zlar egallay boradi. Demak, insoniyat tilning ham dastlab lug‘ati taqlid so‘zlardir. Lisoniy sathlar sirasiga fonetika nutqning eng kichik tashkil etuvchi va boshqa sathlar birliklari uchun moddiy asos bo‘luvchi birliklarini beradigan sath sifatida ajralib turadi [10].

Taqlid so‘zlar ma’no va shakliy xususiyatlariga ko‘ra alohida guruhni tashkil qiluvchi, kishilar, hayvonlar va boshqa jonli, jonsiz narsalarning tovushini, harakat-holat obrazini taqlidan ifodalovchi so‘zlar. Taqlid so‘zlarning ba’zilari tovushga taqlidni bildiradi, ba’zilari esa harakat-holat va hodisalar obraziga taqlidni ko‘rsatadi. Taqlid so‘zlar shaxs, predmet va turli jonivorlar tovushiga, ularning harakat va holatiga taqlidni bildiruvchi so‘zlardir. Taqlid so‘zlar turli xildagi ixtiyoriy, ixtiyorsiz tovush

va qichqiriqlarni, harakat yo holatni bildiradi. Ular fikrni ravshan va obrazli qilib ifodalashda muhim o‘rin tutadi. Shunga ko‘ra taqlid so‘zlarning ikki turi farqlanadi: tovushga taqlidni bildiradigan so‘zlar (shuningdek onomatopeya deb ham ataladi) va obrazga taqlidni bildiradigan so‘zlar.

Ob‘ektiv olamdagi xilma-xil tovushlar hamda narsa va hodisalar harakatining obrazli holatlariga taqlid qilish orqali paydo bo‘lgan so‘zlar taqlid so‘zlar deb ataladi.

O‘zbek tilining izohli lug‘atida taqlid so‘zlar turli tovush va obrazlarga taqlidni bildiruvchi so‘zlarni anglatadi [17]. Tovushga taqlid so‘zlar eshitish bilan, obrazga taqlid so‘zlar ko‘rish bilan aloqadordir, ya‘ni tovushga taqlid so‘zlar ifodalagan tovushni faqat eshitish mumkin (*qars-qurs, taq, duk-duk, qiyq, miyov*); obrazga taqlid so‘zlar ifodalagan holat, harakatni faqat ko‘rish mumkin (*jivir-jivir, lip-lip, yalt-yult, hang-mang* kabi).

Taqlid so‘zlarga doir ko‘pgina ilmiy tadqiqot ishlar olib borilgan. S.Usmonov, A.G‘ulomov, A.N. Kononov, U.T. Tursunov, J.A. Muxtorov, S.Muttalibov, R.Qo‘ng‘urov, Sh.Rahmatullayev, A.Nurmonov, A.Sobirov, Sh.Yusupova, A.Anorbekova, Sh.Mirzayeva, R.Sayfullayeva kabi o‘zbek tilshunoslarning [13] ilmiy tadqiqot ishlar olib borishgan.

N.I. Ashmarinning taqlid so‘zlarga doir asarlarida tilning kelib chiqishini taqlid so‘zlarga bog‘lash tendensiyasini ilgari suradi. Uning fikricha, til boshlang‘ich davrlarda faqat mimemalardan tashkil topgan bo‘lib, keyingi davrlardagina undan nutqning artikulyatsiyalashgan tovushlari kelib chiqqan. Mimemalardan nutq tovushlari paydo bo‘lguncha til nutq tovushlarini va boshlang‘ich so‘zlarni tanlash va to‘plash davrini boshidan kechirgan.

N.K. Dmitriyev “Qumiq tilining grammatikasi” asarida taqlid so‘zlarni undovlarning bir turi sifatida talqin qiladi. U “Boshqird tilidagi juft so‘z birikmalari” asarida taqlid so‘zlarning juftlanishi va takrorlanishidagi ba‘zi xususiyatlar to‘g‘risida gapiradi. Shuningdek, ba‘zi bir so‘zlarning taqlid bilan aloqasi borligini izohlaydi [4].

N.A. Baskakov taqlid soʻzlar va undovlarni, ham semantik, ham forma jihatdan bir kategoriyaga birlashtirish kerak, deb hisoblaydi. U taqlid soʻzlarni semantik tomondan ikki guruxga:

1. tovushga taqlid soʻzlar

2. obrazga taqlid soʻzlarga ajratadi hamda ularga xos xususiyatlarni alohida-alohida koʻrsatadi. Olim taqlid soʻzlarning grammatik-funksional xususiyatlariga koʻproq ahamiyat beradi [2].

L.N. Xaritonov turkologiyada birinchi boʻlib taqlid soʻzlarni alohida soʻz turkumi sifatida ajratadi. Oʻz izlanishlarida taqlid soʻzlar boshlangʻich holatda hech qanday affiks olmasligini, ammo ayrim farqlovchi elementlar qoʻshilishi bilan ularning strukturasi oʻzgarish yuz berishi haqida fikrlaydi. Shuningdek, olim yoqut tilidagi feʼllarni uch guruxga:

1. harakat-holat

2. tovushga taqlid

3. obrazli feʼllarga boʻladi hamda taqlid va obrazli feʼllarning vid maʼnosini anglatishdagi xususiyatlarini oʻrganadi [14].

A.N. Kononov oʻzbek tilida *tarsil-tarsil, vovul-vovul, poʻngʻul-poʻngʻul kabi taqlid soʻzlari vov, poʻng, tars* oʻzaklariga *-il* suffiksni qoʻshilishi asosida paydo boʻlganligini taʼkidlaydi. Lekin bu negizlar oʻzbek tilida mustaqil qoʻllanmaydi. Ular yoki *vov-vov, tars-tars, poʻng* kabi boshlangʻich holatda yoki *vovulla, tarsilla, poʻngʻir-poʻngʻir, poʻngʻilla* kabi formalarda ishlatiladi [6].

A.Ishoqov qozoq tilida taqlid soʻzlarning leksik va grammatik xususiyatlarini hisobga olib, ularni alohida soʻz turkumiga ajratish kerakligini taʼkidlaydi. Shuningdek, olim taqlid soʻzlarning ogʻzaki nutqda, badiiy adabiyotda tutgan oʻrni, stilistik hamda fonetik xususiyatlariga alohida ahamiyat beradi. *Tars-tarsni tars-tursga* oʻzgartirish bilanoq ularning maʼnosida yangi ottenka paydo boʻladi degan fikrni ilgari suradi [5].

A.Sariboyev qozoq tilida taqlid soʻzlarning undovlarga munosabati masalasiga koʻproq ahamiyat beradi [12]. Qirgʻiz tilshunos S.Kudayberganov koʻp yillik

izlanishlari asosida qirg‘iz tili taqlid so‘zlarining leksik-semantik, fonetik, morfologik, sintaktik xususiyatlarini misollar asosida bayon qiladi [7].

B.M. Yunusaliyev qirg‘iz tilida taqlid so‘zlarning kelib chiqishi, o‘zgarishi, negizning taraqqiyoti, ma’nolari, ularning morfologik va semantik xususiyatlarini o‘rganib, taqlid so‘zlar ham ot va fe’llar kabi tilning qadimgi birliklaridir, degan xulosaga keladi [15]. Uning fikricha, obrazli so‘zlar tovushga taqlid so‘zlarga nisbatan ot va fe’llarga yaqin turadi, tovushga taqlid so‘zlardan esa keskin farq qiladi. U obrazli so‘zlarni alohida kategoriya sifatida qaralishi kerak deb hisoblaydi.

Keyingi yillarda olimlar fikrlarini umumiyashtirib taqlid so‘zlarni undovlardan ajratib, alohida so‘z turkumi deb qaralishi, ularni obrazga taqlid va tovushga taqlid sifatida klassifikatsiya qilish mumkin.

S.Mutallibov obrazli va tovushga taqlid so‘zlarni birlashtirib, ularga quyidagicha ta’rif beradi: “Hayvonlar, jonivorlar, qush-qurtlar va odamlar, narsalar harakatidan paydo bo‘lgan tovushlarga shartli taqlid qilib yasalgan so‘zlar tovushga taqlid so‘zlar deb ataladi” [10].

R.Qo‘ng‘urov quyidagicha ta’rif beradi: “Kishilar va boshqa jonli hamda jonsiz predmetlar chiqargan tovushlar taqlidini va ularning turli xil ko‘rinishi, holat, harakatlari tasavvurini bildiruvchi so‘zlar taqlid so‘zlar hisoblanadi” [18].

M.Mirtojdiyev taqlid so‘zlarni ikki turga bo‘lganlar [9]:

1. Tovushga taqlid so‘zlar odam, hayvonlar harakati, tabiatdagi nimagadir xos tovushlarga taqlidni bildiruvchi so‘zlar. Masalan: *Dukur-dukur ot kelar (G‘afur G‘ulom. Shum bola, 54) – The horse is clip clopping (Gafur Gulom. A Naughty Boy, 47).*

2. Holatga taqlid so‘zlar tabiatdagi xilma-xil shu’la, harakat ko‘rinishlarini tovushga obrazli ko‘chirish hisoblanadi. Masalan: *Omonni uyg‘otdim, dik etib turib, Zolariqning muzdek suviga apir-shapir yuz-qo‘limizni yuvgan bo‘ldik (G‘afur G‘ulom. Shum bola, 31) – I made Omon wake up, and we washed our faces and hands with water of the canal (Gafur Gulom. A Naughty Boy, 25)*

Tilshunoslik fani tilda bo‘layotgan barcha o‘zgarishlarni atroflicha o‘rganadi. Har qanday tilda bo‘layotgan fan esa, o‘z navbatida, ehtiyoj tufayli yuzaga keladi va rivojlanadi. Jamiyat o‘z taraqqiyotini ta‘minlash uchun hamma davrda ilm-fanni rivojlantirish va uning muammolarini tadqiq qilishga alohida e‘tibor berib keladi.

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ИННОВАЦИОННАЯ МОДЕЛЬ СИСТЕМЫ ПОДДЕРЖКИ ПРИНЯТИЯ РЕШЕНИЙ КОМАНДИРА ПОДРАЗДЕЛЕНИЯ РАДИОЭЛЕКТРОННОЙ БОРЬБЫ

Сулаймонов Бехзод Боходиржонович
докторант кафедры боевого обеспечения
Академии Вооруженных Сил Республики Узбекистан
sqbbrz@gmail.com

В условиях быстроменяющейся боевой обстановки оперативное принятие обоснованного решения является важным условием успешного исхода боевых действий или своевременного выполнения поставленных задач. При этом, объем потока данных необходимых для принятия решения значительно возросла и классические способы её обработки не обеспечивают своевременность принятия решений [1]. В этих условиях классический процесс принятия решений требует много времени и привлечения дополнительного личного состава, при этом резко ограничивает качество оценки и анализа обстановки.

Процесс принятия решения обычно включает уяснения полученной задачи и всесторонней оценки обстановки. Уясняя задачу, командир должен понять цель предстоящих действий, роль и задачи подразделения в решении общих задач, силы и средства старшего начальника выполняющие задачи в интересах подразделения, а также порядок взаимодействия с ними и срок готовности к выполнению задачи. Оценка обстановки осуществляются с учетом прогноза ее развития при подготовке, в ходе и после выполнения полученной задачи. Оценка обстановки обычно включает оценку радиоэлектронной и оперативной обстановки, в том числе противника, своих войск, местности времени года, суток и других факторов, влияющих на выполнение задачи. Уяснив задачу, оценив обстановку, учитывая результатов расчетов, командир принимает решение и начинает планирование боевого применения сил и средств [2].

Оценка радиоэлектронной и оперативной обстановки является важным этапом в процессе планирования для правильного распределения сил и средств. Время ограничивает процесс рассмотрения всех факторов, влияющих на качественную оценку обстановки и выработки оптимального решения. В этой связи, применение систем поддержки принятия решения позволит оперативно выполнить поставленные задачи и наиболее полно использовать возможности подразделения.

Системы поддержки принятия решений (СППР) — это класс информационных систем, которые обеспечивают руководителей различных уровней знаниями и информацией, позволяющими принимать более обоснованные и правильные управленческие решения в различных сферах деятельности [2].

Для качественной оценки оперативной и радиоэлектронной обстановки командир подразделения радиоэлектронной борьбы обычно мысленно или на карте визуализирует складывающуюся ситуацию [3]. Но так как, в электромагнитной среде нет физических свойств, которые можно визуализировать ему трудно представить радиоэлектронную обстановку в отличие от общевойсковых командиров. В частности, наиболее сложными задачами являются выбор позиций для подразделений с учётом электромагнитной доступности источников, расчёт ожидаемого количество источников радиоизлучения и распределение сил и средств. С учётом целью формирования СППР является *техническая реализация архитектуры для визуального представления данных на электронной карте местности и моделирования обстановки для оценки предстоящих действий.*

Первой задачей архитектуры СППР с учётом вышеизложенного будет визуализация данных [4]. Как правило радиоэлектронная борьба ведется непрерывно до начала активной фазы боевых действий и наличие СППР позволит визуального отобразить информацию о текущей радиоэлектронной обстановке на основе которого будет смоделирована тенденции ее развития.

Система будет интегрировать и синтезировать данные полученные от различных источников информации, в том числе от вышестоящего штаба, для последующего анализа и выявления тенденций изменений в радиочастотном спектре и всей операционной среде. С учетом большой насыщенностью зоны боевых действий радиоэлектронными средствами (РЭС) различного назначения, имеющими высокую плотность размещения для идентификации этих средств, требуется создание большой базы данных признаков содержащая необходимые технические данные РЭС в радиочастотном спектре.

Следующим этапом будет моделирование развития радиоэлектронной и оперативной обстановки для формирования элементов решения. На данном этапе поступающая информация будет проанализирована в соответствии с определенными ранее алгоритмами. На основании произведенных расчётов будет определен возможный боевой порядок противника, своих войск, в том числе своих подразделений с учётом электромагнитной доступности источников, а также расчёт сил и средств для ведения радиоэлектронной борьбы.

На основе вышеуказанного сформирован вариант архитектуры СППР, которая будет содержать следующие подсистемы (см. рис. 1):

обнаружения (сигналы от автономных систем мониторинга);

структурирования данных;

хранения данных (база данных);

анализа и моделирования;

подсистема графического отображения и управления.



Рис. 1. Предлагаемая архитектура СППР для подразделения РЭР

Кроме того, СППР будет иметь интерфейсы взаимодействия для получения информации от других взаимодействующих органов управления [5]. Анализируя всю полученную информацию, а также производя определенные расчеты на выводе система может предложить несколько вариантов решений или необходимые данные для принятия решения. При этом, в систему заранее необходимо ввести ранее определенные методики оценки радиоэлектронной обстановки и другие методики расчётов и совершенствовать их в ходе служебно-боевой деятельности.

Первым элементом предлагаемой СППР является **подсистема обнаружения**, которая выполняет функции сбора сигналов от средств автономного мониторинга для последующей обработки. Подсистема обнаружения использует специальное программное обеспечение для взаимодействия системами обнаружения и получает такие данные как параметры активных радиоэлектронных средств в радиочастотном спектре, принадлежность к органу управления, местоположение и др. Кроме того, данные могут быть получены от других органов. Параметры получаемых данных будут определяться требованиями подсистемы и могут быть расширены или уменьшены исходя из складывающейся обстановки.

После того, как данные были получены из различных источников **подсистема структурирования** производит адаптацию данных для введения

их в базу данных. Для этого специальное программное обеспечение на основании ранее внедренных терминологий и структурно-логических алгоритмов осуществляет сортировку данных по типам (аудио, видео, изображения и др.). Обычно для хранения данных используется язык структурированных запросов (SQL) [6].

После структурирования данных информация заносится в **подсистему хранения данных**. Данная подсистема является основой СППР и позволяет *получать доступ к информации как интерфейсам моделирования и отображения, так и органу управления при необходимости ручного поиска. С учётом большой загрузки на сервер хранения данных, его структура может быть распределена по иерархии между подразделениями, выполняющими задачи непосредственно на поле боя и командным пунктом соединения с учётом привилегий доступа к информации.*

Затем подсистема анализа и моделирования производит оценку радиоэлектронной обстановки, определяет тенденции ее развития, производит расчет электромагнитной доступности источников радиоизлучений, составляет варианты боевого порядка подразделений, представляет данные по загруженности диапазонов частот во времени и пространстве и другую различную информацию [7].

Вся вышеперечисленная информация отображается в **подсистеме отображения и управления** состоящая из графического интерфейса пользователя (GUI) и других необходимых элементов управления. Поскольку отображение информации осуществляется в режиме реального времени важным требованием к системе является недопущение задержек обмена данными между подсистемами анализа и отображения. Основой подсистемы отображения является геоинформационная система (ГИС), которая на электронной карте местности отображает подробные сведения о радиоэлектронной и оперативной обстановке, в том числе детальные данные о выбранном объекте и сведения о загруженности выбранного участка диапазона радиочастот. Подсистема

отображения и управления может быть установлена на стационарном персональном компьютере или ноутбуке (планшете) для повышения мобильности.

С учётом массивованного потока передаваемых внутри подсистем СППР традиционные средства связи не обеспечивают ее качественное функционирования. В этой связи, потребуется создание сети передачи данных, в том числе с использованием широкополосных средств радиосвязи типа WiMax. При этом, необходимость удаленного доступа к данным создает проблемы кибербезопасности, в том числе устойчивость к воздействию противника. Большая часть хранимых данных будет засекречена, поэтому необходимо обеспечить их конфиденциальность передаваемых данных. Кроме того, для конечных пользователей в полевых условиях необходимо обеспечить целостность и доступность хранилищ данных для доступа к необходимой информации. С учётом этого, при разработке системы связи необходимо учесть такие параметры как безопасность, оперативность и скрытность.

Выводы

В условиях бурного развития информационно-коммуникационных систем и возросших боевых возможностей вооруженных сил особое значение приобретает оперативность принятия решений на основе глубокого и всесторонней оценки обстановки. При этом, классические методы работы командиров штабов не обеспечивают охват всех аспектов системы принятия решения в связи с ростом объема данных подлежащей обработке. В этой связи, возникает острая необходимость внедрения СППР которая позволяет визуализировать и моделировать тенденции развития вооруженной борьбы на основе анализа огромного объема данных. Предлагаемая модель является вариантом решения данной проблемы и обеспечивает своевременное принятие решения на основе автоматического интеллектуального анализа обстановки и отображении ее на базе ГИС. Вариант модели СППР состоит из подсистем сбора, структурирования и ввода данных в базу, анализа и моделирования, а

также отображения данных и управления. Внедрения этой модели позволит визуализировать радиоэлектронную и оперативную обстановку в онлайн режиме тем самым значительно сокращает время на принятия решения и личный состав, задействованный на подготовке необходимых расчетов.

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A CORRECTIVE APPROACH TO THE DEVELOPMENT OF LINGUISTIC COMPETENCE OF FUTURE TEACHERS

Pardaeva Diyora Tokhirovna
PhD, Associate professor, TSPU
diyoratohirovna@gmail.com

In higher educational institutions of the world, the level of professional training of future specialists in teaching foreign languages, the training of future teachers, new, effective language-didactic models and methods are being applied to educational processes. In developed countries such as the USA, Russia, England, and Germany, systematic work is being carried out by improving the ability to freely communicate in foreign languages in their professional fields, developing foreign language teaching through professional and communicative competences, and improving the harmony of educational programs.

Decree No. PF-60 of the President of the Republic of Uzbekistan on January 28, 2022 “On the new Development Strategy of Uzbekistan for 2022-2026” [1], PQ-5117 of May 19, 2021 “The promotion of foreign language learning in the Republic of Uzbekistan to a qualitatively new stage decision on the measures of withdrawal” and the fact that not only the foreign language expert but also the representatives of other fields should know a foreign language (English) at the V1-V2 level was reflected in this decision [2]. Effective foreign language learning activity of students is the basis for improving the quality of foreign language education.

Collaboration is based on the idea of future teachers interacting in the classroom. When learning in cooperation, conditions are created for interaction in the “teacher-future teacher-group” system, and the common theme of educational activity emerges.

American pedagogues E. Aronson [3], R. Slavin, D. The concept of collaborative learning proposed by Johnson [4] has been implemented in several variants of such learning technology. Consequently, the task of the teacher is to give future teachers the opportunity to realize and fill the knowledge gap, in other words, to develop such volume of errors until they have mastered the knowledge sufficiently. From the first years of some universities, the division of future teachers into homogeneous groups

begins, and every year this division is becoming more and more popular even in language universities. Often, teachers require that a diverse group of future teachers be divided. You can, for example, separate future teachers who do not know the language well and give them special tasks, or separate foreign future teachers because they do not understand what is required of them even in Uzbek. The problem is that the final state certification does not divide future teachers into homogeneous and non-homogeneous groups, all future teachers must have a certain level of qualification. It is not necessary to divide the prospective teachers according to the level of language ability so that the whole group can participate. Collaborative learning can help solve this problem. In this way, support for “weak” prospective teachers is integrated, both during the lesson and beyond, without the prospective teachers themselves noticing. In this case, the training group independently identifies and corrects its mistakes, conducts independent correction work. Please note that by “corrective approach to a foreign language” we mean a system of special techniques, exercises and training aimed at eliminating deficiencies in the language skills of future teachers. In local pedagogy, this concept is interpreted more broadly: the corrective approach is aimed not only at correcting individual offenses or deficiencies, but also at shaping the personality of the future teacher. This is done in the joint activity of the audience.

The content of the corrective approach to a foreign language is to help the future teacher to solve language problems and tasks. Accordingly, the main tasks of the corrective approach are: to help the future teacher to solve his educational problems in the process of learning a foreign language; elimination of difficulties arising in the process of adapting to the group and mastering a foreign language; change the attitude of the future teacher to the social environment and to himself.

Also, great importance should be attached to the active involvement of future teachers in the nearest social environment to participate in the correction program. The system of the attitude of the future teacher to his fellow students, the peculiarities of their interpersonal relations and communication, the forms of joint activity, the methods of its implementation constitute the most important component of the social

situation of the development of future teachers, and determine the zone of his immediate development. Each future teacher does not develop as an individual, apart from communication with other people, independently of the social environment.

We can conclude that the corrective approach can be implemented in three directions:

1) the teacher informs future teachers of the effective method of completing tasks, exercises, solving tests, etc. 2) the teacher shares the responsibility for finding an effective way to solve the problem and achieving the result together with the future teacher. This position assumes that the future teacher is aware of his capabilities; 3) the teacher assigns responsibility for the implementation of the found method of solving the problem to the future teacher, maximally expands his possibilities in choosing a method and mastering it.

There are different options for cooperative training: team teaching, individual-group work (Student-Teams - Achievement Divisions - STAD) and team games (Teams-Games-Tournament - TGT) can be considered as an alternative to the cooperative training approach. A variety of collaborative learning can be, for example, Team Assisted Individualization – TAI. Gaining extensive experience in cooperation can be interpreted as a general didactic conceptual approach, which seems to be the most interesting for higher education. Especially if you consider that these technologies are very suitable for the process of learning foreign languages. This is a technology that allows to achieve the expected results of education most effectively and to reveal the potential of each future teacher, to correct their knowledge. E.Aronson developed the jigsaw method - mosaic reading. Future teachers are divided into groups of 3-4 people (home groups) and work on the educational material divided into parts. These groups are called “expert groups” and then return to their home groups and teach new things to other members of the group.

Task of the other group members is to listen carefully to their teammates and make sure to write them down in the notebooks. Fulfilling the tasks in the lesson

conscientiously can affect the final grade of the work and the inclusion of the result in the technological map.

At the end of the lesson, the teacher or future teachers can ask each other to answer any questions about the topic. The teacher keeps score and announces the final result.

The well-known methodologist and psychologist R.Slavin developed a modification of this method of reading the mosaic and called it jigsaw-2. The whole team is working on the same material (for example, with the main text on the topic “Art and painting”), but at the same time, each participant gets his own topic, which must be carefully developed, but the result of the lesson is not questions, but an individual written test and the results were summarized. In our case, the bonus can be an additional point included in the technological map.

Jigsaw reading technology is not only based on the social interaction of future teachers in a small group. It also includes a project method based on a person-centered and differentiated approach. A project is defined as a work, individually planned and carried out in a foreign language, according to the teacher's instructions.

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ILM-FAN VA ISHLAB CHIQRISH INTEGRATSIYASI INNOVATSION RIVOJLANISHNING OMILI SIFATIDA

Abdullayeva Feruza Suyunovna

IITB bo‘lim boshlig‘i

Pedagogika fanlari bo‘yicha falsafa doktori (PhD)

O‘zbekiston davlat jahon tillari universiteti

feruzaabdullayevasuyunovna@gmail.com

Mamlakatimizda qisqa muddatda innovatsiyaga yo‘naltirilgan iqtisodiyotni shakllantirishga va innovatsiyalarni keng joriy etish uchun shart-sharoitlar yaratishga qaratilgan islohotlar amalga oshirilmoqda. Ishlab chiqarishni modernizatsiya qilish, texnik va texnologik jihatdan yangilash jarayonlariga ilmiy-amaliy tadqiqotlar natijalarini hamda ilmiy-innovatsion ishlanmalarni keng joriy etish va tijoratlashtirish, ushbu yo‘nalishda ilmiy muassasalar va iqtisodiyot tarmoqlari korxonalari o‘rtasida yaqin hamkorlikni o‘rnatish, mamlakatni jadal innovatsion rivojlantirishning muhim omili hisoblanadi.

O‘zbekiston Respublikasi “Innovatsion faoliyat to‘g‘risida”gi Qonunida “innovatsiya” va “innovatsion faoliyat”ga quyidagicha ta’rif berilgan:

innovatsiya – fuqarolik muomalasiga kiritilgan yoki shaxsiy ehtiyojlar uchun foydalaniladigan, qo‘llanilishi amaliyotda katta ijtimoiy-iqtisodiy samaraga erishishni ta’minlaydigan yangi ishlanma;

innovatsion faoliyat – yangi yangi ishlanmalarni tashkil etish, shuningdek ishlab chiqarish sohasida ularning o‘tkazilishi va amalga oshirilishini ta’minlash bo‘yicha faoliyat” [1] deb, ta’rif berilgan

“Innovatsiya” termini lotincha “novatio” so‘zidan olingan bo‘lib, “yangilanish” (yoki “o‘zgarish”), degan manoni beradi. Innovatsiya – foydalanish uchun kiritilgan yangi yoki sezilarli darajada yaxshilangan mahsulot (tovar, xizmat) yoki jarayon, sotuvlarning yangicha uslubi yoki ish amaliyotidagi, ish o‘rinlarini tashkil etishdagi va tashqi aloqalarni o‘rnatishdagi yangi tashkiliy uslub hisoblanadi. “Innovatsiya” tushunchasi iqtisodiy tizimlarning rivojlanishidagi o‘zgarishlar natijasida XX-asrning

boshida avstriyalik va amerikalik iqtisodchi Y.Shumpeterning ilmiy ishlarida boshlagan. Bugungu kunda “Innovatsiya” tushunchasi deyarli barcha sohalarda qo‘llaniladi, kundalik sharoitda ham, professional darajada ham, shu jumladan davlat rahbarlari va xalqaro tashkilotlar darajasida ham dolzarb mavzu hisoblanadi. Innovatsiyaga har qanday turdagi yangilik sifatida emas, balki mavjud tizimning samaradorligini jiddiy ravishda oshiradigan omil sifatida qarashimiz lozim. O‘zbekiston Respublikasining “Innovatsion faoliyat to‘g‘risida”gi qonunining 18-moddasida innovatsiyaning turlari belgilab ko‘rsatilgan. Ular quyidagilar:

mahsulotga oid innovatsiyalar — texnik va texnologik jihatdan yangi yoki takomillashtirilgan mahsulotni (ishlarni va xizmatlarni) ishlab chiqishga hamda joriy etishga qaratilgan innovatsiyalar;

jarayonga oid innovatsiyalar — texnik va texnologik jihatdan yangi yoki takomillashtirilgan ishlab chiqarish yoxud ta’lim usullarini ishlab chiqish va joriy etishga, shuningdek texnologiyalar transferini amalga oshirishga qaratilgan innovatsiyalar;

marketingga oid innovatsiyalar — mahsulotlarning dizayni va qadoqlaridagi o‘zgarishlarni qamrab oluvchi yangi yoki takomillashtirilgan usullarni joriy etishga, mahsulotni (ishlarni va xizmatlarni) sotish va taqdim etishning yangi usullaridan foydalanishga, yangi narxlash strategiyalarini shakllantirishga qaratilgan innovatsiyalar;

tashkiliy innovatsiyalar — biznesni tashkil etish va yuritish, ish o‘rinlarini tashkil etish va tashqi aloqalarni yo‘lga qo‘yishning yangi yoki takomillashtirilgan usullarini joriy etishga qaratilgan innovatsiyalar [1].

Mamlakatimizda ilmiy va innovatsion faoliyatni rivojlantirish bo‘yicha bo‘yicha mavjud kamchiliklarni mas’ul vazirlik va idoralar o‘rtasidagi o‘zaro hamkorlikni yo‘lga qo‘yish, ilmiy faoliyat natijalarini tijoratlashdagi, innovatsion menejment sohasida texnologiyalar transferini faol ilgari surish va amalga oshirishga qodir yuqori malakali mutaxassislarning yetishmasligi, ilmiy va innovatsion faoliyatni davlat tomonidan moliyalashtirish samarali va shaffof tashkil etish byudjetdan tashqari va xususiy jamg‘armalar mablag‘larini jalb etishni rag‘batlantirish mexanizmlari bo‘yicha muammolarni bartaraf etish maqsadida mamlakatimizni innovatsion faoliyatni rivojlantirish va rag‘batlantirishning huquqiy me’yoriy asoslari yaratildi.

Rivojlangan mamlakatlar tajribasini o'rganish shuni ko'rsatadiki, Buyuk Britaniyada "Ilm-fan va innovatsiyalar strategiyasi" qabul qilingan. Bunda davlat dasturiga muvofiq, hududlarda universitetlar va biznes o'rtasidagi hamkorlikni kengaytirish rag'banlantiriladi, ilg'or texnologiyalarni tijoratlashtirishni qo'llab-quvvatlash va ilmiy-texnologik bazani takomillashtirish taklif etiladi[2]. Ta'lim, fan va biznes integratsiyasining samarali tashkiliy shakllari qatorida ilmiy-texnologik markazlar, texnoparklar va texnopolislar tashkil etilgan. Hozirgi bosqichda dunyoda 200dan ortiq texnoparklar va texnopolislar mavjud bo'lib, ular asosan AQSh, Buyuk Britaniya, Germaniya va Yaponiyada joylashgan.

Mamlakatimizda bugungu kunda ilm-fan va ishlab chiqarishni bir-biri bilan bog'lashda muhim bo'lgan texnologik parklar faoliyatini yo'lga qo'yishda Turkiya, Vengriya va Xitoy bilan yaqin hamkorlik o'rnatilgan. Xususan, O'zbekistondagi eng yirik texnopark — "Inno" menejmentiga Turkiyaning eng yirik texnologik parklaridan biri bo'lgan "Yildiz" muassasasi mutaxassislari jalb qilingan. Texnoparklarda innovatsion mahsulotlar ishlab chiqarish bilan birga, tayyor texnologiyalarni xorijdan olib kirish, ya'ni transfer qilish amaliyotidan ham foydalanilyapti. Joriy yil aprel oyida Turkiyaning Yildiz texnika universiteti rektori Tamar Yilmaz boshchiligidagi delegatsiya yurtimizda mehmon bo'ldi. Yil yakuniga qadar INNO texnoparkka Turkiyaning etuk kompaniyalari rezident sifatida jalb qilinadi. Bu, albatta, loyihalar transformatsiyasi va mahsulot sifati hamda turini oshirishda muhim. Bugun dunyoda yangi O'zbekistonning ilm va innovatsiyalar sohasidagi yutuqlari qator xorijiy kompaniyalar, biznes vakillari va investorlar tomonidan yuqori baholanmoqda[3]. Fan, ta'lim va ishlab chiqarish integratsiyasi va ilm fan natijalarini tijoratlashtirish innovatsion rivojlanishida eng muhim omili hisoblanadi. O'zbekiston o'z taraqqiyotining asosiy mezon sifatida innovatsion rivojlanish strategiyasini tanladi.

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O‘ZBEKISTONDA ELEKTRON HAMYON TIZIMI AMALIYOTI

Xolov Nabijon Qaxramonovich

Bosh mutaxassis

Toshkent davlat iqtisodiyot universiteti

nabijonholov@gmail.com

O‘zbekiston Respublikasida elektron pullar tobora ommalashib, talab kundan kunga oshib, xaridorgir bo‘lib bormoqda. Yaqin-yaqingacha elektron to‘lov tizimlari huquqiy maqomga ega emas edi. 2020-yildan boshlab elektron pul to‘g‘risidagi qonun qabul qilinishi bilan Webmoney, Qiwi, YooMoney [1], Pay Pal va boshqa shu kabi elektron pullarning xorijiy emitentlari, qonuniy faoliyatini boshladi. Mazkur jarayon esa elektron hamyon tizimini faoliyatini tartibga solish maqsadida tubdan tadqiq qilishni taqozo qiladi.

Elektron pullar tizimining yaratilishi va joriy etilishi jarayoni hisob-kitoblarni amalga oshirishda zamonaviy informatsion va texnologik yechimlarga asoslangan holda to‘lovlarni tezkor va qulay usulda amalga oshirish imkonini beradi, xususan, aholiga ko‘ngilochar tadbirlar hamda temir yo‘l va aviachiptalarni sotib olish, sayohat hamda chet eldagi mehmonxonalarga to‘lovlarni, shuningdek, onlayn o‘yinlar va ularning aksessuarlari uchun to‘lovlarni amalga oshirishga imkoniyat yaratadi.

Quyidagi jadvalda MDH mamlakatlarida eng ko‘p ishlatiladigan elektron hamyonlar to‘g‘risida ma’lumot keltirilgan, PayPal elektron hamyoni bundan mustasno, O‘zbekiston Respublikasida PayPal elektron hozircha ishlamaydi.

Elektron hamyonlar haqida umumiy ma'lumot va xususiyatlari

(muallif tomonidan tayyorlandi)

Elektron hamyon	Ko'p valyuta tizimi	Bank kartasi hamyoniga ulanish (Visa/MasterCard)	Komissiya siz mablag' qo'shish imkoniyati	Uzcard yoki Visa bank kartasiga chiqish uchun komissiya	Boshqa e-hamyonga pul o'tkazish qobiliyati
Webmoney	+	+ (WMY)	-	0.8 dan%	-
QIWI	+	+	+	1,6% (minimal 1,4600 cʻm)	+ (WM bo'yicha)
Yandex pul	-	-	+	3% miqdorida + 6500 so'm	-
Oson	+	-	0-5%	o'tkazma summasining 4% gacha narxlanadi	-
Click	-	-	-	-	+
Woopay	-	-	+	3% minimal 2500 so'm	+
Alif.mobi	-	-	+		

O'zbekistonda eng ko'p ishlatiladigan elektron hamyon Webmoney hisoblanadi. Webmoneydan keyingi ikkinchi eng mashhur hamyon – YooMoney hamyoni va uchtalikni esa Qiwi yakunlab beradi. Bank kartalari yordamida o'tkaziladigan elektron pullarga kelsak, eng mashhur brendlar Visa, MasterCard hisoblanadi.

O‘zbekistonda, Webmoneyga ro‘yxatdan o‘tish mumkinligiga qaramay, hamyonni to‘ldirish va pul chiqarish juda qiyin bo‘ladi va natijada, elektron hamyon bilan hamkorlik qiladigan banklar ro‘yxati doimiy ravishda o‘zgarib turadi hamda o‘tkazmalar amalga oshiriladigan terminallar tarmog‘i mavjud emas.

WMYni O‘zbekistonda Webmoney emitenti orqali rasman sotib olish yoki sotish mumkin. Kafilning rasmiy veb-saytida joylashtirilgan huquqiy hujjatlarga ko‘ra, WMY – bu qimmatli qog‘ozlar, obligatsiyalar bo‘lib, uni sotish uchun kafil qabul qilish shaklida hujjatni taklif qiladi [2].

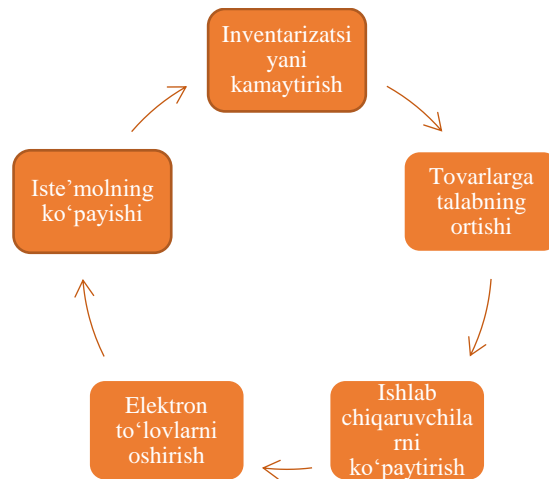
Qonunchilikka muvofiq, jismoniy va yuridik shaxslar uchun valyuta ayirboshlash, shuningdek ushbu mablag‘larni xorijga o‘tkazish faqat O‘zbekiston Respublikasi tijorat banklari orqali amalga oshirilishi mumkin. Bunda eng muhim jihat shundaki, soliqqa tortish maqsadida ko‘chirilgan mablag‘larni kuzatish va noqonuniy pul mablag‘larini “yuvish” ga qarshi kurashish masalasi dolzarbdir.

Qivi O‘zbekistonda ham, boshqa mamlakatlardagi kabi deyarli bir xil xizmatlarni taklif etadi. Qivi foydalanuvchilari mablag‘larni depozitga qo‘yishlari va olishlari, bitimlar tuzishlari, tovarlarni sotib olishlari va xizmatlar uchun to‘lashlari mumkin [3].

Ushbu hamyonlarning resurslari an’anaviy bank kartalariga nisbatan ancha cheklangan va ba’zi cheklovlar qonun va qoidalar bilan belgilanadi, qolgan cheklovlar esa infratuzilmaning yetukligi bilan bog‘liq [4].

O‘zbekiston Respublikasi Markaziy banki tomonidan ishlab chiqilgan “O‘zbekiston Respublikasida elektron pullarni chiqarish va muomalaga chiqarish qoidalari”ga muvofiq elektron hamyonlar ikki turga – aniqlangan va aniqlanmagan turlarga tasniflanadi. Biroq, turli xil tizimlar o‘zlarining aniqlangan va noma’lum hamyonlarini boshqacha tarzda chaqirish huquqiga ega, masalan, Light va tizimdagi Premium Click.

Elektron to‘lovlarning iqtisodiy o‘sishga ta’siri tovarlar o‘rtasidagi munosabatlarni namoyish etish shakli sifatida tanlanadi (1-rasm) [5].



1- rasm. Elektron to'lovlarning iqtisodiy o'sishga ta'siri: mantiqiy doira [6].

Rasmdan ko'rinadiki, elektron hamyon tizimi iste'molning ko'payishi, natijada tovarlarga talabning ortishi va o'z navbatida ishlab chiqaruvchilarga bo'lgan talabning ortishiga olib keladi. Natijada, mamlakatda moliya tizimi rivojlanadi, naqd pulning kamayishi esa barqaror iqtisodiy o'sishni ta'minlashga xizmat qilishi mumkin.

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THE BENEFITS OF PHONETICS IN TEACHING ENGLISH FOR DEVELOPING COMMUNICATIVE SKILLS

Inamova Gullola Axmad qizi

Doctor of Philosophy (PhD)

Uzbekistan State World Languages University

gullolainamova@gmail.com

Before you commence teaching the alphabet to your students, here are some other things to be aware of. Phonetics began a century ago in foreign language teaching. It offers the means to develop good pronunciation through enhanced awareness of relevant aspects of speech. Some languages are phonetic. That means you look at a written word and know how to pronounce it or you hear a word and know how to spell it. For this reason, there is a direct relationship between the spelling and the sound of phonetic languages. The learners of languages which are not phonetic like English have difficulties to acquire the language because of the sound scheme of the language. They encounter difficulties like pronunciation and spelling. This study attempts to investigate the reasons of the difficulties in pronunciation and spelling in English and emphasize the phonemic awareness in ELT.

The teaching of pronunciation has witnessed remarkable changes throughout the history of language teaching and learning. As one of the most neglected aspects of English language teaching, pronunciation has gained attention only in the past half of the 20th century with the rise of Audiolingualism and the Direct Method. Throughout history, teachers and applied linguists have been concerned with the difficulty of

teaching this skill. In this respect, they have attempted to develop different methods and techniques with the reliance on other sub-disciplines such as phonetics, phonology and second language acquisition among others. Taking phonetics and phonology as a framework, teachers have tried to make use of the different components of these core disciplines in order to apply them to their classrooms. In this respect, this article will endeavor to highlight the importance of phonetics and phonology in the teaching of pronunciation. Therefore, it will start by defining and contextualizing the issue of teaching pronunciation. Second, the different components of the study of phonetics and phonology will be highlighted with their relevance to the teaching of pronunciation. Following on, some practical techniques and activities, which involve the use of phonetics and phonology in the teaching of pronunciation, will be presented.

In general terms, pronunciation is defined as “the manner in which speech sounds, especially connected sequences are articulated by individual speakers or by speakers generally” [7]. In the light of this definition, pronunciation seems to be closely linked to the study of phonetics which involves the scientific study and description of speech sounds. From a more technical perspective, Pennington & Richards define pronunciation, according to language teachers, as follows: “For most language teachers, pronunciation is largely identified with the articulation of individual sounds and, to a lesser extent, with the stress and intonation patterns of the target language.” In this respect, the second definition does not limit pronunciation only to the way in which sounds are articulated but goes further to incorporate other articulatory aspects, namely stress and intonation patterns.

In addition to this definition, Pennington & Richards (1986) subdivided pronunciation into four major components which include [7]:

- Segmental features: minimal units of sound defined in phonetic terms.
- Voice-setting features: General articulatory characteristics of stretches of speech.
- Prosodic features: involving the relative levels of stress and pitch within syllables, words, phrases and longer stretches of speech.

This decomposition of pronunciation into different components is motivated by one simple reason, namely to make the teaching of pronunciation an easy, manageable task.

Throughout the history of language teaching, some teachers asked whether pronunciation could or needed to be taught and others dropped its teaching from their syllabi. However, with the rise of Audiolingualism and the influence of Behaviorism, teachers started to adopt the “listen and repeat” approach. This approach focused on habit-formation whereby the teacher pronounced isolated words to the students to repeat and the more repetition/imitation was reinforced, the more students would become accurate. Later on, with the rise of the communicative movement in the 1970’s and 1980’s, the pronunciation component was given less attention due to the growing dissatisfaction with the traditional approaches to its teaching. Alternatively, in the late 1980’s with the rise of interlanguage studies and the rapid growth in the study of phonology, the teaching of pronunciation regained the attention of teachers and applied linguists. While some of them still continue to adopt the traditional models of drilling and imitation, others have tried to design techniques and methods to integrate the teaching of pronunciation with other basic language skills.

For a long period of time, teachers have been concerned with finding the appropriate way of teaching the sounds of a foreign language, which are different from the native language, without using the orthographic alphabet. Among the most useful solutions that have been suggested is the use of the International Phonetic Alphabet (IPA). The IPA aims to provide visually distinctive symbols for all speech sounds which are phonologically distinct in any language. Since its development, different versions of the IPA have been adopted by teachers to be included in textbooks for teaching pronunciation.

In the same vein, phonetics has brought new insights to the teaching of pronunciation. Concerned with “the study of the physical properties of sounds and their place and manner of articulation in the vocal tract” Broughton [2], phonetics forms a tool of paramount importance that is used in the teaching of pronunciation. For

instance, in any description of the English sound system, speech sounds are categorized into consonants and vowels. Following Haycraft [4], consonants can be described depending on the movements of the mouth during the articulation (bilabial, dental, alveolar, palatal, velar) or depending on the nature of the airstream, the place and movement of the tongue, and also whether the voice is used or not (voiced, voiceless, plosive, affricate, fricative, nasal, lateral). On the other hand, vowels are described mainly in terms of the position of the tongue and lip rounding. These detailed phonetic descriptions are not arbitrary since they are of paramount importance to the teaching of pronunciation. According to Haycraft, “Awareness of this is useful as many mistakes made by learners are due to slight differences in sound production”.

Phonology is “the study or description of the distinctive sound units (phonemes) of a language and their relationship to one another” Richards & Schmidt. This branch of linguistics is concerned with how phonemes and their allophones operate in different phonological systems.

Practical Activities in Teaching Pronunciation. There has been a great deal of debate on what techniques can be used to teach pronunciation effectively. One of the prominent debates centers on whether to teach pronunciation through imitation or through consciousness-raising. In this regard, Jones [7] highlights the importance of habit-formation and imitation and its persistence in teaching pronunciation even after the rise of Communicative language teaching. As he states:

“Part of the reason for the focus on habit-formation in acquiring L2 phonology is the special characteristic of pronunciation, which, unlike other language skills, involves both cognitive and motor functions: few would deny that repeated practice of motor functions results in increased dexterity.”

One of the prominent techniques used in the teaching of pronunciation is one that makes use of phonemes and minimal pairs. According to Chomsky [3], the concepts of phoneme and minimal pair have proved useful in organizing materials for teaching pronunciation. Generally, students are presented with pairs of words like “car” / ka:/ versus “cow” / kaʊ/ or “bra” /bra:/ versus “brow” /braʊ/. Then, they are asked

whether they are different or not. This allows the teacher to build the whole phonemic inventory from scratch. Furthermore, for students, learning how to distinguish one phoneme from another becomes easy by distinguishing minimal pairs.

Another application of the same technique is discussed in Bowen [1]. According to the latter, a contrast (or minimal pair) is illustrated, explained and then presented for identification by students. For instance, for the contrast [base/vase], two words will be presented, sometimes alike (base...base), and sometimes different (base...vase). Students will be asked to respond “same” or “different”. Furthermore, the words can also be given one at a time with instructions to raise the left arm if “base” is heard or the right arm if it is “vase”. In this way, the teacher can make use of several contrasts which can be practiced later by students.

Finally, in terms of classroom procedures, Broughton [2] advocates a “little and often” teaching sequence. As he describes it: “The teaching sequence must therefore be organized in terms of priorities and degrees of difficulty. The amount of time devoted to specifically pronunciation teaching depends on the larger priorities of the course in general”. More specifically, pronunciation practice can be introduced into a lesson at any point where a significant problem is noticed. Broughton et. al. (ibid) further presents some guidelines that can be followed in the teaching of pronunciation, chief of which are the following:

- Recognition practice should precede production practice.
- The sound to be heard and spoken should be clearly highlighted in short utterances.
- Students should be given the opportunity to hear the same things said by more than one voice as the model.
- The English sounds can be demonstrated in contrast with other English sounds or in contrast with sounds from the native language.

All in all, the teaching of pronunciation has witnessed a considerable amount of changes in both approaches and techniques. Since the rise of traditional approaches to language teaching, teaching pronunciation has gained momentum. However, with the

increased focus on the learner in learner-centered approaches and with the continuing emphasis on the communicative aspect of language teaching, teachers have sought new ways of incorporating pronunciation with other language skills. This has resulted in pronunciation being linked mainly to speaking and listening. Nevertheless, one should not deny the role of phonetics and phonology in the teaching of pronunciation since the more students are aware of the precepts and underpinnings of these branches of study, the more they will become aware of the idiosyncrasies of the target language and the more they are likely to achieve a native-like pronunciation.

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РОЛЬ МУЛЬТИМЕДИЙНЫХ ТЕХНОЛОГИЙ В ПРОЦЕССЕ ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ В СИСТЕМЕ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ

Лямкина Виктория Александровна

Заместитель декана по научной работе и инновациям
факультета Русской филологии
Узбекский государственный университет мировых языков
viktoriya.uzspic@gmail.com

В современной методике преподавания иностранных языков применению мультимедийных технологий отводится значительная роль. Рост использования мультимедийных образовательных ресурсов в сфере образования ускорился в последние годы, и, похоже, ожидает дальнейшего роста влияния использования новых технологий в будущем [1].

Мультимедийными технологиями, имеющими наибольшее влияние в сфере образования, являются те, которые дополняют существующий учебный план, что стимулирует немедленное повышение качества существующих учебных программ [2].

Рассмотрим типы мультимедийных ресурсов, используемых на занятиях иностранного языка:

1. Электронный учебник. Современные электронные учебники содержат все виды мультимедиа. При соответствии учебной программе такой учебник облегчает задачу преподавателя и способствует вовлечению в учебный процесс всех учащихся.

2. Power Point Презентации используются и преподавателями, и учащимися. Презентация может содержать в себе все элементы мультимедиа и текстовую информацию в сжатом обобщенном виде.

3. Видео и/или аудио ресурсы. Данные ресурсы наиболее благоприятны для создания аутентичной среды на занятии. Широко применяются для развития навыков аудирования.

4. Интерактивные и анимационные упражнения. Тренажеры позволяют практически отработать и закрепить пройденный материал.

5. Проектная работа. Использование мультимедиа в проектной работе развивает самостоятельную деятельность учащихся, креативный и нестандартный подход к решению поставленной задачи.

6. Работа в режиме online. При достаточном доступе к Интернету учащиеся работают с аутентичными материалами, общаются с носителями языка. Работа в режиме online стимулирует познавательный интерес учащихся. Для них открывается новый мир иностранного языка, когда знание одного значения слова уже недостаточно для понимания текста, статьи.

7. В настоящее время в помощь преподавателю иностранного языка также пришли интерактивные доски (SMART Board). При использовании интерактивной доски целесообразны следующие виды образовательной деятельности: работа с текстом и изображениями; задания на сопоставление, группировку объектов, создание модели объекта, выбор варианта ответа, создание последовательности; нанесение заметок поверх заданий; демонстрация презентаций, видео и/или аудио материалов, созданных самими учащимися [3].

Основные группы задач, решаемые с помощью мультимедиа на занятиях иностранного языка, включают в себя: поддержку учебной работы учащихся; обеспечение реальной коммуникации с носителями языка; обеспечение реальной коммуникации с носителями языка; обеспечение доступа всех участников учебно-воспитательного процесса к быстро растущим информационным

фондам, хранящимся в централизованных информационных системах; развитие познавательного интереса и мотивации к изучению английского языка.

Степень и время мультимедийной поддержки занятия могут быть различными: от нескольких минут до полного цикла. Основные предназначения мультимедийного занятия: изучение нового материала; преподнесение новой информации и расширение кругозора учащихся; закрепление пройденного материала; отработка учебных умений и навыков; повторение изученного материала; практическое применение полученных знаний, умений навыков; обобщение и систематизация знаний.

Исходя из вышеизложенного, можно сделать вывод, что мультимедийные обучающие технологии имеют огромные преимущества перед традиционными методами обучения. Они позволяют тренировать различные виды речевой деятельности и сочетать их в различных комбинациях; помогают создать коммуникативные ситуации, автоматизировать языковые и речевые действия; способствуют реализации индивидуального подхода и интенсификации самостоятельной работы учащегося. Мультимедиа создает благоприятные возможности для закрепления имеющихся знаний, выражения творческих способностей учащихся. Таким образом, использование интерактивных методов представляет собой существенный потенциал для формирования творческой активности учащихся в процессе изучения иностранного языка. Применение мультимедийных технологий в учебном процессе активизирует познавательную деятельность учащихся, повышает мотивацию к изучению иностранного языка, обеспечивает эффективную реализацию творческого подхода к обучению иностранному языку.

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O‘QUVCHILARNING IQTIDORINI RIVOJLANTIRISHDA INNOVATSION YONDOSHUV

Abdullayeva Malika Maxmudjanovna
300-davlat ixtisoslashtirilgan umumta’lim
maktabi direktori o’rinbosari, pedagogika
fanlari bo’yicha falsafa (PhD) doktori

Jahon amaliyotida iqtidorlilik strukturaviy elementlari (qo‘yilgan masalalarning yechimlarini taklif etishdagi originallik, nostandartlik, kutilmaganlik), ijodiy rivojlanishning 5 ta strukturaviy komponenti (idrok motivatsiyasining dominantligi, yangilikni his etish, muammoni ko‘rish va hal etishda ifodalanadigan izlanuvchanlik va ilmiy-ijodiy faollik, original yechimlarga erishish imkoniyati, faxrlanish va bashorat qilish imkoniyati, yuqori estetik, intellektual baholashni ta’minlovchi ideal etalonlarni yaratish qobiliyati), u yoki bu faoliyatni amalga oshirishda kamroq yoki ko‘proq yutuqlarga erishishiga bog‘liq bo‘lgan qobiliyatlarning o‘ziga xos sifatii birlashmalari, o‘quvchilardagi topqirlik qobiliyati, masalalar yechishda maxsus innovatsion dasturlar asosida o‘qitish bo‘yicha tadqiqotlar alohida ahamiyatga molikdir. O‘quvchilarning iqtidori bilan ishlash, ilmiy va ijodiy salohiyatini rivojlantiruvchi intellektual salohiyati bor yoshlarni tayyorlash, yordam berish, iste’dod sohiblariga bilimning tegishli sohalari va fanning aniq yo‘nalishlari bo‘yicha o‘z tabiiy qobiliyatlarini namoyon etish, rivojlantirish va ulardagi noyob iste’dodini ro‘yobga chiqarish O‘zbekiston Respublikasi davlat faoliyatining ustuvor yo‘nalishi bo‘lib, uning maqsadi iqtidorlilarning ijtimoiy shakllanishi va kamol topishi, ijodiy iqtidori jamiyat manfaatlari yo‘lida imkoni boricha to‘la-to‘kis ro‘yobga chiqishi uchun ijtimoiy iqtisodiy, huquqiy, tashkiliy jihatdan shart-sharoit yaratishdan iborat. Bunda “Iqtidorli

bolalar va iste'dodli yoshlar bilan aniq maqsadga yo'naltirilgan ishlarni amalga oshirish tizimini yaratish"[1] kabi muhim vazifalar belgilandi. Bunda eng qobiliyatli, bilimli o'quvchilarni aniqlashda shaffoflikni ta'minlash, xorijiy tillar, matematika, fizika, kimyo, biologiya kabi muhim va talab yuqori bo'lgan fanlar chuqurlashtirib o'qitiladigan ixtisoslashgan umumta'lim muassasalari tarmog'ini kengaytirish, oliy ta'lim muassasalarining ilmiy salohiyatga ega pedagogik jamoasini umumta'lim maktablarida iqtidorli bolalar bilan ishlashga va ta'lim sifatini baholashga jalb qilish muhim ahamiyat kasb etadi. Har bir bola iqtidorini yuzaga chiqarish faqat alohida shaxs uchun emas, balki jamiyat va uning taraqqiyoti uchun zarurligini anglatadi. Pedagoglarga qo'yiladigan asosiy talablardan biri iqtidorli o'quvchilarni aniqlash, iqtidorni kerakli yo'nalishda rivojlantirish uchun ijodiy yondashish va uni yuzaga chiqarish uchun zarur shart-sharoitni yaratish, o'quvchilar ruhiyatini tushuna olish va malakali yordam bera olishdan iborat. Maktab amaliyotida o'quvchilarning iqtidori bilan ishlashda iqtidorli bolalarga xos bo'lgan maktab muammolari, iqtidorli o'quvchilarning bilim va shaxsiy xususiyatlari hamda o'qitishda muvaffaqiyatsizlikka uchragan iqtidorli o'rta maktab o'quvchilarining shaxsiy xususiyatlari kabi muammolar uchraydi. O'quvchilarning iqtidori bilan ishlashda psixologlar tomonidan iqtidorning tuzilishini belgilaydigan umumiy intellektual yoki aqliy qobiliyatlarning yuqori darajasi, bilish motivining dominantligi - boshqa motiv turlaridan ustunligi hamda yangi predmetlar, vazifalar, voqea-hodisalarga duch kelganda, muammoni qo'yilishi va yechimini topishda ijodiy faollikning namoyon bo'lish kabi asosiy omillarni bilishlari lozimligi ta'kidlanilgan.[2] O'quvchining iqtidorini rivojlantirishning muhim yo'nalishlaridan biri innovatsion yondoshuv asosida hamkorlik bo'lib, mazkur jarayon maktab, tuman, shahar va respublika miqyosida amalga oshiriladi. Hozirgi vaqtda maktab madaniyat, fan, qo'shimcha ta'lim, sport, sog'liqni saqlash muassasalari, jamoat tashkilotlari bilan faol hamkorlik qilmoqda. Yaratilgan o'quv muhiti o'quvchilarni iqtidorli aniqlash va rivojlantirishga xizmat qiladi. Shuningdek, mazkur faoliyat o'quv jarayoni vakolati, qo'shimcha ta'limning dasturiy va uslubiy ta'minlanishi shaxsga yo'naltirilganligi hamda o'quvchilarning

ilmiy-tadqiqot ishlari bilan shugʻullanishi asosida quyidagicha tashkil etiladi. Hamkorlikdan maqsad – iqtidorli bolaning barkamol rivojlanishi uchun sharoit yaratishdan iborat boʻlib, bola rivojlanishidagi muammolarning oldini olish, bola rivojlanish, oʻqish, ijtimoiylashuvining dolzarb muammolarini hal qilishda yordam berish, oʻquv dasturlari bilan tanishish hamda oʻquvchilar, ota-onalar va oʻqituvchilarning hamkorligini takomillashtirish kabi vazifalarni bajaradi. Mazkur vazifalarni bajarishda iqtidorli bolaning rivojlanishi, oʻqishi va uning atrofidagi odamlar bilan munosabatlarida muammoli vaziyatlarning paydo boʻlishi mavjud boʻlgan xavflar ham taʼsir qiladi. Baʼzida iqtidorli bolalarda aqliy rivojlanishning sinxronligi (notekisligi), hissiy-ixtiyoriy sohaning va xarakterning rivojlanish xususiyatlarining namoyon boʻlishi, ragʻbatlantirish va qoʻllab-quvvatlashning yoʻqligi hamda maktab bilan munosabatlarning buzilishi ham sabab boʻladi. Hamkorlik mexanizmlari 3 bosqichda, yaʼni sinf, maktab va ixtisoslashtirilgan muassasa darajasida olib boriladi. Hamkorlik mexanizmlari mustaqil, “bola tomonida”, uzluksizlik va uzviylik, bolaning faolligi hamda majmuaviylik kabi tamoyillarga asoslanadi. Hamkorlikda maʼmuriyat, oʻqituvchilar, ota-onalarning pedagogik mahoratini rivojlantirish, psixologik va pedagogik yordam (diagnostika, maslahat, oʻqitish), oʻquv dasturlari, loyihalar, oʻquv adabiyotlari, oʻquv muhiti, taʼlim muassasalari mutaxassislarining kasbiy faoliyati ekspertizasi, sogʻliqni saqlash, targʻib qilish hamda oʻquvchilarni ragʻbatlantirishga eʼtibor qaratish lozim. Iqtidorli bolalar ijodiy faoliyatini innovatsion yondoshuv asosida rivojlantirishning hamkorlik mexanizmini takomillashtirish uchun “Innovatsion yondoshuv asosida oʻquvchilar iqtidori bilan ishlash Dasturi” ishlab chikishni taqozo qiladi. Iqtidorli bolalar ijodiy faoliyatini innovatsion yondoshuv asosida rivojlantirishning hamkorlik mexanizmi natijalari baholash mezonlari, koʻrsatkichlar hamda diagnostika metodlari asosida baholash tavsiya etiladi.

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INNOVATSION IQTISODIYOTNI SHAKLLANTIRISHDA ISHLANMALARNI TIJORATLASHTIRILISHNING AHAMIYATI

Norov Asror Egamberdiyevich

Toshkent davlat iqtisodiyot universiteti

katta o‘qituvchisi, i.f.f.d. (PhD),

norovasror1@gmail.com

Kirish. Milliy iqtisodiyotda bozor islohotlarini amalga oshirish sharoitlarida innovatsion ko‘rsatkichlar eng muhim raqobatli ustunlik sifatiga ega bo‘ladi, tarkibiy nisbatlarni innovatsion yo‘nalishda takomillashtirish esa davlat ijtimoiy-iqtisodiy siyosatining maqsadli yo‘nalishlaridan biriga aylanadi. Bularning barchasi innovatsion faoliyatni davlat tomonidan qo‘llab-quvvatlash va uni rivojlantirish uchun kerakli shart-sharoitlarni yaratish, maqsadga yo‘naltirilgan va muvozanatlashgan innovatsiya siyosatini ishlab chiqish zaruratini belgilab beradi. Bunday innovatsion siyosatni amalga oshirish imkoniyati avvalo mamlakatda yuzaga kelgan shart-sharoitlar va omillarga muvofiq iqtisodiy strategiyani va uning innovatsion tarkibiy qismini ishlab chiqishni ko‘zda tutadi [1].

Innovatsion jarayonda davlatning asosiy roli innovatsion korxonalar uchun qulay muhitni yaratishdan iborat bo‘lib, u innovatsion infratuzilmani turli ishtirokchilar orqali bevosita qo‘llab-quvvatlashni, shuningdek, innovatsion faoliyatni rivojlantirish va innovatsiyalarni tijoratlashtirishni rag‘batlantiruvchi me‘yoriy-huquqiy hujjatlarni qabul qilish orqali bilvosita qo‘llab-quvvatlashni o‘z ichiga oladi. Innovatsiyalarni

yaratish va joriy etish jarayonida yirik hamda kichik va oʻrta biznes subʼektlari ishtirok etadi.

Asosiy qism. Rivojlangan mamlakatlarda kichik va oʻrta tadbirkorlikning innovatsion jarayondagi roli ularning moslashuvchanligi, tezkorligi, ragʻbatlantirilganligi, shuningdek, davlat tomonidan kuchli qoʻllab-quvvatlanishi tufayli katta ahamiyatga ega. Jahon amaliyoti shuni koʻrsatadiki, yuqori xatarga qaramay, innovatsion jarayonda ishtirok etayotgan kichik va oʻrta korxonalar ulushi oʻsib bormoqda [2].

Bugungi kunda innovatsion-investitsion rivojlanishni davlat tomonidan qoʻllab-quvvatlash va tartibga solish mexanizmini takomillashtirish, jalb etilgan investitsiyalardan toʻgʻri va unumli foydalanish tizimini yaratish, uning iqtisodiy oʻsishga taʼsirini oshirish, respublika sharoitlariga mos keluvchi, yaʼni bozor munosabatlarini rivojlantirish va davlat tomonidan tartibga solishni uygʻunlashtiruvchi innovatsiyalarga investitsiyalash mexanizmi konsepsiyasini nazariy asoslash iqtisodiy fan oldida dolzarb muammoligicha qolmoqda [3].

Bugungi kunda dunyoning koʻplab mamlakatlarida iqtisodiyotni rivojlantirish uchun oʻzida fanning turli sohalarini qamrab olgan ilmtalab ishlab chiqarishni rivojlantirish strategik vazifa sifatida qoʻyilmoqda. Rivojlangan mamlakatlarda yaratilgan milliy innovatsion tizimi iqtisodiy oʻsishni yuqori surʼatlarga koʻtarayotganligini ularning bugungi iqtisodiyijtimoiy koʻrsatkichlarida yaqqol oʻz ifodasini topayotganligini koʻrishimiz mumkin. Ularning boy tajribalarini oʻrganib, ayrim jihatlarini milliy iqtisodiyotimizni yanada yuksaltirish maqsadida foydalanish esa ijobiy natija berishi mumkin. Zero, Prezidentimiz taʼkidlaganidek, “Iqtisodiyotni tarkibiy oʻzgartirish va modernizatsiya jarayonlarini chuqurlashtirish yuksak texnologiyalar, innovatsiyalarni talab qilinishi biz oʻzimizga yaxshi tasavvur qilamiz. Jahon tajribasi, yuksak darajada taraqqiy etgan mamlakatlar tajribasi bu haqiqatni qayta-qayta isbotlamoqda” [4].

Dunyo bo'yicha ITTKIga qilingan xarajatlar 2005 yilda 400 mlrd dollar bo'lsa, 2019 yilga kelib 680 mlrd dollarni tashkil qilgan. Xarajatlarning 15 yillik o'rtacha o'sish sur'ati esa 5,4 foizni tashkil etgan bo'lib, o'sish tendensiyasiga ega bo'lgan.

Buni sohalar bo'yicha taqsimotiga nazar tashlaydigan bo'lsak, ITTKI da kompyuter va elektronika sanoatiga qilingan harajatlar yuqori bo'lib 25 foiz yoki 166 mlrd AQSh dollarini tashkil qildi, ammo 2019 yilda 0,7 foizga pasayish tendensiyasi kuzatildi. ITTKI da sog'likni saqlash sohasiga qilingan harajatlar 6 foizga o'sdi va 145 mlrd AQSh dollarini tashkil qildi. Prognozlarga ko'ra mazkur soha 2020 yil oxiriga kelib ITTKI harajatlari eng yuqori darajada sarflanadigan tarmoqqa aylanadi [5].

O'zbekistonni innovatsion rivojlanishi uchun avvalambor, oliy o'quv yurtlari katta, ammo hozircha to'liq foydalanilmayotgan salohiyatga ega. Boshqa hech bir institut ular kabi mustaqil ravishda butun innovatsion siklni ta'minlab berolmaydi: OTMlar ilmiy tadqiqotlar olib borishdan tortib sanoat korxonalarida innovatsion mahsulotlarni joriy etishgacha hamda ushbu mahsulotning tayyorlangan xodimlar tomonidan ekspluatatsiya qilinishini ham ta'minlay oladilar. Buni anglagan holda, so'nggi yillarda oliy ta'lim muassasalarida innovatsion faoliyatga bo'lgan munosabatni davlat o'zgartirishga majbur qilyapti va, eng avvalo, asosan pedagogik faoliyat bilan shug'ullanayotgan professor-xodimlar munosabatini o'zgartirish zarurligi belgilab berilmoqda.

Umuman olganda, milliy iqtisodiyotning xom-ashyo eksporti modelidan innovatsion rivojlanish yo'liga o'tish davrida kichik innovatsion korxonalarda innovatsiyalarni tijoratlash tirish mexanizmini rivojlantirish hozirgi sharoitda katta iqtisodiy ahamiyatga ega bo'lgan dolzarb ilmiy vazifadir.

Davlat oliy ta'lim muassasalariga ularning mulk egalari roziligisiz, mustaqil ravishda maqsadli xo'jalik jamiyatlarini tuzish huquqi berildi. Hukumat biznes, ilm-fan va davlat vakillarining tadqiqotlari strategik rejalarini ishlab chiqish bo'yicha qo'shma tadbirlarni tashkil etishdagi sa'y-harakatlarini birlashtiradigan xususiy-davlat sherikchilikni qo'llab-quvvatlash uchun texnologik platformalar yaratdi, oliy ta'lim va

ilmiy tashkilotlarning kadrlarini yangilash va yoshartirish uchun yosh tadqiqotchilar va o'qituvchilarning ilmiy faolligini qo'llab-quvvatlash maxsus dasturi ishlab chiqildi.

Albatta, qisqa vaqt ichida oliy ta'lim muassasasida samarali innovatsion muhitni yaratish oson ish emas, shuning uchun ham tadqiqotlar natijasida olingan yangi bilimlarni innovatsiyalarga aylantirish bo'yicha nima qilish zarurligi haqida yana bir bor o'ylash kerak. Universitetlarda innovatsion ishlanmalarning to'liq siklini (shu jumladan ushbu maqsadlar uchun maxsus fondlarni yaratish orqali) joriy qilishni rag'batlantiruvchi va innovatsiyalarni qo'llab-quvvatlash uchun mavjud vositalardan samarali foydalanishga imkon beradigan mexanizmlarni joriy etish zarur.

Innovatsiyalarni tijoratlashtirish samarali amalga oshirilishi uchun quyidagi bosqichlardan o'tish lozim:

- 1) innovatsiyalarni ro'yxatdan o'tkazish;
- 2) innovatsiyalarni yaratilgan intellektual mulk sifatida himoya qilish;
- 3) intellektual faoliyat natijalarini nazorat qilish;
- 4) kompleks ekspertizadan o'tkazish;
- 5) интеллектуал мол-мулкни баҳолаш;
- 6) ishlab chiqilgan innovatsiyalarni texnik-iqtisodiy asoslash;
- 7) innovatsion loyihaning imkoniyatlarini baholashga imkon beradigan, investorga tushunarli bo'lgan biznes-reja tuzish;
- 8) marketing tadqiqotlari;
- 9) yangi mahsulot yoki xizmatlarni ishlab chiqarish uchun investorlarni izlash imkoniyatini beradigan innovatsion ko'rgazma va yarmarkalarda ishtirok etish;
- 10) innovatsion mahsulotni standartlashtirish va sertifikatlash;
- 11) innovatsion mahsulotni ishlab chiqarishni tashkil etish, shuningdek uni bozorga olib chiqish [6].

So'nggi yillarda mamlakat miqyosida innovatsion faoliyatni va uning natijalarini tijoratlashtirishga davlat tomonidan katta ahamiyat berilib rag'batlantirilib borilmoqda. Bu borada qator qonunlar va tegishli me'yoriy-huquqiy xujjatlar qabul qilindi.

Shunday bo'lsada, xalqaro innovatsion rivojlanish tendensiyalari sanoat va texnologik o'sishning asosiy yo'nalishlari iqtisodiyotni rivojlantirishning innovatsion yo'lga o'tishi ilmiy-texnik tarmoqni samaradiligini oshirishning yangi yo'llarini qidirib topishga majbur qilmoqda.

Hozirgi vaqtda iqtisodiyotni o'sishining yuqori sur'atlariga erishish uchun O'zbekistonda ilmiy tadqiqot va tajriba konstruktorlik ishlari (ITTKI)ga xarajatlari katta hajmini qo'llab-quvvatlash yetarli emas, buning uchun sanoat korxonalariga yaratilayotgan innovatsion texnologiyalarni tijoratlashtirishga turtki beruvchi mexanizmlarni yaratish va amalga oshirish zarur. Xususiyati bo'yicha bular davlat byudjeti hisobiga yaratilayotgan ilmiy-tadqiqot natijalariga ta'luqli.

Texnologiyalar transferi va tijoratlashtirilishini moliyalashtirish masalalarini universal yechish sifatida va xatto sezilarli daromad manbai sifatida qaramaslik lozim.

Iqtisodiy foyda davlat uchun ham, va jamiyat uchun ham iqtisodiy faoliyatning tijoratlashishi jarayonida paydo bo'ladi. Texnologiyalar transferi va tijoratlashtirilishining jahon tajribasi ko'rsatishicha, turli mamlakatlarda texnologik transfer markazlarining (TTM) yaratilishi dinamikasi ko'rsatishicha davlat byudjeti mablag'laridan foydalanish bilan olingan ilmiy-texnik faoliyat natijalaridan foydalanish va tartibga keltirish xuquqlariga egalik qilish munosabatlarida davlat siyosatini aks ettiruvchi qonunchilik bu jarayonga amaliy ta'sir ko'satadi. O'zbekistonda innovatsion faoliyatni va uning natijalarini tijoratlashtirishga na faqat davlat tomonidan, balki biznes tomonidan ham ahamiyat yanada kuchaytirilishi va rag'batlantirilishi zarur.

Bozor iqtisodiyoti sharoitida innovatsion jarayon uzluksizligini ta'minlash uchun turli xil tuzilmalar faoliyatining ko'lamlari va turlari mavjud, ularsiz innovatsion jarayon samarali rivojlanmaydi. Buning uchun injiniring firmalari, ilmiy parklar, texnoparklar, texnologiyalarni transferi markazlari, jamoa foydalanish markazlari, biznes-inkubatorlar, ilmiy va o'quv markazlari, venchurli tashkilotlar, kichik innovatsion korxonalar tashkil etiladi va ular nafaqat muhandislik va maslaxat

xizmatlarini ko'rsatadilar, balki loyihani va innovatsiyalarni joriy etish uchun zarur professional yordamni ham taqdim etadilar.

So'nggi yillarda davlat innovatsion loyihalarni qo'llab-quvvatlash tizimini yaratish bo'yicha bir qator chora-tadbirlarni amalga oshirdi, ulardan 100 foiz davlat ishtirokida tuzilmalar yaratilganligini alohida ta'kidlash mumkin. Yangiliklarni ishlab chiqarishga joriy etish va ularni innovatsiyalarga aylanishiga bozorda faoliyat yuritayotgan davlat va xususiy venchur tashkilotlar (kompaniyalar, jamg'armalar) yordam beradi. Odatda venchur tashkilotlar tayyor mahsulotni sotishga yaqin bo'lgan bosqichda va yuqori potensial foydaga ega bo'lgan ishlanmalarni moliyalashtirishga tayyor bo'ladilar (bunda ular tashkil etilgan ishlab chiqarish korxonalaridagi aksiyalarning 51 foiziga egalik qilishga intiladilar).

Venchur va bank tomonidan moliyalashtirishni jalb qilishdagi qiyinchiliklar tufayli innovatsion loyihalarning katta qismi davlat investitsiya dasturlari va jamg'armalari, masalan, kichik innovatsiyalar va kichik innovatsion korxonalarni rivojlanishini qo'llab-quvvatlash O'zbekiston Respublikasi Innovatsion rivojlanish vazirligi huzurida Yoshlar akademiyasining iqtidorli yoshlarni qo'llab-quvvatlash Jamg'armasi, Innovatsion rivojlanish va novatorlik g'oyalarini qo'llab-quvvatlash jamg'armasi, shuningdek oliy ta'lim muassasalari tuzilmasidagi innovatsion jamg'armalar tomonidan moliyalashtiriladi.

Agar oliy ta'lim muassasalarida tashkil etilgan KIKdagi innovatsiyalarni tijorlashtirish uchun investitsiya resurslarini jalb qilishni ko'rib chiqadigan bo'lsak, innovatsion faoliyatning deyarli har bir bosqichida tijorlashtirish amaliyoti ko'p variantlarga tayanishi mumkin, o'z resurslaridan (moliyaviy, moddiy va intellektual) foydalanish ham shular jumlasidandir.

Kichik innovatsion korxonalarda innovatsiyalarni tijorlashtirish usullarining samaradorligini baholash mezonlarini to'g'ri belgilash uchun quyidagi tendensiyalarni hisobga olish lozim:

1) innovatsiyalarni yaratish jarayoniga investitsiyalarni jalb qilishning turli xil shart-sharoitlarida innovatsiyalarni tijorlashtirish kafolatlarni berish imkoniyati;

Shuni ham ta'kidlash kerakki, innovatsiyalarni kichik innovatsion korxonada tomonidan tijoratlashirishdan oldin, innovatsiyalarni potensial egalari bo'lishi mumkin bo'lgan tomondan avans shaklida opsiya to'lovlarini olish ham mumkin.

2) intellektual qadriyatlarini yaratilishi, ularni nafaqat ma'lum yangilikni tijoratlashirishda balki ulardan keyinchalik ilmiy (yoki ilmiy-texnik) zahira sifatida foydalanish ham mumkin;

3) yo'qotilgan foydaning mavjudligi, uni kichik innovatsion korxonada o'zining hayotiy siklining keyingi bosqichlarida innovatsiyaga bo'lgan huquqni saqlab qolganida olsa bo'ladigan foydaga nisbatan aytiladi;

4) kichik innovatsion korxonada xodimlari innovatsiyalar boshqa mulkdorga (vaqtincha yoki doimiy ravishda) o'tganda aktivlarining bir qismini yo'qotish ehtimoli. Shu bilan birga, yangi mulkdorga o'tgan innovatsiyalar to'g'risidagi axborot resurslarining bir qismi tashkilotda inson salohiyatini qayta tiklanishi bilan bog'liq hisoblanadi.

Xulosa qilib aytganda, shunday innovatsion infratuzilmani yaratish kerakki, innovatsiyalarni tijoratlashirish yagona milliy texnologiyasi vazirliklar va idoralarni, O'zbekiston Respublikasi Fanlar akademiyasini, ilmiy markazlarni, ilmiy-tadqiqot institutlarini, ekspert tashkilotlarni, xususiy biznesni birlashtiradigan uning bir qismiga aylanishi zarur va u iqtisodiy o'sishning asosi bo'lmish jamiyatning intellektual darajasini oshirish bo'yicha yangi milliy loyihaning asosiga aylanishi lozim.

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EFFECTIVE TEACHING METHODS OF WRITTEN TRANSLATION

Abduganiyeva Jamilya Rustamovna

PhD on Pedagogy Science,

Head of the English Language Translation Theory Department

jamilya.valiewa@yandex.com

Translation is the process of expressing the same thing in another language with different ways. Translation field itself contributes to the language, it connects and transfers cultures from one into another. There are generally three main types of translation which are widely used: written, simultaneous and consecutive translation. Each of them plays an essential role and used in different situations. Written translation provides clear way to encode message in texts, books or newspapers. This type of translation commonly seen in literature and it involves dramatic and creative poetry and transfer into or from other languages. Written translation helps to shape a reader’s understanding of the world, politics, philosophy and more. Written translation

differentiate from other two types with its methods and these methods do not have any specific time to use. Word-for-word translation, literal translation, semantic and adaptive methods of written translations are the most used types. According to word-for-word translation, translator transfers individual words with literal meaning with no use of any creation of semantics or equivalents of another language. Literal translation requires linguist to translate grammatical structures of source text into close equivalents. In semantic translation, syntactic and semantic structures are conveyed into target language. This translation puts greater emphasis on aesthetic value of written sources and the last type uses modification or even total rewriting of source language. Newmark (1988b:81) wrote that “While translation methods relate to whole texts, translation procedures are used for sentences and the smaller units of language”.

Teaching of translation, in general, is a great mission. It is not an easy task to teach and prepare students to be professional translators/interpreters. Firstly, one who is teaching must be aware of qualities and requirements of translation, should have enough knowledge in this field, especially, in competence in teaching translation material as a science. In other words, teacher must be qualified in doing own job, and have dual ability, both theoretical and practical. Approaches are needed for right methods. One of the effective method for teaching written translation that teachers should use authentic material to be translated. Texts may be chosen according to its difficulty level. And the next step is type of text, the register, readership and the style should be identified. After that students should read the text thoroughly. The text should also be comprehensive to be fully understood. There is one process called “reading with translation intention”. In that activity process, students should understand and try to find mistakes detected. Reading comprehension is the most important thing in written translation, without it there is no any possibility to translate high-quality texts. This helps to understand deeper meaning of the topic also. When we talk about new teaching methodologies, they are changing and driving better academic performance among future translators. One of the methods that has gained popularity

recently is flipped booth classroom, pedagogical approach in which elements of translation taught by teachers are reversed.

This optimizes time while students are translating from one into another. With the help of this method, each individual develops cooperative projects or specific tasks. Another modern methodology is called gamification. This is the integration of game mechanics and dynamics in lessons. Translators work as an group and try to find best possible equivalents of one or more traditional words or phrases.

The last and efficient method is problem-based learning. Translation field includes many difficulties and problems and need to be improved. The method is a cyclic learning process which demands to identify problems first and then with the help of these problems, students debate or discuss critically. According to this method, students' motivation increases, problem-solving abilities, creative skills improve. Theory of translation is the most important part which is the foundation of the practical translation. How the theory part clear and comprehensive is, the quality of translation is higher. Teachers could apply different approaches during lessons. For the written translation, students work together one read out loud and the other repeats and try to hold main meaning of the paragraph and the other translate it. Although this method is more suitable for other types of translation, this helps to improve the memory and fast-choosing words in the target language.

As each field involves difficulties, teaching translation is not exception. The problem how to teach written translation has not been solved completely, still institutions suffer the lack of clear methods for effective translation teaching, for this reason the field is not widely-chosen. There are still borders of languages which keeps translator confused and doubted to choose. When it comes to teaching, these borders are big problem to teachers also. In order to tackle this problem, scientists work on the types of translations, ways and methods of translation, which can be effective or not. To sum up, teaching translation needs some steps to be improved and to sort out effective methods.

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ЛИНГВИСТИЧЕСКАЯ СПОСОБНОСТЬ КАК ОСНОВНАЯ СОСТАВЛЯЮЩАЯ ИНОЯЗЫЧНОЙ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ

Пардаева Диёра Тохировна

PhD, доцент и.о ТДПУ

Современные подходы и методы в обучении иностранным языкам

diyoratohirovna@gmail.com

В мировых организациях высшего образования проводятся научные исследования по обеспечению качества языковой компетентности будущих учителей, моделированию и проектированию образовательного процесса, совершенствованию языковой компетенции на основе целевых подходов и принципов, определяющих ее технологическое содержание, разработке коммуникативные качества и языковая компетентность в образовательном процессе. При этом особое внимание уделяется подготовке и профессиональной подготовке будущих учителей английского языка, поднятию качества образования на международный уровень, повышению уровня развития языковых навыков, налаживанию модульного обучения. Постановление Президента Республики Узбекистан от 19 мая 2021 года ПП-5117 «О мерах по выводу на качественно новый уровень деятельности по популяризации изучения иностранных языков в Республике Узбекистан» не только специалистов-иностранцев, но и представители других областей также преподают

иностранный язык (английский) В1- Необходимость знать на уровне В2 отражена в этом решении [1]. Эффективная иноязычная учебная деятельность студентов является основой повышения качества иноязычного образования.

Согласно монографии Совета Европы, в составе языковой компетенции выделяют следующие компоненты: лексический, грамматический, семантический, фонологический, орфографический и орфоэпический.

Лексическая компетенция характеризуется знанием словарного запаса языка, включая лексические и грамматические элементы, и умением использовать их в речи. Лексическая компетенция включает: 1) самостоятельные слова - части речи (существительные, прилагательные, глаголы, наречия и др.); 2) фразеологизмы представляют собой семантически неделимые, устойчивые сочетания, которые отличаются обособленным целостным значением, постоянством компонентного состава и закрепляются в памяти говорящего. Они представляют собой сложную и противоречивую единицу с единым значением (речевые знаки, пословицы и поговоры, фразеологические глаголы, сложные предлоги и др.).

Грамматическая компетенция – это, по сути, знание грамматических правил языка и умение использовать их в речи. Он включает в себя умение понимать и выражать определенный смысл, оформляя его в виде словосочетаний и предложений, построенных по правилам изучаемого языка.

Грамматический компонент базируется на знании грамматических элементов языка (морфология, синтаксис и др.). Разработанный грамматический компонент рассматривается как совокупность принципов, регулирующих умение пользоваться грамматическими средствами языка и объединением лексических элементов в осмысленные словосочетания и предложения. Вместе эти два компонента образуют устойчивый элемент лингвистического знания, который можно сравнить с усваиваемыми будущими учителями «образцами речи», составляющими как действенную, так и рецептивную речь. И. Ф.

Мусаэльян, лексико-грамматический компонент языковой компетенции включает в себя лексико-грамматические знания, умения и навыки [2; стр. 256].

Непосредственные лексико-грамматические знания представляют собой совокупность знаний в области лексики (обширный словарный запас) и грамматики (законы и правила сочетания языковых явлений и лексических единиц). Лексико-грамматические умения (далее - ЛГ) предлагается призывать к синтезированным действиям по распознаванию и пониманию языковых единиц ЛГ в письменном и устном тексте, а также действиям по выбору и правильному употреблению необходимых лексико-грамматических единиц языка, пригодных для общения. Ситуация по нормам этого языка. Умение отрабатывать речевые навыки в контексте решения задач условного и реального общения рассматривается как ЛГ-умения, основанные на знаниях и умениях, сформированных ЛГ.

И.Ф. Мусаэльян, говоря о лексико-грамматическом компоненте языковой компетенции, различает продуктивные и рецептивные умения и навыки [2; стр. 256]. К продуктивным умениям и навыкам относятся: выделение и употребление лексических и грамматических единиц языка в зависимости от ситуации общения; сочетание новых грамматических единиц с ранее изученными; при изменении коммуникативной интенции, изменении и освоении ЛГ формирования высказывания; распознавание и исправление лексических и грамматических ошибок в устной и письменной речи.

К рецептивным способностям относятся: узнавание ранее усвоенных лексических и грамматических единиц языка в научном тексте; понимать новые единицы ЛГ, используя контекст; выделение и определение лексических и грамматических единиц языка; связывание значения лексических и грамматических единиц языка с контекстом; различие между лексическими и грамматическими единицами языка, аналогично слуху и письму.

С точки зрения нашего исследования лексико-грамматический компонент рассматривается как неотъемлемый элемент языковой компетенции, где лексика

частично превосходит грамматику. Говоря о проблеме оценки уровня сформированной лексико-грамматической компетенции в языковом вузе, следует отметить, что на практике эта проблема зависит от оценки уровня сформированной языковой компетенции и ее фонологической, орфоэпической и орфографической составляющих. Их развитие и совершенствование важно для будущих учителей, ведь невозможно учиться без развития всех компонентов языковой компетенции.

Лексическая и грамматическая компетентность также развиваются неравномерно, и часто эти неравенства сохраняются даже после изучения предмета «Компетенции в преподавании языковых аспектов». Наиболее интересной из всех вышеперечисленных компетенций оказалась недостаточно сформированная лексико-грамматическая компетенция будущих учителей. Проследив развитие словарного запаса и грамматики как отдельных аспектов, мы приходим к выводу, что будущие учителя развивают словарный запас или грамматику отдельно, и ошибки в использовании грамматики, такие как смешение времен, являются обычным явлением. В связи с этим очевидна необходимость комплексного обучения этим двум сторонам языка, что определяет направленность учебного процесса на целенаправленное формирование лексико-грамматического компонента языковой компетенции.

Будущие учителя должны уметь использовать языковой материал как лексически, так и грамматически. Таким образом, лексико-грамматический компонент языковой компетенции определяет способность будущего учителя использовать определенные лексические единицы в грамматическом поле изучаемого языка, соответствующие сложности предмета. Если мы говорим об уровне B2, то словарный запас и грамматика будущего учителя также должны соответствовать этому уровню. Если будущий учитель владеет лексикой на уровне B2, но совершенно не владеет грамматикой или наоборот, уместно говорить о несформированном лексико-грамматическом компоненте.

Основным компонентом коммуникативной компетенции является языковой компонент. Он представляет собой знание языковых средств, включая грамматику, словарный запас и фонетику, а также готовность использовать их в устной и письменной коммуникации.

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KOGNITIV TILSHUNOSLIKDA KONSEPTUAL MAYDON TUSHUNCHASI VA UNING TALQININI YARATISH

Jakbarov Musokhon Pulotovich

О‘qituvchi

О‘zbekiston davlat jahon tillari universiteti

musokhonjakbarov@gmail.com

Kognitiv tilshunoslikda kontseptual maydon tushunchasi mavzusi bo'yicha Ipanova O.A. (M. 2005), Malysheva E.G. (M. 2011), Redkozubova K.Y. (M. 2004), Letova A.D. (M. 2004), Rapoport N.V. (M. 1999), Vasilyuk I.P. (S.P. 2004), Chayka S.A. (M. 2002), Avlova T.B. (M. 2002), Mayorenko I.A. (M. 2005), Novikova V.V. (M.2007) dissertatsion izlanish olib borishgan. Gorintseva V.N. Shekspirning dramatik asarlarining lingvistik xususiyatlari haqida izlanish olib borgan. Makarov V.S. esa Shekspirning dramatik asarlari tarjimasini masalalari haqida ish olib borgan. W. Shekspir asarlarini, Igoshina O.A., Kozina N.O., Neshkova E.G., Medvedova T.V. va boshqalar turli diskursga oid til materialining lingvomadaniy jihatlarini tadqiq qilishgan. O'zbek tilshunoslik va tarjimashunosligida Shekspir ijodi bo'yicha Jamol Kamol, Yusuf

Shomansur, M. Shayhzoda va boshqa tarjimonlar izlanish qilganlar. Tadqiqot ishining maqsadi drama diskursida voqelangan konseptual maydonni lingvomadaniy jihatdan tadqiq qilishdir. Tadqiqot ishining vazifalari: - diskurs, konseptual maydon va lingvomadaniy jihat tushunchalarini nazariy jihatdan aniqlash;

- Lingvomadaniy izlanishlarning hozirgi bosqichdagi muammo va yo'nalishlarini o'rganish;

- Diskurs nazariyasining asosiy tushuncha va tamoyillarini o'rganish;

- Kognitiv tilshunoslikda konseptual maydon tushunchasi va uning talqinini yaratish;

Tadqiqotning predmeti konseptual maydonning tashkil qiluvchi elementlar, lingvokulteremalar va konseptosferalarning pragmalingvistik yuklamasi. Tadqiqot ishida qo'llanadigan tadqiqot metodlari; Belgilangan vazifalarni hal qilishda taqqoslash va konseptualizatsiya, kategorizatsiyalash, interpretatsiyalash tahlil usullari, tavsiflovchi va strukturaviy semantic usullar, shuningdek, qayta ishlangan material miqdorini aniqlash uchun component tahlilini kuzatish va tasniflash usullari va statistik hisoblash ishlatilgan.

An'anaviy tilshunoslik til birliklarining faqat shaklan tomondan o'rganishga e'tiborni qaratdi. Bunday qarash, ayniqsa tilga semantic nuqtai nazardan yondashish belgini faqat shakldan iborat deb hisoblash natijasida yana kuchayadi.

Strukturalizmدا til har biri yopiq tizim sifatida qaraladigan qat'iy qatlamlarga ajratildi. Til birliklarinining o'zi ifodalayotgan ob'ektiv borliq bilan munosabati tadqiqotdan chetda qoldi. Keyinchalik tilni bunday o'rganish bir yoqlama ekanligi, shaklni ma'nodan uzib bo'lmasligi ma'lum bo'ldi. Natijada birliklarning ma'no tomoniga e'tibor kuchaydi.

Lingvistikadagi semantic tadqiqotlarning kuchayishi natijasida shu narsa ma'lum bo'ldiki, til birliklarinining shakl va mazmun tomondan tavsifi ham tilni to'liq izohlariga imkon bermaydi. Til birliklarini kontekst nutq vaziyat bilan bog'lab o'rganishgina ularning ma'nosini to'g'ri tushunishda kata imkoniyat beradi. Bu esa til birliklarining pragmatic tomondan qiziqishini kuchaytiradi.

Kognitiv tilshunoslikda esa nutqda berilayotgan axborotning to'g'ri tushunilishi uchun so'zlashuvchilarning til haqidagi bilimidan tashqari, tinglovchining olam haqidagi bilimi, jumla qo'llayotgan ijtimoiy holat haqida bilimi, so'zlash jarayonida so'zlashuvchilar ruhiyati haqidagi bilimi va boshqa bilimlarni ham qo'shishi kerak.

Nutq mahsulotni tinglovchi tomonidan tushunish jarayonida uning dunyo, borliq haqidagi bilimlarining barchasi barobar hizmat qiladi. Shuning uchun bu bilimlarning o'zaro munosabatini hisobga olgandagina biz nutqiy jarayonning mohiyatini anglashga yaqinlashgan bo'lamiz. Ana shunday ehtiyoj natijasida semantika va pragmatika tushunchalari yuzaga keladi. Til birliklarning bu uch tomonsiz aloqa vositasi bo'lgan til o'zining to'liq talqinini topa olmaydi. Sintaktik birliklarning uch tomoni bor: 1. Sintaktika, 2. Semantika, 3. Pragmatika.

Sintaktika til birliklarining shakily munosabatlarini, yani til belgilari o'rtasidagi munosabatni o'rganadi. Demak, sintaktika an'anaviy sintaksis gap bo'laklari nomi bilan o'rganiladigan gapning sintaktik tizimiga tayanadi. Sintaktikaga muvofiq, har qanday sintaktik birlik nutq jarayonida turli variantlarda namoyon bo'luvchi umumlashgan vaziyat sifatida talqin qilinadi.

Semiotikaning asoschilaridan biri bo'lgan Ch. Morris semiotikaning uchga bo'ladi. 1. Semiotika belgining borliq ob'ekti bilan munosabati haqidagi ta'limot. 2. Sintaktika belgining belgi bilan munosabati haqidagi ta'limot. 3. Pragmatika – belgining so'zlovchi bilan munosabati haqidagi ta'limot.

Anglashiladiki, inson nutqining semantic sintaksisi ongda aks etgan ob'ektiv reallik elementlarini, yani propozitsiyaning sintaktik qurilmalar orqali qanday ifodalanganligini o'rganadi. Boshqacha qilib aytganda, so'zlashuv nutqining semantic sintaksis qurilmalarining propozitsiya tomonini o'rganadi (Safarov III, 2008).

Gap tuzilishi, bu gap orqali ifodalanayotgan borliq parchasi bilan solishtiriladi. Masalan, There is a playing ball in the garden. The apple tree burst into blossom.

Sintaksisning asosiy birligi bo'lmish gap inson ongida aks etgan borliqdagi ayrim voqeani, borliq parchasini ifodalaydi. Gap bo'lagi esa borliqning ongda aks etgan alohida elementlarining shu vaziyatda qanday vazifa bajarayotganligini

ko'rsatadi. Masalan, The Sun rises in the East. The Sun is a subject of the action. Rises – the action performed by the subject. In the East – the place of the action.

So'z birikmasi esa ongda aks etgan borliq elementlarining o'zaro munosabatlarini ifodalaydi. Tom found the box empty (predicative aloqa). A young boy (attributive aloqa). Played in the garden (adverbial aloqa).

Pragmalingvistika nuqtai nazaridan til birliklarining sintaktika va semantikasi, bu birliklarning to'liq tavsifi uchun kamlik qiladi. Sintaktika va semantikaga pragmatika qo'shilgandagina ular o'zining haqiqiy talqinini topadi. Masalan, Everyone is enjoying his stay.

Bu gap orqali muayyan shaxslar va ularning muayyan zamon va makondagi holati, propozitsiyasi ifodalangan. Lekin jumla orqali ifodalangan propozitsiyani so'zlashuvchilarga tushunarli bo'lishi uchun bugina kifoya qilmaydi. Buning uchun so'zlashuvchilar ayrim ijtimoiy guruhlar haqida va bu hodisa ro'y berayotgan muayyan bir zamon va makon haqida umumiy tasavvurga ega bo'lishlari lozim. Chunki dunyodagi barcha odamlarning fazoviy va makoniy holatlari bir hil bo'lishi mumkin emas. Demak, yuqoridagi jumla aniq shaxslar, aniq makon va zamon bilan bog'langan bo'lishi kerak. Jumla orqali ifodalangan proporsiyaning nutq vaziyati bilan ana shunday munosabatini o'rganish jumlaning pragmatic tomonini tashkil qiladi.

Xulosa qilib aytish mumkinki, bu muammoga kognitiv tilshunoslikda semantika masalalarini o'rganish kuchaygan bir paytda e'tibor berilishi bejiz emas. Chunki semantikaning tahlil ko'lami g'oyat kengayib ketganligi tufayli uning biroz yengillashishiga, ma'noning kontekst bilan bog'liq qismidan halos qilishga to'g'ri keldi. Natijada pragmatika semantikadan ajralib chiqdi.

Bir maqola hajmida bu yerda ko'tarilgan barcha masalalarga yechim topishning imkoni yo'q, lekin ularning dolzarbligi tilshunoslarning bu muammolarga qayta qayta murojaat qilishiga olib kelmoqda.

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CORPUS TOOLS TO TEACH ENGLISH VOCABULARY

Radjabova Gulnoza Giyosiddinovna

Senior teacher, UzSWLU

Tashkent, Uzbekistan

rad.gulnoza@gmail.com

Currently, it has become challenge for teachers and educators to encourage learners to learn and discover language autonomously by means of authentic language materials and resources. However, corpus linguistics and corpus data and tools can aid educators to solve their difficulties and involve learners into independent learning as the implementation of corpus tools in teaching can fully address this issue by giving access to a mass of naturally occurred English language. In addition, corpora as a high-speed teaching tool can provide high-quality language samples for further creation of unique activities which encourage active and student-centered learning [2].

As corpus “is a large, principled collection of naturally occurring language stored electronically” [8, p. 5], which is “systematically compiled according to specific principles and presented in electronic form” [5, p. 13], it can be applied as a reliable source of authentic language. Each corpus is presented in concordance lines. Each concordance line in a set includes the keyword, that is, the word being studied, and the sentence where the keyword is situated. By reading concordance lines presented in keyword-in-context (KWIC) format, students can obtain and retain certain lexico-grammatical patterns (e.g., collocations) of the target word. Learners can also be guided to observe concordance lines and summarize the language use patterns, which help them to identify and correct their own lexico-grammatical errors [7].

According to Reppen (2010), “a corpus can provide insights into language use when intuition fails” [8, p. 25]. With the help of corpus, learners can reveal the frequency of word or phrase usage, register or style of the language used, collocability

of words and phrases and their development across time. For example, the phrase “*fake news*” mainly occurs after 2015, indicating that this phrase has become popular after global changes in geopolitics and struggle between different countries. (Tab. 1)

SECTION	ALL	BLOG	WEB	TV/M	SPOK	FIC	MAG	NEWS	ACAD	1990-94	1995-99	2000-04	2005-09	2010-14	2015-19
FREQ	1446	28	36	34	722	5	426	188	7	2	2	15	20	13	1330
WORDS (M)	993	128.6	124.3	128.1	126.1	118.3	126.1	121.7	119.8	121.1	125.2	124.6	123.1	123.3	122.8
PER MIL	1.46	0.22	0.29	0.27	5.72	0.04	3.38	1.54	0.06	0.02	0.02	0.12	0.16	0.11	10.83

Table 1. The frequency usage of “*fake news*” in different genres and years

There are many different corpora which have their own direction and aims for users to choose. There are pedagogic corpora consisting of “all the language a learner has been exposed to” [2, p. 16] or learner corpora which mark the errors of learners to serve the teaching purpose. Additionally, some corpora are free and widely available, while for others learners have to pay or subscribe to be able to use. In our research we have chosen Corpus of Contemporary American English (COCA) as it is widely available and can benefit vocabulary learning and teaching considerably.

Apart from searching for word frequency, word collocability, and word usage in different genres and registers, COCA can search for words and phrases that can occur in different communicative contexts [1]. One of the tools of COCA is **Chart** which allows to view frequency by section, so learners may know how language develops, particularly the changes of lexical or grammatical patterns across time. The **List** function allows users to search for grammatical forms and patterns. There are a variety of sub-search functions under the **list** function, which allow to search for a word, phrase, part of the word, words that can be used to modify the word, and words that are synonyms with the target word. For example, if we are not sure whether to use “inconvenient” / “unconvenient” “disconvenient”, we may input “*convenient” in the search box and then get the answer easily by observing the search results (Tab. 2).

HELP	①	★	ALL FORMS (SAMPLE): 100 200 500	FREQ	TOTAL 14,125 UNIQUE 20 +
1	①	★	CONVENIENT	11264	
2	①	★	INCONVENIENT	2828	
3	①	★	SUPER-CONVENIENT	7	
4	①	★	MORE-CONVENIENT	3	
5	①	★	ULTRACONVENIENT	3	
6	①	★	LESS-CONVENIENT	3	
7	①	★	MOST-CONVENIENT	2	
8	①	★	FOOD-CONVENIENT	2	
9	①	★	ULTRA-CONVENIENT	2	
10	①	★	TOO-CONVENIENT	1	
11	①	★	TLIC-CONVENIENT	1	
12	①	★	SUPERCONVENIENT	1	
13	①	★	SUPER-INCONVENIENT	1	
14	①	★	STORAGE-CONVENIENT	1	
15	①	★	LESS-THAN-CONVENIENT	1	
16	①	★	LEAST-CONVENIENT	1	

Table 2. Search for prefixal derivatives of the word “convenient”

As it can be seen in the table, learners can not only find the answers for their inquiries, but also get more detailed information regarding prefixal derivatives of the words under investigation.

Besides, there is also the **synonym** search tool in which we can search for synonyms by filling in the equal sign (=) before the word (e.g., “=beautiful”), then we may get a variety of choices as substitutes. (Tab. 3)

①	★	ALL FORMS (SAMPLE): 100 200 500	FREQ	TOTAL 575,866 UNIQUE 13 +
①	★	CLOSE [S]	215777	
①	★	NEAR [S]	143597	
①	★	APPROPRIATE [S]	59637	
①	★	USEFUL [S]	49507	
①	★	NEARBY [S]	38749	
①	★	ACCESSIBLE [S]	16783	
①	★	SUITABLE [S]	11761	
①	★	CONVENIENT [S]	11264	
①	★	FITTING [S]	9377	
①	★	ADJACENT [S]	9070	
①	★	HANDY [S]	8570	
①	★	EXPEDIENT [S]	1182	
①	★	OPPORTUNE [S]	592	
		TOTAL	575866	

Table 3. Search for synonyms of the word “convenient”

With the help of this tool learners can vary their lexis in writing making it more elaborate and vivid.

The **Collocates** function is a core feature for COCA and can assist in finding collocations efficiently. For example, learners have difficulties in some set expressions such as “in my point of view/from my point of view” and specifically the number of words before “point” ranging from one to four can be defined with the help of Collocates tool to know not only its immediate collocates but also collocates in a wider.

Furthermore, the **Compare** tool can be very useful to determine the difference in collocations between two words (e.g., “discussion” and “debate”), we can select “+1” to the right to see which prepositions are more suitable to be collocated with each word.

Additionally, we can check the verb collocates preceding each word to look for meaning differences.

Word and Browse are two new tools of COCA which are very useful and informative. The **Word** can show full word sketch for the top 60,000 words in the corpus. Its “home page” demonstrates basic information of the searched word, including its distribution across genres, definitions, related topics, collocates, etc., with links to other pages such as “collocates, clusters, topics, dictionary, websites, and concordance lines” with more detailed information [6]. We may study a list of “synonyms” of the keyword to understand the meaning nuances and use patterns for the keyword and its related words. In addition, the definitions of a word and common collocates of the word will be displayed for each searched word, which allows students to examine the accurate collocations that can help them correct their collocation errors (e.g., “exercise one’s body” instead of “practice one’s body”) [7]. Furthermore, teachers can also help students distinguish forms (e.g., classic versus classical) since meanings are distinguished not only by definitions but also by collocations (Tab. 4).

The image displays two screenshots of the Word tool interface. The top screenshot is for the word "classic" (ADJ), with a frequency of #2737. It shows a word sketch with genre distribution bars for BLOG, WEB, TV/M, SPOK, FIC, MAG, NEWS, and ACAD. The definition is: "1. characteristic of the classical artistic and literary traditions 2. adhering to established standards and principles". Synonyms include "definitive", "characteristic", "classic", "common", "definitive", "model", "standard", "traditional", "typical", "usual", "simple", "classic", "elegant", "restrained", "simple", "stylish", "understated", "timeless", "ageless", "classic", "immortal", "lasting", "memorable", "timeless", "unforgettable". Topics include "classic, elegant, style, feature, legendary, distinctive, texture, pm, flavor, dish, nicely, colorful, stunning, cocktail, cheese, old-fashioned, rack, film, menu, recipe".

The bottom screenshot is for the word "classical" (ADJ), with a frequency of #4122. It shows a word sketch with genre distribution bars for BLOG, WEB, TV/M, SPOK, FIC, MAG, NEWS, and ACAD. The definition is: "1. (fine arts) of or characteristic of a form or system felt to be of first significance before modern times 2. of recognized authority or excellence". Synonyms include "traditional", "conventional", "established", "old", "orthodox", "traditional", "typical", "usual". Topics include "music, orchestra, musical, musician, aesthetic, embody, philosophical, composer, concert, conception, philosopher, medieval, greek, jazz, critique, inherent, contemporary, correspond, harmony, explicitly".

Table 4. Search for the words “classic/classical” in the Word tool

As shown above, corpus tools can assist teachers and students in checking whether they use words in widely accepted ways and help them identify which words are commonly used together to self-correct their own errors and consolidate their learning.

By searching for the synonyms of a word overused by students, teachers can present words in the same semantic field to help students diversify their vocabulary based on specific contexts [5]. Moreover, by comparing the definition and collocations of the easily confused words, teachers may deepen students' understanding of the meaning and use of words in multiple contexts so as to help them differentiate and understand lexical meanings [4]. Furthermore, students can own the learning process themselves if teachers guide them to do hands-on corpus search to self-discover and summarize inductively the language use pattern. Afterwards, some output tasks as well as after-class learning homework can be provided to consolidate students' learning with corpora and help them develop this new learning strategy. Therefore, it is necessary for teachers to recognize the great potential of the corpus-based linguistic approach to improve their teaching design and implement the corpus-based and student-centered approach in their English classrooms.

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РОЛЬ ИГРОВОЙ ТЕХНОЛОГИИ В ПРОЦЕССЕ ФОРМИРОВАНИЯ РЕЧЕВЫХ НАВЫКОВ И УМЕНИЙ СТУДЕНТОВ

Хафизова Машхура Аминовна

Соискатель СамГИИЯ, старший преподаватель
кафедры “Узбекский язык и литература”

Самаркандский государственный архитектурно-строительный институт

E-mail: mashxuraaminovna1967@gmail.com

Для интеграции республики Узбекистан в мировое сообщество, для её научно-технического развития, молодому поколению следует владеть несколькими иностранными языками с тем, чтобы конкурентоспособно функционировать в мультикультурном мире. Так, неоднократно подчёркивалась важность базовых задач, заключающихся в подготовке в нашем государстве образованных кадров, знающих несколько иностранных языков, проведении научно-исследовательских работ, совершенствовании методологии преподавания иностранных языков. «Мы поставили цель стать конкурентоспособным государством. Настало время создать новую систему обучения иностранным языкам. Отныне каждый выпускник школы, лицея, колледжа и вуза должен знать в совершенстве минимум два иностранных языка»

[1]. Здесь педагогическими кадрами определены задачи воспитания специалистов, обладающих мотивацией непрерывного саморазвития, навыками критического мышления, совершенствования знаний и навыков постоянного поиска в своей жизни, а именно, заниматься созданием условий и популяризировать изучение иностранных языков на местах. Знание русского языка в качестве иностранного свидетельствует о профессиональной компетентности специалистов, вне зависимости от профиля ВУЗа. Достаточно своевременно была введена мера о разработке и внедрении усовершенствованных преподавательских инструментов, с ориентацией на общие требования к преподаванию, которые касаются неязыковых предметов в высших учебных заведениях. Соответствующая мера была закреплена в новом Законе образования в Узбекистане. Одной из подобных инновационных мер является последовательное внедрение в преподавательский процесс игровых форм для обучения иностранным языкам, а также использование игровых технологий, которые способствуют активизации познавательной, когнитивной и творческой способности студентов, развивают и совершенствуют речемыслительную деятельность, влияют в положительном ключе на качество образовательного процесса и увеличивают его результативность.

Игра является «моделью взаимодействия партнеров по общению в обстановке имитационных условий будущей профессиональной деятельности, в ходе реализации которой участники игры развивают и совершенствуют профессионально-ориентированные умения» [2].

Игровые технологии как возможное средство повышения познавательной мотивации студентов выбраны по той причине, что именно игровые технологии (как показывают многочисленные исследования) в рамках образовательного процесса являются источником повышения учебного интереса к определенным предметам, формирования различных качеств. Также, очень важно то, что при использовании педагогической игры на занятии меняется подход к обучению: при использовании педагогической игры вместо субъект-объектного

взаимодействия (как при классическом, репродуктивном методе обучения) происходит субъект-субъектная коммуникация.

В преподавании любого иностранного языка важную роль и вместе с тем одну из основных проблем составляет обучение устной речи. Устная речь создает условия для раскрытия коммуникативной функции языка и позволяет приблизить процесс обучения к условиям реального общения. Так у студентов в возрасте 17-20 лет возникает потребность в коммуникации, необходимо вовлекать их в процесс устного общения и на иностранном языке. В этой связи вовлечение студентов в устную коммуникацию может быть успешно осуществлено в процессе игровой деятельности. Безусловно, роль учебно-игровой деятельности в обучении иностранному языку, в частности говорению, велика [3: 4]. Говорение как разновидность речевой деятельности человека прежде всего опирается на язык как средство коммуникации. В основе говорения лежит понимание и осознание лексической единицы языка. Если рассматривать речь как говорение, то она является средством вербальной коммуникации, то есть это вербальный процесс общения при помощи языка. Существует два вида устной речи: диалогическая и монологическая речь. Для диалога или разговорной речи характерны реплики, которыми обмениваются говорящие, повторения фраз и отдельных слов за собеседником, вопросы, дополнения, пояснения, употребление намеков, понятных только говорящим, разнообразных вспомогательных слов и междометий. Монолог или монологическая речь имеет большую композиционную сложность, требует завершенности мысли, более строгого соблюдения грамматических правил, строгой логики и последовательности при изложении того, что хочет сказать произносящий монолог.

Мы придерживаемся мнения Е.И.Пассова, который выделяет следующие цели использования игры в ход учебного процесса:

- 1) формирование определенных навыков;
- 2) развитие определенных речевых умений;

3) обучение умению общаться;

4) развитие необходимых способностей и психических функций; запоминание речевого материала [5].

Над созданием психолого-педагогических и методологических основ применения игр в учебных и воспитательных процессах в ВУЗах работали О.Г. Газман (*теория игры*), А.А. Вербицкий (*деловая игра*), П.И. Пидкасистый и Ж.С. Хайдаров (*обучающие игры*), В.А. Трайнев (*методы игрового моделирования*), Л.Т. Ахмедова и Е.А. Лагай (*игровые технологии*). Авторы, занимающиеся проблемой игровой деятельности дают различную классификацию учебных игр с точки зрения различных подходов.

В то время как педагоги обращаются к дидактическим играм, подразделяя их на речевые и языковые, психологи дают общую классификацию, выделяя подвижные, строительные, интеллектуальные, условные. Общее положение всех учебных игр говорит о том, что они являются по своей сути ситуативно-вариативными упражнениями, которые можно применять при закреплении и активизации лексико-грамматических образцов любой сложности [6].

Использование игр в ВУЗах в современном, быстро развивающемся мире, является вполне закономерным явлением. Это утверждение оправдано не только противоречиями, возникающими сегодня между требованиями к образованию и имеющимися средствами, но и рядом фундаментальных трудов [7]. Исследование игры как инструмента образования с философской, психологической, социологической позиции, представляет собой фундаментальную базу, на основании которой можно включать игры в образовательный процесс, т.к. важность данной проблемы приобретает все большее значение [8]. Исследования показали, что формы развивающей игры облегчают обучение, ускоряя его и помогая запоминать на долгое время полученный опыт.

Итак, мы выяснили, что игра позволяет освоить приемы реальной деятельности, связанные с решением конкретных и даже нестандартных задач. В

то же время игра носит условный характер, позволяющий абстрагироваться от реальной ситуации. Игра облегчает для студентов усвоение материала, они с удовольствием вовлекаются в игровое моделирование изучаемых явлений. Атмосфера, в которой протекает игра, отличается психологическим комфортом, доброжелательностью, взаимным плодотворным сотрудничеством. Использование игр в процессе образования способствует формированию и развитию у студентов положительных качеств:

- а) максимально возможному усвоению предметных знаний;
- б) грамотному поиску и подбору информации из литературных и сетевых (интернет) источников;
- в) освоению специализированных навыков, необходимых для будущей профессии;
- г) совершенствованию искусства публичных выступлений;
- д) способности правильно излагать свою точку зрения;
- е) активизации умственной деятельности, направленной на познание и мышление;
- ж) формированию духа состязательности и спортивности;
- з) созданию и укреплению активной жизненной позиции;
- и) свободной коммуникативности, общительности;
- к) способности к командной деятельности;
- л) развитию изобретательности, находчивости, творческих способностей, кругозора.

Статус преподавателя, применяющего игровые технологии в своей работе, внедряющего их в образовательный процесс, возрастает, не ограничиваясь лишь передачей знаний. Педагог становится модератором, который, подводя итоги, обобщает мнение участников. Он является и режиссером, и постановщиком игр, в процессе которых устанавливает со своими студентами тесные взаимоотношения. Не будет преувеличением сказать, что за игровыми

технологиями, внедряемыми в процесс обучения, как за перспективным методом получения высшего образования, стоит будущее науки.

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О ЗООСИМВОЛЕ «КРОЛИК» В КОРЕЙСКИХ ПОСЛОВИЦАХ

Бекирова Эльзара Мухамедовна
Старший преподаватель
Технический институт Ёджу в городе Ташкенте
bekirovaelzara60@gmail.com

«Пословицы — это драгоценнейшее украшение из слов, вечно сверкающее на указательном пальце времени».

А.Теннисон

При изучении иностранного языка актуальным становится вопрос соотношения языка и культуры, отражение культурных концептов возможностями языка, универсальные и уникальные коннотации символов в системе языка того или иного народа, его видение мира. Реалии, отражаясь в языке, могут носить схожие или различные смысловые нагрузки у разных народов мира. Посредством символов каждая нация в силах передавать свою картину мира и отражать не только прямое, но и переносное значение, культурные категории и метафоры.

Помимо этого, в статье приведены примеры использования зоосимвола «кролик» в корейских паремиях, его семантические смыслы.

Опорные слова и выражения: картина мира, языковая картина мира, символ, коннотации, зоосимвол, паремия, пословицы и поговорки, кролик.

Зоосимволы - обширный материал для исследования, дающий возможность глубже понять ценности, культуры, мировоззрение народа, язык которого мы изучаем. Животные с древних времен соседствуют с человеком, выступая в качестве пищи, транспорта, товарища. Данный факт не мог не найти свое отражение и в языке. Зоосимволы становятся объектом исследования в современной лингвокультурологии и помогают лучше понять культуру народа. В данной статье рассмотрим коннотации зоосимвола «кролик» (토끼) в корейских пословицах.

Зоосимвол «Кролик» популярен не только в Корее. Как символ плодovitости и жизни, а также распутства и одним из атрибутов богини Венеры (Афродиты) он известен в античной культуре. В китайской культуре кролик известен как спутник богини Чанъэ. Как положительный герой, обладающий умом и изворотливостью кролик известен в африканском фольклоре.

Кролик – всем известное животное, которое ловко прыгает и, несмотря на свой небольшой размер, обладает достаточной силой и изворотливостью, может противостоять хищнику. В Корее кролики считаются богом защиты, отвечающим за восток, и являются животными, обладающими энергией как инь, так и ян. Он мудр, но имеет много уловок, поэтому его также называют мастером обмана. Кролик известен в корейской легенде как символ сообразительности, обманывающий лис и тигров. Символическое значение кролика можно разделить на положительные и отрицательные аспекты.

Положительная сторона — ум, чистоплотность, мягкость и т. д. Отрицательная сторона — хитрость, слабость, быстрота, хитрость и т. д. У многих народов, в том числе и в Корее, кролик считается дружелюбным и безопасным для человека существом, не представляющим угрозы для человека.

Кролик как символ сообразительности и смекалки представлен в следующих пословицах:

(1) *토끼는 굴을 셋 판다.* Кролик роет три норы.

(2) *교활한 토끼는 굴이 셋이다.* У хитрого кролика три норы.

(3) *토끼가 용궁을 가도 살길은 있다.* Даже если кролик отправится в пещеру дракона есть способ выжить.

Однако кролик выступает и в негативных ролях. Среди образов кролика, используемых в пословицах, отрицательные образы – робкие, заносчивые. Кролик проникателен и хитер, поэтому выманивает животных, которые сильнее его, таких как тигры и лисы.

(1) 가는 토끼 잡으려다가 잡은 토끼 놓친다. *Пытаясь поймать пробегающего кролика, упустил пойманного.*

(2) 산토끼 잡으려다가 집토끼 잃는다. *Пытаясь поймать горного кролика, упустил домашнего.*

(3) 토끼 둘을 잡으려다가는 하나도 못 잡는다. Если вы попытаетесь поймать двух кроликов, вы не сможете поймать ни одного. (Аналог русской пословицы «За двумя зайцами погонишься – ни одного не поймаешь»)

Часто кролик выступает как символ пугливости, трусости:

(1) 놀란 토끼 뛰듯 한다. Он прыгает, как испуганный кролик.

(2) 놀란 토끼의 눈이다. Глаза испуганного кролика.

Вышеприведенная пословица является метафорой человека, который использует зло и убегает, подобно тому, как убегает испуганный кролик. Здесь кролик символизирует трусость.

Таким образом, в корейской культуре зоосимвол «кролик», встречающийся в пословицах и поговорках носит в себе как положительные, так и отрицательные коннотации, может использоваться как зооним, символизирующий животное, так и символ, олицетворяющий самого человека.

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THE ENHANCEMENT OF INTERCULTURAL COMMUNICATION SKILLS WHEN MASTERING A FOREIGN LANGUAGE

Khazratova Gulchekhira Sharipovna

PhD student, UzSWLU

Senior teacher, The Branch Center Tashkent Medical Academy

gulchekhrakhazratova@gmail.com

Among the key competencies, foreign languages are of particular importance. It is noted that “foreign literacy” is not only a technique of reading in a foreign language but also entry into different cultures, respect for their skills and achievements; it is self-identification of a person in a culture, a sense of belonging to more than one linguistic and cultural community. This competence contributes to the development of a whole series of personal, social, and professional competences.

Adhering to the requirements of the educational standards in English, they respect the priority of the communicative goal of learning, understanding it as teaching students to communicate in oral and written forms directly and indirectly (through books, the Internet, etc.). It is intercultural communicative competence in the modern world that is the key to successful implementation in various areas of communication, including professional ones. This competence cannot be formed in isolation from the development of communicative skills in oral and written speech. Therefore, the parallel formation of both communicative and intercultural competencies among students contributes to the improvement of the process of teaching a foreign language and more successful socialization of students. “Intercultural teaching competence enables instructors to bridge cultural, linguistic or other differences in the classroom, communicate successfully across disciplinary cultures, and to establish meaningful relationships with and among students in order to facilitate learning and promote student engagement” [1].

In the process of learning, students acquire the necessary minimum of speech skills and abilities, that is, competencies, in order to use a foreign language as a means of communication within the framework of the topics and educational material

provided for by the program and current textbooks. The components of intercultural communicative competence are:

- linguistic competence, i.e. knowledge of a certain vocabulary and syntactic rules and the ability to use them to build coherent statements;
- sociolinguistic competence, i.e. the ability to use and transform language forms, based on the situation of communication;
- discursive competence, i.e. the ability to perceive and generate a statement in communicative communication;
- strategic competence, i.e. the ability to resort to a communication strategy in order to compensate for unfamiliar language material;
- sociocultural competence, i.e. the desire to enter into communication with others, self-confidence, which involves putting oneself in the place of another, as well as knowledge of social relations in society and the ability to navigate them.

The following conditions are necessary for the formation of communicative competence:

- constant speech practice of students;
- use of valuable communicative material;
- constant activation of the speech-cognitive activity of students;
- speech character of the lesson.

The starting point of any activity, and, consequently, speech, is the motive that induces and directs activity. “Communicative motivation is of great importance in teaching a foreign language” [2]. Communicative motivation is related to the satisfaction students get from using the language as a means of communication. The following factors contribute to the provision of communicative motivation:

- friendly environment in the classroom;
- positive emotional climate;
- trusting relationship between the teacher and students, as well as between the students themselves.

“Providing more specific training to teachers, focused on the psychological and developmental features of the target group, thus increasing students’ intrinsic motivation and adapting methodological underpinnings to their needs. The teacher is one of the key elements in L2 learning success, so it is necessary that the teacher be well adequately qualified and motivated to be a guide and reference to students” [3]. An important factor in ensuring communicative motivation is a role-playing game. Using the term “role-playing game”, I mean acting out short scenes, and discussions on a free topic, and reading by roles, and staging texts, and staging one-act plays, etc. As the experience of teachers shows, it develops interest in foreign language communication, expands its subject content, giving students the opportunity to go beyond their context of activity, and allows them to anticipate the future personal experience of students by playing the roles of people of different professions and characters.

It is clear that in the processes of listening, reading (to oneself), and writing, all students can simultaneously participate. It is more difficult to organize the simultaneous speaking of students in the classroom. Choir practice usually involves speaking rather than speaking. Therefore, special attention should be paid to the simultaneous collective work of students in small groups—in pairs, triplets, or fours. I would like to highlight the simultaneous pair work. The easiest way to organize it is to do exercises with a desk mate. Often, in such work, supports are used, for example, substitution tables with a speech task, block diagrams of a dialogue. The formation of communicative competence is also facilitated by such tasks as:

- draw up a plan of the text, express the main ideas according to the plan;
- dramatize part of the text;
- highlight the main idea of the text, express your attitude to the text and the problem reflected in it;
- characterize the characters of the text, evaluate their actions and thoughts, agree or disagree with the opinion of classmates;
- make up your own statement based on what you read, heard.

Mastering a foreign language takes place in the form of dialogues between two cultures. Students have the opportunity to compare the realities of these cultures and form their own opinions, thus developing speech-thinking skills, which is the main goal in the communicative approach.

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ZAMONAVIY TA'LIMNING SHIDDAT BILAN RAQAMLASHUVI VA AXBOROTLASHUVI

Pozilova Dilnoza Xaydaraliyevna

O'zbekiston davlat jahon tillari universiteti o'qituvchisi
pazilovadilnoza1014@gmail.com

Hozirgi ta'imni raqamli va axborot texnologiyalarsiz tassavur qilib bo'lmaydi. Raqamli texnologiya ta'limni ko'p jihatdan yaxshilashga yordam beradigan kuchli vosita bo'lib, o'qituvchilarga o'quv materiallarini yaratishni osonlashtiradi va odamlarga o'rganish va hamkorlik qilishning yangi usullarini beradi. Dunyo bo'ylab Internetning tarqalishi va unga ulangan ko'plab aqlli qurilmalar bilan yangi davr boshlandi. Shunday qilib, o'quv dasturlarini ishlab chiquvchilar va o'qituvchilar ilg'or raqamli texnologiyalar imkoniyatlaridan samarali va samarali ta'lim hamma uchun, hamma joyda ochiq bo'lishi uchun ta'limni inqilob qilish uchun foydalanishlari kerak bo'ladi. Raqamli ta'lim mutaqqil o'zlashtirishida muhim rol o'ynashda davom etmoqda. Raqamli ta'lim ijodkorlikni rag'batlantiradi va an'anaviy usullardan

tashqariga chiqish orqali qo‘shimcha o‘rganishni rag‘batlantirish orqali talabalarga muvaffaqiyat hissini beradi. Barcha mamlakatlar televidenie, radio, onlayn va mobil platformalar kombinatsiyasidan foydalangan holda masofaviy ta‘lim texnologiyalarini joriy etishga muvaffaq bo‘ldi, bu tahsinga sazovor. Shu bilan birga, Yuneskonning ilmni raqamlashtirish va axborot texnologiya bilan boyitishga keltirgan tahlillari va fikrlari: Raqamlashtirish ilmda raqamli texnologiyalarni keng qo‘llash orqali butun dunyo bo‘ylab millionlab ta‘lim samaradorligi, sifati, ta‘limga bo‘lgan e‘tibor o‘zgarmoqda. Bugungi kunda oliy ta‘lim muassasalari raqamli hujjatlarni yaratish va tahrirlash, ma‘lumot qidirish va shaxsiy ma‘lumotlarni onlayn himoya qilish kabi asosiy raqamli ko‘nikmalarni talab qiladi.

Bunda *BILT (brindging innovation and learning in technical and vocational – education and training)* loyihasi ilmni raqamlashtirish va axborotlashtirish ko‘rishimiz mumkin [1]. BILT loyihasi raqamlashtirish tendentsiyalari bilan bog‘liq muammolarni hal qilish va imkoniyatlardan foydalanish strategiyalarini muhokama qilish uchun platformani taqdim etadi. Ushbu strategiyalarga quyidagilar kiradi:

1) yangi raqamli ishlanmalar tezligini kuzatib borish uchun o‘quv dasturlari va o‘quv qoidalarini faol ravishda yangilash;

2) raqamlashtirish tendentsiyalariga yaxshiroq javob berish va talabalarda tegishli raqamli ko‘nikmalarni rivojlantirishni ta‘minlash uchun kompaniyalar va ta‘lim muassasalari o‘rtasida yaqin hamkorlikni yo‘lga qo‘yish,

3) *TVET* professor-o‘qituvchilariga raqamli ko‘nikmalarni ta‘minlash va ularni zamonaviy vositalar va o‘quv materiallari bilan ta‘minlash va talabalarni ehtiyojlariga moslashtirish uchun ilg‘or texnologiyalardan foydalanishga tayyorlash.

Zamonaviy ta‘limning shiddat bilan raqamli va axborotlashuviga dunyo va yurtimiz olimlarining qarashlari:

Raqamli texnologiyalar jamiyat hayotining turli jabhalarida: menejment, iqtisodiy munosabatlar, fan va ta‘limda dolzarb va keng qo‘llanilishini isbotlaydi. Shu bilan birga, ta‘lim jarayonini raqamlashtirish alohida ahamiyatga ega, chunki bu boradagi sifat va amaliy tajribani oshirish kabi bir qancha omillar mavjud. Bugungi

kunda ta'lim sohasida muhim transformatsion jarayonlar ro'y bermoqda: elektron darsliklar, internet portallar, axborotga bo'lgan ehtiyojlar ma'lumotlar bazalari kengaymoqda, onlayn kurslar va masofaviy ta'lim tizimlari faol rivojlanmoqda [2].

Zamonaviy ta'lim jarayonini tashkil etish katta kuch va salohiyat talab etadi. Buning uchun raqamli texnologiyalarni qo'lla yaxshi samara beradi. Xususan internet, telnet, e-minbar kabilar. Bu kabi texnologiyalar ta'limda - o'quvchilar bilim olishining faollashishiga, modellashtirishga;

- har qanday vositalardan kompleks foydalanishga;
- o'quvchilarning bilimlarni kompyuter orqali ob'yektiv baholanishiga imkon yaratadi. Bundan tashqari raqamli texnologiyalardan foydalanish auditoriyaning to'liq qamrab olish va fanga nisbatan muhabbat uyg'otishga sabab bo'ladi.

Shu bilan birga ta'lim muassasasida internet tarmog'ining bo'lishi va sifatli ishlashi ta'limni sifatini oshirishga xizmat qiladi.

Raqamli ta'limga o'tishning boshqa afzalliklari to'g'risida fikr yuritadigan bo'lsak ularga quyidagilarni kiritish o'rinlidir.

- darsliklar elektron xolatda ekranlarga ko'chadi;
- o'quvchilar hojlagan joyida va xojlagan vaqtida ta'lim olish imkoniga ega bo'ladi;
- o'quvchilar mutaxasis yetishmaydigan uzoq qishloqlarda ham fanlarni tanlash va uydan turib ta'lim olish imkiniga ega bo'ladi;
- internetdan axborot olish va undan foydalanish madaniyati shakllanadi;
- ta'lim tizimini yangi bosqichga ko'taradi, vaqt va mablag' sarfini keskin kamaytiradi;
- "raqamli dunyo"da yo'qolib qolmaslik va yaxshi ish topishda ustunliklarga ega bo'ladi.

Raqamli texnologiyalar - virtual haqiqat (Virtual haqiqat, VR). Insonning virtual haqiqatda bo'lishiga imkon beruvchi texnik qurilmalarning paydo bo'lishi ushbu texnologiyani ko'ngilochar sohada talabga aylantirdi. Virtual haqiqatning dubulg'alari va kostyumlari, ixtisoslashtirilgan xonalar sizga noma'lum dunyoga kirishga imkon

beradi, bu sizning barcha harakatlaringiz virtual olamdan javob berish uchun dasturlashtirilgan, bu sizga o‘zingizni 100% ga cho‘mish imkonini beradi. Agar bunday texnologiyalardan ta‘limda foydalanilsa fanlarning amaliy, seminar, laboratoriyalarda qo‘llanilsa har bir talaba nafaqat etuk mutahasis balki modern talabaga aylanadi [4].

Xulosa qilib, ta‘limga raqamli va axborot texnologiyalarini kirib kelishi ilmni faqat va faqat rivojlantiradi, zamonaviy ta‘limga aylantiradi. Yunoskoning *BILT* loyihasida kasb hunarning ilmga bo‘lgan ehtiyojlarini ta‘lim bilan bog‘lab bir qancha loyihalar amalga oshirilyapdi va bu loyihalar platforma ko‘rinishida kasbga intinuluvchilar, platformadan foydalanib biror bir soha egasiga aylanish imkoniyatlari mavjud bundan tashqari *BILT* platformasida ta‘limiy kurslardan ham bilim saboqlarini olish mumkin. Olimlarimiz fikr va mulohazalarida ta‘limning boshqa turlarida juda qo‘l keladigan, dars jarayonini raqamlashtirish va axborotlashtirishdagi fikrlarini tahlil qilib chiqdik. Ilmni rivojlantirishda nafaqat mustahkam bilim balki uni zamonaviy texnik vositalar bilan boyitish kerakligini tavsiya qildik.

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O‘ZBEK TILI TA’LIMI CHET TILI SIFATIDA (QO‘SHMA GAPLARNING NAZARIY YECHIMI)

Abbasova Dilfuza Karimbek qizi

PhD koreys tili o‘qituvchisi

Toshkent davlat sharqshunoslik universiteti

dilfuzaabbasova84@gmail.com

Hozirgi zamon o‘zbek tili sintaksisi, ayniqsa, uning qo‘shma gap, kam o‘rganilgan. Bu masalaning o‘rganilishi ham nazariy, ham amaliy qimmatga egadir. Turli bog‘lovchi va bog‘lovchi vazifasidagi vositalar yordami bilan tuzilib, mazmunan hamda grammatik va intonatsion jihatdan bir nutunlikni tashkil etuvchi konstruktsiyalar qo‘shma gap deyiladi. Qo‘shma gap o‘zining tashqi va ichki xususiyati bilan alohida bir butunlikni tashkil etadi. Tashqi tomondan qo‘shma gap birdan ortiq gaplarning turli vositalar yordami bilan birikib, yaxlit bir konstruktsiyani hosil qilishi bilan, ichki tomondan esa, yaxlit bir fikrni ifodalashi bilan xarakterlanadi. Qo‘shma gap shaklan ikki va undan ortiq soda gapning birikmasidan tuziladi. Ammo qo‘shma gap tarkibidagi gaplar mustaqil qo‘llanuvchi soda gaplardan mazmuni, Grammatik va intonatsion xususiyatlari bilan farqlanib turadi.

1. Qo‘shma gap tarkibiga kiruvchi gaaplar qo‘shilib, birikib bir maqsadni, bir butun fikrni ifodalaydi.
2. Sodda gaplar tarkibidagi ayrim bo‘laklar tushirilishi, umumlashtirilishi, almashtirilishi yoki qaytarilishi mumkin.
3. Sodda gap kesimlari bir xil grammatik forma va ma’noga ega bo‘ladi, ularning shakli bir-biriga muvofiqlashtiriladi.
4. Ayrim gap bo‘laklarning vazifasi o‘zgaradi.
5. Gap bo‘laklarining tartibida ham ma’lum o‘zgarish ro‘y beradi[1].

Qo‘shma gap qismlarini bog‘lovchi vositalar muhim grammatik va stilistik vazifa bajariladi. Ular yordamida soda gaplar birikib, bir burun shaklga kiradi. Stilistik tomondan esa turli ma’no hamda uslub bo‘yoqlarini berishda, sodda gaplarni

chegarakashda, ularning o‘zaro munosabatini belgilashda, ayniqsa, ergash gapning nima maqsadda qo‘llanganini ko‘rsatishda bog‘lovchilar o‘ziga xos o‘rin tutadi.

Masalan: Salomlar aliksiz qolmasin uchun, Tinchlik daftoriga chekamiz imzo.

Bu gapda maqsad, holat va moyillik ma’nolarini ifodalashda *-sin uchun* elementi muhim ahamiyatga ega bo‘lib qoladi [2].

Qo‘shma gap asosan uch yo‘l bilan tuziladi: 1) grammatika vositalar; intonatsiya va tartib; 3) leksik vositalar.

Qo‘shma gapni hosil qiluvchi grammatik vositalarga bog‘lovchilar, ko‘makchilar, yuklamalar, kelishik qo‘shimchalari hamda kesimlarning zamon munosabati kiradi.

Gaplarning birikib, qo‘shma gap hosil qilishida sanash, izohlash, o‘gohlantirish, zidlash va boshqa turli intonatsiyaning- temp, tembr, ton, pauzaning roli katta. Shuningdek, qo‘shma gapning ayrim turlarini yaratishda gaplarning o‘rinlanish tartibining ham ahamiyati bor.

Gaplarni birlashtirib, qo‘shma gapni tuzishda xizmat qilgan leksik vositalar sifatida, bir tomondan, asosiy funktsiyasi bog‘lovchiga yaqinlasga so‘zlar kirsam, ikkinchi tomondan, qo‘shma gap tarkibidagi ayrim bo‘lakning leksik ma’nosi, takrorlanishi, umumlashishi va kesimlarning shakli, shuningdek, ularning semantikasi xizmat qiladi. Shuni hisobga olish kerakki, qo‘shma gaplarni tuzishda yolg‘iz bir xil vositalar qo‘llanmay, turli vositalar birlikda ishlatiladi.

O‘zbek tilida qo‘shma gaplar tadqiqiga bag‘ishlangan G.Abdurahmonovning ishini ko‘rsatishimiz lozimdir. Jumladan, olim qo‘shma gaplarni mazmun jihatdan quyidagi guruhlarga bo‘lib chiqadi: aniqlovchi, ega, kesim, payt, o‘rin, sabab, shart, maqsad, to‘siqsiz, natija, ravish, qiyoslash ergash gapli qo‘shma gaplar. O‘z navbatida, qiyoslash ergash gapli qo‘shma gaplar uchga bo‘linadi: chog‘ishtirish, o‘xshatish, miqdor-daraja ergash gapli qo‘shma gaplar. G‘. Abdurahmonov qo‘shma gaplarning 15 turini izohlaydi. G‘.Abdurahmonov bog‘lovchisiz qo‘shma gaplar va

komponentlarning biriktiruvchi bog‘lovchilar, bog‘lovchisiz qo‘shma gaplar va ularning komponentlarining sabab, natija, shart kabi mazmun munosabatlari, murakkab qo‘shma gaplar va uning turlari bo‘yicha masalalarni atroflicha talqin etdi. Professor G‘.Abdurahmonov qo‘shma gaplar nazariyasi va ular bilan bog‘liq masalalarni chuqur o‘rganib, hattoki, xorij mutaxassislari e‘tibor bermagan masalalarga e‘tibor qaratdi. Misol tariqasida, uyushiq kesimli gaplar haqida shunday ta‘rif beradi: “Sodda va qo‘shma gaplarni farqlashda qiyinchilik tug‘diradigan holat shundan iboratki, ba‘zi bir sintaktik konstruktsiyalarning tarkibida faqat bir ega — sub‘yekt bo‘lishiga qaramay, qo‘shma gap sanaladi, chunki bu xil konstruktsiyani tashkil etgan qismlarning ham grammatik, ham semantik jihatdan o‘ziga mustaqil ekanligi ko‘rinib turadi; bu xil konstruktsiyani tashkil etgan qismlarning har biri ma‘lum fikr tugalligini ifodalaydi, ularning predikativlik va modallik xususiyatlari bo‘ladi”. Qo‘shma gaplarning o‘rganilishi L.Asqarovaning ishlarida qo‘shma gaplarning o‘rganilishi davom ettirildi. Olima qo‘shma gaplarni bog‘langan, ergashgan, bog‘lovchisiz kabi turlarga ajratadi. G‘.Abdurahmonov tomonidan tavsiya berilgan qo‘shma gaplarning turlarini qiyoslab va chog‘ishtirib o‘rgandi. Shuningek, A.Berdaliyev qo‘shma gaplar sintaksisi sohasiga tizimli tilshunoslikning o‘xshashlik (paradigmatika), sintaktik ziddiyatlar (oppozitsiya) kabi tushunchalarni olib kirdi. Lekin A.Berdaliyevning ishida qo‘shma gaplarning ajratilish va tasniflash masalalari qo‘yilmagan. Mazkur masala G‘.Abdurahmonov, M.Asqarova va N.Turniyozovlarning ishlarida ko‘rinadi. A.Nurmonov o‘z ishlarida qo‘shma gaplarni mazmun jihatdan o‘rganib, gaplarning semantik tizimidagi propozitsiya aspekti, predikativ qurilmalar va kommunikativ aspekti kabi masalalarga o‘z e‘tiborini qaratdi. R.Sayfullayeva o‘z tadqiqotlarida qo‘shma gaplarni substantsial jihatdan talqin etgan qo‘shma gaplarning tadqiqi ustida ko‘plab olim-u olimalar, professorlar izlanishlar olib borgan va olib boryapti. Ko‘rinib turibdiki, qo‘shma gaplarni har tomonlama tadqiq etish nihoyatda dolzarb masala hisoblanadi.

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ON SOME FACTS OF THE FUNCTIONAL ASPECT OF ENGLISH ARTICLES

Mirsaidov Abdusamad Ayubovich

Teacher, Uzbekistan State World languages University

E-mail: musokhonjakbarov@gmail.com

The articles *a*, *an* and *the* are difficult for many non-native speakers of English to learn to use properly. Some of the rules that govern article usage are very subtle; only years of experience with the language will enable you to understand and apply these rules. However, you have to understand two concepts: countability and definiteness. These concepts are explained in detail. We'll discuss article usage with proper nouns as well as the difference between *a* and *an*. *Countable* nouns refer to people, places, or things that can be counted (one dollar/two dollars, one house, two houses). They [these countable nouns] can always be made plural-usually by adding –s or some other variation of the plural ending, e.g. student(s), country(ies), child(ren). A few words are the same in both the singular and plural forms (deer, sheep). Uncountable nouns often refer to food, beverages, substances, or abstractions (meat, tea, steel, information); *some* uncountable nouns (but not the abstract ones) can be made countable by adding a **count frame** in front of them (two *gallons* of milk, six *blocks* of ice, a *bar* of soap, a *bunch* of celery).

Unfortunately, there is no clear-cut distinction between countable and uncountable nouns. Some nouns can be both countable and uncountable even without adding count frames. For example, as an uncountable noun, **experience** refers to

abstract knowledge or skill that can be gained by observing or participating in events. As a singular or plural countable noun (**experience/experiences**), the word *experience* refers to a particular instance (or instances) of participation in events. Similarly, the uncountable noun **glass** is a substance made from silicates; a *glass* (singular) is something you drink from; and *glasses* (plural) are frames containing lenses that correct imperfect vision. There are other exceptions to the countable/uncountable distinction as well. Moreover, a noun that is countable in your native language may be uncountable in English, and vice-versa. For example, *soap* is countable in Spanish but uncountable in English. However, as long as you are aware of these differences, they probably will not cause you much difficulty. The best thing to do is to memorize some of the most frequently occurring uncountable nouns, and to look up other nouns in a dictionary if you are not sure whether they are countable or uncountable. If your dictionary does not indicate whether nouns are countable or uncountable, then you should consult another dictionary, such as *The Oxford Advanced Learner's Dictionary*. This dictionary is available for you to use at the Writing Center. In the Oxford dictionary, nouns are countable unless they are designated by the letter [u]. If a noun can be either countable or uncountable (with different definitions, as in the examples given above), then the uncountable definitions are preceded by [u] , and the countable definitions are preceded by [c], as in the following example; ad-ven-ture n. 1 [c] a strange or unusual happening (The explorer told the boys about his adventures in the Arctic). 2 [u] risk; danger (Robin Hood lived a life of adventure). A noun is *definite* if it refers to something specific that is known to *both* the writer/speaker and the reader/listener. (Note: You should memorize this definition!) For example, if Jane needs to drive somewhere, she might ask her father, “May I *use* the car?” She uses the **definite article** *the* because both she and her father know which car Jane is referring to (the family car). But later Jane might say to her friend Bill, “I saw a funny –looking dog today”. She uses **indefinite article** *a* because she knows which dog she saw, but Bill doesn't.

There are five principal ways in which a reader/listener can know specifically what a noun is referring to (that is, five reasons a noun might be considered definite);

1. The noun has been previously mentioned.

I saw **a** funny-looking **dog** yesterday [first mention, indefinite]. It looked like a cross between a Pekinese and a German shepherd. When it saw my cat, **the dog** ran away [second mention, definite].

2. A superlative or ranking adjective makes the noun's identity specific.

The tallest girl in the class 6'2 tall. [There can be only one girl who is the tallest].

Please read **the fourth** paragraph on page 3. [There can be only one fourth paragraph.]

Today is **the most important** day of my life. [There can be only one day that is the most important.]

3. The noun describes a unique person, place, or thing.

The earth revolves around **the** sun once every 365 days. [There is only one earth and only one sun – in our solar system, that is!]

4. A modifying word, phrase, or clause **follows** the noun and makes it clear which specific person or thing you are referring to. But not every noun that is modified in this way is definite; it depends largely on the situation and on what you can reasonably expect your listener/reader to know about.

Do you remember **the** girl *who went camping with us*? [Using **the** here implies that there was only one girl who went camping with you; otherwise the clause *who went camping with us* would not be sufficient to identify the particular girl that you are referring to. If there were two girls, then you would have to be more specific, saying perhaps “Do you remember **the** girl *from Tashkent who went camping with us last May?*”]

Safar is reading **a** book *about quantum physics*. [Here the noun book is modified by the phrase *about quantum physics*. But there is undoubtedly more than one book about quantum physics. Therefore, to make *book* definite, we would have to add more

information: “**the** book about quantum physics *that was assigned by Professor Peterson last week*”]

5. The context or situation makes the noun’s identity clear. For example, you might ask someone to “Close **the** door.” You would use *the* because it would undoubtedly be clear to both of you which door you were referring to.

Similarly, if you tell someone that you are going to **the** library, that person will assume that you are talking about whichever library is most familiar to both of you – A.Navoi Library, for example.

In order to choose the appropriate article for a noun, you first need to decide whether the noun is singular. One way to determine this is to ask yourself whether you could put the number “one” in front of it. For example, you can say “*one experiment*”, but not “*one knowledge*” or “*one examples*”; therefore, “*experiment*” is singular, whereas “*knowledge*” is uncountable and “*examples*” is plural.

One of the most common mistakes that non-native speakers make with articles is using *a* or *an* with plural or uncountable nouns (*a students* and *a research* would be incorrect). But consider that the articles *a* and *an* are derived from the word *one*. Thus, it is illogical to use *a* or *an* with a plural noun, isn’t it? It is also illogical to use *a* or *an* with an uncountable noun – After all, how can you have *one* of something that is uncountable?

An easy way to eliminate a lot of mistakes is to look through your writing for every occurrence of *a* and *an*. Then examine the noun that follows each *a* or *an*. If the noun is either plural or uncountable, then you have made a mistake, and you should refer to dictionary to determine whether to use *the* or *0* instead. Notice that every definite noun takes the article *the*, regardless of whether it is singular, plural, or uncountable. Therefore, if you cannot decide whether a noun is singular, plural, or uncountable, go on to the next step and ask yourself whether it is definite (known to both the writer/speaker and the reader/listener) or not. If it is definite, then use *the*.

We should keep in mind that native speakers of English seldom use articles incorrectly; therefore, any errors that we make are very noticeable and distracting to them. That is why one should make an effort to have practice in using articles correctly.

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XITOIY TILIDA SINONIMLARNI O‘QITISH METODLARI

Mamatova Dilshoda Mashrab qizi

Toshkent Yeoju texnika instituti o‘qituvchisi
mamatovadilmamatova@gmail.com

Xorijiy tillarni o‘qitish jarayoni ona tiliga nisbatan qiyin hamda qiziqarlidir. Grammatik qoidalarining qo‘llanilishini tushuntirish barobarida, talabalarga qaysi metodlar orqali mavzu yoki yangi ma’lumotni yaxshiroq eslab qolish, qanday misollar bilan ifodalab berishga e’tibor qaratmoq lozim. Xitoy tilida sinonimlarni talabalarga o‘qitish jarayonida qaysi usullardan foydalanish maqsadga muvofiq? Sinonimlarni o‘qitish jarayonida talabalarning bilim salohiyatidan kelib chiqib, amalga oshirish maqsadga muvofiq bo‘ladi. Bunda talabalarning bilim darajasi boshlang‘ich va yuqori salohiyatiga egaligini ajratib olamiz.

Bilimi boshlang‘ich darajada bo‘lgan talabalarga sinonimlarning grammatik qoidalarini, sinonimlarning umumiy va o‘ziga xos jihatlarini tushuntirib o‘tish barobarida, aynan ikki ma’nosi bir-biriga yaqin bo‘lgan so‘zlarni bitta gapda, bir xil misol orqali tushuntirib o‘tish tavsiya etiladi. Misol uchun, xitoy tilida “tez-tez” ma’nosini beruvchi “常常” hamda “经常” payt ravishlarini ishtirok etgan gap:

我经常去这家饭店。

我常常去这家饭店。

Misoldan kelib chiqib talaba 常常 va 经常 payt ravishlarining chastotasi yuqori ekanligini anglab yetadi. Bunday usul orqali talabalarga sinonimlarni o‘qitish, ularga mavzuni yanada yaxshiroq tushunib yetishiga yordam beradi. Ammo bu usulni darajasi yuqori bo‘lgan talaba yoki yuqori kurslarga qo‘llab bo‘lmaydi.

Xitoy tili darajasi yuqori bo‘lgan talabalarga boshqa usul orqali sinonimlarni o‘qitish tavsiya etiladi. Bu usulda sinonimlarning har biriga batafsil ta’riflar berilib, tahlil qilish metodi orqali o‘qitish maqsadga muvofiqdir:

1. Sinonimlarni uslubiy jihatlarga ajratgan holda o‘qitish (ijobiy, salbiy, betaraf so‘zlar). Ushbu metod ko‘pgina xitoylik o‘qituvchilar tomonidan qo‘llaniladi. Bu metod uchun “结果, 后果, 成果” sinonimlari tanlab olindi. Mazkur sinonimlar ma’lum xatti-harakat natijasidan kelib chiqqan eng oxirgi natija, ammo ularning hissiy ifodalanishi turlicha. 成果- ijobiy ma’nodagi so‘z, olingan natija 成果 so‘zi bilan berilganda, ijobiy yakun topganligi anglashiniladi. 后果- salbiy bo‘yoqdorlikka ega bo‘lib, harakat yoki tadqiqot natijasi salbiy yakunlanga qo‘llaniladi. 结果 – betaraf so‘z bo‘lib, natija qanday bo‘lishidan qat’iy nazar qo‘llanishimiz mumkin bo‘ladi [1].

2. Sinonimlar ifodalagan ma’no darajasiga ko‘ra farqlanishi. Ya’ni, sinonim so‘zlar chuqur yoki yengil ma’nolarni anglatishi bilan qiyoslab o‘qitiladi. “失望” va “绝望” sinonimlar misolida tahlil qilsak, har ikkisi umidsizlikka tushish, kayfiyatning yo‘qligi ma’nosini anglatadi, ammo 失望 so‘zida umidsizlikka tushgach, yana imkoniyat mavjudligi anglashilsa, 绝望 umidsizlikka tushishning chuqur ma’nosini anglatib, yana qo‘lga kiritish imkoniyati mavjud emasligini anglatadi. Har ikki so‘zning ma’nosi bir xil, lekin ifodalagan darajasi turlicha [3].

3. Sinonimlarni qo'llanilish chegarasi va obyektini qiyoslash orqali o'qitish metodikasi. “参观” va “访问” so'zlari qo'llanilishida ko'rib o'tamiz. 参观 so'zi tashrif buyurmoq ma'nosida qo'llanilish, biror joyga borish, sayohat uyushtirish ma'nolarini anglatadi. 访问 so'zi rasmiy ma'noda, davlatga tashrif buyurmoq yoki aniq obyektini nazarda tutushi bilan farqlanadi. Bu usul orqali talabalarga sinonimlarni tushuntirish yaxshi natija beradi.

4. To'rtinchi uslubda sinonimlarning qo'llanilish doirasi bo'yicha farqlarini taqqoslash orqali o'qitish uslubi. 宁静 va 安静 har ikkisi muhitning juda tinch ekanligini, hech qanday ovoz yo'qligini anglatadi. Ammo qo'llanishi bir xil emas, misol uchun 安静 so'zi buyruq gaplarda, biror odam jamoat joylarida shovqin qilmaslikka chaqirganda ishlatamiz, misol uchun 请保持安静- iltimos, tinchlikni saqlang. Ammo 宁静 ni buyruq gaplarda ishlatib bo'lmasligi ular o'rtasida asosiy farqdir [5].

5. Beshinchi usulda sinonimlarning ifodalaydigan ma'nosi taqqoslash orqali o'qitish. Bu uslubda sinonimlarning eng nozik ma'nolari hamda qaysi ma'nolarni anglatishi chuqur tushuntirib o'tiladi. 截至 va 截止 sinonimlari har ikkisi ma'lum bir paytgacha ma'nosini beradi. Ammo qo'llanilishida kichik bir farq borligini ko'rishimiz mumkin. “这个活动的报名时间截止到星期五” (Bu tadbir uchun ro'yxatga olish juma kunigacha davom etadi) gapidan anglashilgan ma'no juma kundan keyin tadbir uchun ro'yxatdan o'tish to'xtatiladi. “这个活动的报名时间截至到星期五” (Bu tadbir uchun ro'yxatga olish juma kunigacha davom etadi) gapida esa, juma kundan keyin ham ro'yxatga olish jarayoni davom etishi yoki o'zgarish mumkinligini bildiradi. 截止- yakunlash, to'xtash ma'nosini bersa, 截至- ma'lum vaqtgacha davom etmoq demakdir.

6. Sinonimlarni qo'llanilish muhiti orqali o'qitish usuli. Oltinchi metod orqali o'qitish bevosita so'zlarni qo'llash uslubi bilan bog'liq, ya'ni yozma va og'zaki

uslubda qo‘llanishi, shunday so‘zlar mavjudki, faqat kitobiy uslubda, ba’zilar faqat og‘zaki uslubda qo‘llaniladi. “头儿” va “领导” so‘zlari boshliq ma’nosini berib, 头儿 faqat og‘zaki uslubda, 领导 faqat kitobiy uslubda qo‘llaniladi [4]. Agar ularni almashtirib qo‘llasak, uslubiy xatolikni keltirib chiqaradi.

Tahlil qilingan har bir metod talabalarga sinonimlarni murakkab tarzda o‘qitish jarayonida qo‘llanilganda, avvalo, ma’nodoshlar o‘rtasidagi umumiylik, keyingi o‘rinda, stilistik ifodalanishi, uslubiy bo‘yoqdorlik, so‘zlarning qo‘llanilish chegarasi, sinonimlar ifodalaydigan ma’nolari hamda qo‘llanilish muhitidan kelib chiqib qiyoslab o‘qitish tavsiya etiladi.

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PRINCIPLES FOR COMMUNICATIVE LANGUAGE LEARNING

Jakbarov Musokhon Pulotovich

Teacher, Uzbekistan State World languages University

musokhonjakbarov@gmail.com

Communicative language learning can be understood as a set of principles about the goals of language teaching, how learners learn a language, the kinds of classroom activities that best facilitate learning, and the roles of teachers and learners in the classroom. Students in Communicative language (CLT) teaching classroom feel more responsibility for their learning and teacher is a monitor of facilitator. Advantages of CLT in the classroom activities include cooperative work and the conversation as a must.

Littlewood W. [5] groups classroom activities into two kinds: Pre-communicative activities and Communicative activities. The first group consists of structural and quasi-communicative activities and the second one includes functional communication and social interactional communication activities. In the most books on CLT practice the activities focused on fluency and accuracy. As the classroom activities are based on communication the authenticity, that is to say real world sources become the flagman of all learning process.

We need innovative methods and techniques in teaching English to learn the language easier. A lot of changes have taken place in education system of Uzbekistan. Radical transformation have altered the appearance of the modern world. According to them we discover the best ways of teaching and learning. Much attention is being paid to learning foreign language in our country. Cooperative learning is the innovative model of teaching English. Johnson shows five features of successful cooperative learning activity:

1. Students learn that their success depends upon working together interdependently;
2. Students are individually accountable while achieving group goals;

3. Students support and assist one another's success through face-to-face interactions; Students develop social skills by cooperating and working together effectively;

4. Students as a group have the opportunity to reflect on the effectiveness of working together.

When these principles are realized, cooperative learning creates a rich environment for students to learn language. Students can reap all of these benefits by working cooperatively in the classroom. But it is not easy to interact in groups. For example, in jigsaw activity, students are divided into groups of four to complete a puzzle. Each group receives a complete puzzle and each member of the group receives one fourth of the puzzle's piece in a bag. The challenge is for the group of students to complete the puzzle without touching or moving each other's puzzle pieces. They may discuss puzzle piece placement with each other, but each person is in charge of assembling his or her individual puzzle pieces within the whole puzzle.

In addition to that, students need to be allowed to develop their oral language and critical thinking skills by challenging each other through discussions. By changing the culture of the classroom, students will have opportunity to practice the skills of cooperation, tolerance of ideas and multiparty group communication that are so valuable when participating in cooperative learning. The learning environment for cooperative learning is characterized by democratic processes and active roles for students in deciding what should be studied and how.

Conversational competence is a complex set of abilities that involves many components, including pronunciation, listening and grammar skills. Group work is an essential activity in a conversation course because the kind of conversational interaction produced in group activities has been shown to quantitatively as well as qualitatively different from that which goes on in teacher-dominated lessons. In group works, students do all of the talking, and students often do little more than respond to Wh or Yes-No questions. In group works, students do all of the talking and have to take the responsibility for using conversational resources to complete a task. Students

thus not only get more opportunities to speak, but they also have the chance to use and practice a great variety of conversational strategies than they would in traditional class activities. This type of activities provides opportunities for development of grammatical proficiency, vocabulary, discourse strategies, strategies of social interaction, and awareness of cross-cultural differences. Students want to become enthusiastically and authentically involved. They want to know that they are genuinely respected and treated as individuals by their teachers and classmates. Restructuring activity category or strategy improves speaking skills of students. The objectives and formats are as follows: 1. To break down expected classroom structures. 2. To create opportunities for supportive behavior. 3. To dispel fears and anxieties. 4. To relax both the student and the teacher. Restructuring activities usually require the students to get up and out of their chairs, to interact physically as a group [2]. There is minimal participation by the teacher. Often the communication is done non-verbally, through action, drawing, or quick written statements, and is usually non-personal.

Teaching English in groups for enhancing and retraining of nurses and pharmaceutical specialists, as with many other educational centers and establishments, requires a slightly different approach, owing to a high non-native English speakers or listeners. In a typical classroom or group, some students may be fluent high-level achievers, others at an intermediate level, and even are still at a beginner level. With these class dynamics at play, the class teacher has to decide whether the chosen lesson Curriculum will be relevant to all students. In my own practice, I have used audio and video recordings with materials for beginners and intermediate level for improving their listening, speaking, reading and writing skills. Students learned given materials very easy and simple way. The more they listened to English texts, pronunciation, speaking, songs, the more they understood English speech.

The research on language learners and language learning argues against a single “method” for teaching a foreign language [4]. The needs and feelings of the language student and his success in acquiring the target language must be the primary considerations. The contribution that the teacher will make in guiding the learner, not

only in terms of grammatical explanations, but in every aspect of language teaching, should be dependent upon the unique qualities of individual learners. This research supports the methods of communicative and task – based learning in the English classroom. In the setting of teaching English as a Foreign Language, became evident that a student-centered environment facilitated a new appreciation for the necessary skills to survive in the country where a different native language is spoken.

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НАУЧНО-ПЕДАГОГИЧЕСКОЕ ТВОРЧЕСТВО И НРАВСТВЕННО-ВОСПИТАТЕЛЬНОЕ НАСЛЕДИЕ МЫСЛИТЕЛЕЙ ВОСТОКА

Алимханова Нигорахон Амилевна
преподаватель УзГУМЯ

История узбекской педагогики сложилась под влиянием различных течений и процессов. Если говорить о современной концепции образования, то она развивается на основе высоких общечеловеческих ценностей. Это указано в законах о национальной программе обучения «Об образовании». Эти законы основаны на анализе отечественного опыта, система образования подготовлена на основе достижений мирового уровня, а самостоятельная личность, обладающая высокой общей и профессиональной культурой, творческим

потенциалом, социальной активностью, способностью к самостоятельному достижению цели в общественно-политической жизни. Способен продвигать и решать задачи. Молодые кадры направляются на формирование нового поколения.

Цель национальной программы – коренное реформирование сферы образования, освобождение ее от идеологических взглядов и предрассудков прошлого, создание национальной системы подготовки кадров высшей квалификации, отвечающей высоким морально-этическим требованиям на уровне развитых демократических страны. Как заявил Президент И.А. Каримов, в национальной идеологии «дело не в том, чтобы много говорить о национальности, а в том, чтобы активизировать природные факторы, составляющие основу национальности».

В новой технологии образования необходимо активизировать человека, находящегося в центре национальной модели образования, с его духовно-практической зрелостью и реальными факторами взаимного развития между другими звеньями на основе организации функциональных процессов. В июне 2000 года Президент И.А. Каримов говорил о духовно-человеческой направленности этих произведений, основанных на национальной идее и национальной идеологии, в диалоге с корреспондентом газеты «Фидокор» на тему «Верю в сильную волю наших мудрых людей»: - заключается в том, чтобы в совершенстве раскрыть их теоретические основы, их новые стороны и сделать их активными и увлеченными участниками строительства общества, отвечающего требованиям новой жизни и времени. Для этого необходимо дальнейшее совершенствование содержания образования, его структуры, учебного процесса, изменений в деятельности учащихся. практическая и продуктивная деятельность образования должны быть включены в структуру содержания образования по каждому учебному предмету.

На самом деле, во взглядах центральноазиатских ученых на образование главным является внимание к духовным ценностям, что является явлением, которое может быть фактором формирования человеческого совершенства.

В этот период был создан центр поднятия восточной культуры до уровня общечеловеческой ценности «Академия Маъмуна» (IX век, Багдад, «Байтуль Хикма»). В деятельности научных творцов Академии материальная и духовная культура народов Ближнего и Среднего Востока была слита в многогранную смесь современной среднеазиатской культуры, которая не отделена друг от друга. Наши соотечественники Мухаммад ибн Муса аль-Хоразми (780-850), Ахмад аль-Фаргани (247-861), Ахмад ибн Абдулла аль-Марвази (9 век), Абу Наср Фараби (870) внесли свой вклад в развитие столь многогранных научных ценностей -950), Абу Али Ибн Сина (980-1037), Абу Райхан Беруни (973-1050) и другие имели большие заслуги.

Вклады восточных мыслителей в область духовной культуры чрезвычайно богаты и характеризуются тем, что охватывают все ценностные направления. Они есть:

- ценности, связанные с формированием интеллектуальной культуры;
- нравственные и духовные ценности;
- социально-политические ценности;
- художественные и элегантные ценности;
- выраженные в форме религиозных ценностей.

Философские размышления о человеческих качествах имеют большое значение в изучении педагогических взглядов Фароби и учения о воспитании. В своих философских воззрениях Фароби придает большое значение изучению строения, психики, культурного и духовного мира человека.

В заключение можно отметить, что историческая характеристика образования. Содержание образования имеет исторический характер, поскольку определяется социальными целями и задачами, которые имеют приоритетное значение на том или ином этапе развития общества. Это означает, что

содержание образования изменяется под влиянием требований общественной жизни, производства и уровня развития научных знаний. Образование как социальное явление формируется на основе прагматических (практических) потребностей людей в получении знаний и необходимо людям для начала своей жизнедеятельности.

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СОВРЕМЕННЫЕ ТЕХНОЛОГИИ (ВЕБ КВЕСТ) И ПОДХОДЫ В ПРЕПОДАВАНИИ И ИЗУЧЕНИИ АНГЛИЙСКОГО ЯЗЫКА

Икрамова Раъно Ботиралиевна
преподаватель УзГУМЯ

В настоящее время система образования Республики Узбекистан характеризуется внедрением в нее информационных и интернет технологий, которые направлены на подготовку высококвалифицированных кадров, способных работать в новых условиях, на новых, современных технологиях [1]. Таким новым условием является информационное обеспечение образовательного процесса на базе современных информационных технологий, компьютеризации и компьютерных сетей, средств массовой информации в образовательном процессе, что позволяет подрастающему поколению, соответствовать новым требованиям, а именно в совершенстве владеть информационными технологиями и иностранными языками. Но наиболее эффективны технологические средства обучения, сочетающиеся с Интернетом и позволяющие улучшить самостоятельное изучение иностранного языка. Речь идет о веб-квест технологии, что означает свободный поиск информации в глобальной сети. Веб-квест гибкая технология, которая включает в себя

элементы групповой работы в осуществлении проекта, а также элементы технологии проблемного обучения.

Веб-квест – поиск в сети – по своей сути является интернет-проектом и представляет собой «сценарий проектной деятельности студентов по изучаемой теме с использованием различных ресурсов глобальной сети. Включая в себя все компоненты возможных ресурсов, веб-квест предполагает групповую работу учащихся в осуществлении проекта» [2]. Таким образом, веб-квест содержит элементы проблемного обучения и направлен на активизацию поисково-ознавательной деятельности и развитие когнитивных навыков и умений учащихся. Впервые технология веб-квест была разработана в середине 90х гг. Берни Доджем (Bernie Dodge), специалистом в области образовательных технологий, профессором государственного университета Сан-Диего (США), а в феврале 1995 он впервые представил новый термин. Из воспоминаний Тома Марча (Tom March), ученика и последователя Б. Доджа: «... в феврале 1995, у моего наставника, профессора государственного университета Сан-Диего, Берни Доджа, возникла идея, как интегрировать эту новую вещь, названную Всемирной Паутиной, в стены классной комнаты. С того самого времени веб-квест стал одним из тех модных словечек, которое можно услышать тогда, когда педагоги обсуждают Сеть и образование. На самом деле, согласно статистике главной страницы веб-квеста, количество просмотров сейчас превышает 100 000 в месяц, около 900 запросов производится ежедневно. Было время, когда мы с Берни Доджем сидели часами напролет без выходных в течение двух лет, обсуждая, споря и сомневаясь в правильности ответов на свои же вопросы, в поиске точного определения составляющих веб-квеста. Однажды на одном из таких совещаний Берни начертил схему того, как должна поступать и выходить информация, поместив в середину квадрат. Этот квадрат и был тем трансформатором, где только что приобретенная информация подвергается преобразованию в новое понимание. ... главная задача веб-квеста – упростить переход информации в усвоенное конструктивное понимание» [3].

Сам Берни Додж определил веб-квест так: веб-квест – это исследовательски-ориентированная деятельность, в которой вся информация, используемая учеником, добывается из Интернета. Попытки расширить и дополнить определение веб-квеста были предприняты самим Т. Марчем, который значительно детализировал понятие и представил ряд теоретических формулировок, помогающих глубже проникнуть в суть веб-квеста. Веб-квест, по определению Т. Марча, это построенная по типу опор (scaffolding) учебная структура, использующая ссылки на существенно важные ресурсы в Интернете и аутентичную задачу с целью мотивации студентов к исследованию проблемы с неоднозначным решением.

Это развивает их умение работать как индивидуально, так и в группе, умение ведения поиска информации и ее преобразование в более глубокое знание (понимание) Т. Марч подробно анализирует все положения определения. Очевидно, необходимость в подобном толковании назрела вследствие недостаточно правильного понимания веб-квеста мировым педагогическим сообществом, о чем свидетельствуют многочисленные публикации, включающие неточные определения веб-квеста. К сожалению, многие преподаватели понимают под веб-квестом простой набор ссылок, выбранных преподавателем в сети, из которых студенты должны извлечь информацию, чтобы затем ее воспроизвести. Однако это скорее ассоциируется с ресурсом Хотлист. Суть веб-квеста состоит в том, что студенты должны решить проблему, которая не имеет однозначного решения, а ссылки подбираются таким образом, чтобы проблема рассматривалась с разных ракурсов, при этом информация в ссылках не дает точного ответа на поставленный вопрос. Студенты должны извлечь из всего предложенного многообразия текстового, графического и видеоматериалов необходимую информацию и сформулировать свой собственный вывод самостоятельно, работая при этом в команде.

Разработчиком данной технологии является Берни Додже (Bernie Dodge) (США), который считает, что веб-квесты делятся на длительные и не

долгосрочные. Основной целью является получение взаимосвязанных компетенций, а также анализ и изменение учебного материала и его понимание. Одним словом, учащиеся на занятиях английского языка должны создавать проект проблемного характера с использованием Интернета. Берни Додже разработал содержание веб-квеста и разделил его на Введение (Introduction), где необходимо определить название проекта, а также актуальность выделенной темы. Задание (Task) – выделение основной цели проекта. Процесс (Process) – описание процесса проекта, при этом необходимо раздать задания участникам малой группы со списком интернет- ссылок. Ресурсы (Resources) – перечень ссылок, заранее подготовленных педагогом для выполнения проекта. При этом могут быть и проблемные ситуации по каждой ссылке, подготовленной преподавателем. Обсуждение/Оценивание результата (Evaluation) – степень оценки выполнения проекта. Заключение (Conclusion) – обсуждение итога деятельности над проектом. Проблематика веб-квестов имеет свои разновидности, задания с проблемами могут быть разной сложности. Сегодня веб-квесты имеют большую распространенность при усвоении иностранного языка будущими специалистами, данная технология еще глубоко не изучена в научно-методических исследованиях по обучению английскому языку.

Совершенствование коммуникативной компетенции в сфере социокультурной среды на базе технологии веб-квеста эффективно при:

- 1) активизации мыслительной деятельности студентов посредством создания благоприятного психологического климата
- 2) формировании проективного мышления с целью выработки умений у будущих специалистов прогнозировать речевую ситуацию;
- 3) соотношении источников учебной информации на родном языке и изучаемом языке;
- 4) обеспечении учебными материалами проблемного характера;
- 5) развитии рефлексивных умений у будущих специалистов с целью развития их самостоятельной деятельности.

ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

1. Указ Президента Республики Узбекистан от 19.05.2021 №РQ-5117 О МЕРАХ ПО ВЫВОДУ ДЕЯТЕЛЬНОСТИ ПО ПОПУЛЯРИЗАЦИИ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ НА КАЧЕСТВЕННО НОВЫЙ УРОВЕНЬ В РЕСПУБЛИКЕ УЗБЕКИСТАН
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COMPARISON OF PRONUNCIATION EDUCATION OF INTEGRATED KOREAN TEXTBOOKS IN UZBEKISTAN

Kim Yun Hoe

Korean language lecturer
Yeosu Technical Institute in Tashkent
whkimbest@gmail.com

Selected Textbooks and items to be analyzed:

Pronunciation in these integrated textbooks deals with basic phonological learning of vowel, consonant, syllable composition, and consonant pronunciation at the beginning of the beginner textbook. Thereafter, it is common to separately place words reflecting phonological changes while dealing with pronunciation contents, and to display phonetic symbols that are different from the notation due to phonological changes. However, the phonological system, phonological rules, pronunciation technique and notation, and presentation order are not the same for each textbook. Also, in the integrated textbook, the pronunciation area is often treated as an auxiliary part of other areas rather than as an independent structure.

Among these textbooks, there is a significant emphasis on pronunciation education, and in consideration of their popularity, integrated textbooks compiled by [

서울대한국어」, 「재미있는 한국어」, and 「이화한국어」 were selected for analysis.

Phonological system analysis in three Korean integrated textbooks

Analysis Items	서울대한국어	재미있는 한국어	이화한국어
Number of Korean Alphabets	vowel 21 consonant 19 (Before unit 1)	vowel 21 consonant 19 (Before unit 1)	vowel 21 consonant 19 (In unit 1)
Order of the Presentation	vowel6→Consonant10 →vowel4→consonant4 →consonant5 → vowel 11 → 받침 16	vowel 10 → vowel 11 → consonant 14 → consonant 5 → 받침 14	vowel 10 → consonant 14 → vowel 11 → consonant 5 → 받침 16
Method of the Presentation	pitch, stroke order (O) name of consonant (X) syllable (O) photos and drawings (O) auditory material (O) intonation (O)	pitch, stroke order (O) name of consonant (O) syllable (X) photos and drawings (O) auditory material (O) intonation (O)	pitch, stroke order (O) name of consonant (O) syllable (X) photos(X) and drawings (O) auditory material (O) intonation (X)
Phonetic notation	international phonetic symbol short vowels (어[ə], 으[i]) diphthongs (ㅓ[yɑ])	international phonetic symbol short vowels (어[ʌ], 으[ω]) diphthongs (ㅓ[yɑ])	international phonetic symbol Short vowels (어[ə], 으[i]) diphthongs (ㅓ[yɑ])

Conclusion

The three most commonly using Korean-related integrated textbooks in Uzbekistan have their own strengths and weaknesses.

In a situation where learners who learn Korean as a foreign language learn pronunciation from local teachers, the pronunciation content presented in the Korean integrated textbook is very meaningful. This paper is a part of the task of examining whether the contents contained in the textbooks used in the actual education field are appropriate compared to the importance of pronunciation education. After that, this study will complete the comparison of textbooks for basic items of pronunciation education by supplementing research on phonological rules and pronunciation practice methods.

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MODERN TECHNIQUES FOR CRITICAL THINKING DEVELOPMENT IN TEACHING FOREIGN LANGUAGES

Shukurova Shokhsanam Kakhramon kizi
Teacher, UzSWLU
shohsanamshukurova92@gmail.com

The dense information flow enveloping us from all sides is changing the educational paradigm. Today's students have the opportunity to use hundreds of

different learning materials. Internet access and modern gadgets make it easy to find the answer to any question. The Decree of the President of the Republic of Uzbekistan No.5847 dated 08.10.2019 provides for an increase in the share of hours of self-study, self-study of students, critical and creative thinking, system analysis, the formation of entrepreneurial skills, the introduction of methods and technologies into the educational process aimed at consolidating competencies, the direction of the educational process to the formation of practical skills, in connection with this, the introduction of advanced pedagogical technologies, educational programs and teaching materials into the educational process on the basis of the widespread introduction of international educational standards; increased attention to the quality of training in the humanities and pedagogy, revision and improvement of curricula and programs in the areas and specialties of pedagogical education based on advanced foreign experience, in this direction, the formation of skills in the use of modern pedagogical technologies in the educational process of students, improving the infrastructure of teacher education, ensuring highly qualified professional teaching staff who speak foreign languages in all educational institutions [1]. On the one hand, taking into account such trends, the focus is gradually shifting from the student's knowledge to his skills and abilities. In other words, the question “What?” becomes less important than “How?”. On the other hand, the ability to think critically, evaluate and filter information received from everywhere, separate the wheat from the chaff, check and double-check the actual data comes to the fore among student competencies. We will talk about such critical thinking in today's article.

What is critical thinking?

The thinking process of a modern person is closely connected with information: printed, audiovisual. The ability to think independently is made up of efforts, weighing evidence and arguments for and against. Critical thinking allows processing, evaluating, analyzing and verifying this information.

Critical thinking is a system of judgments that is used to analyze things and events with the formulation of reasonable conclusions and allows you to make

reasonable assessments, interpretations, and apply the results to situations and problems [2].

In a general sense, critical thinking means thinking at a higher level than subcritical thinking.

In pedagogy, along with critical thinking, attention is paid to creative, abstract-logical, associative, figurative, analytical thinking, and depending on the profile subject, the emphasis on one or another type of thinking can shift: abstractions underlie both the mathematical and the linguistic world, while for art criticism, cultural studies, etc., figurative and associative thinking will be of paramount importance.

One of the most specific definitions of critical thinking in relation to the educational process is presented in American psychology and pedagogy. Critical thinking is the use of cognitive techniques and strategies that increase the likelihood of obtaining a desired final result [3].

The task of instilling critical thinking is often taken up by universities. Indeed, one of the main goals of higher education institutions is not only to educate students, but also to reveal the abilities of each of them, to educate a person ready for life in the information, high-tech world. Such an approach is unthinkable without the ability to critically assess what is happening around.

Technology for the development of critical thinking in pedagogy: three stages.

Since the value of the ability to think critically is undeniable, in pedagogy a special system (technology) is aimed at the development of this type of thinking. This technology was developed by teachers D.Steel, C.Meredith, C.Temple, S.Walter, it is based on reading and writing techniques, and the technology itself consists of three stages of the educational process: evocation, content comprehension and reflection [4].

The first stage is the call (evocation).

At this stage, it is important to arouse cognitive interest, to form a desire to obtain new information, supplement it and deepen it. But this is only half of the task: the second half is connected with updating existing knowledge, which gives an additional

incentive to learn more and more new things. The main functions of this stage in the formation of critical thinking are as follows:

- motivational (motivation to work with new information, awakening interest in the topic);
- informational (call “to the surface” of existing knowledge on the topic);
- communicative (conflict-free exchange of opinions).

The second stage is the comprehension of the content (realization of meaning).

The second stage means contact with new incoming information. There is its systematization and comprehension. The student thinks about the nature of the object being studied, learns to formulate questions as he correlates old and new information. At this stage, the formation of the student's own position and his opinion on the issue under consideration takes place. The main functions of this stage in the formation of critical thinking:

- informational (obtaining new information on the topic);
- systematizing (classification of the received information into categories of knowledge).

The third stage is reflection.

Reflection means the birth of new knowledge and the launch of an endless series of operations “learn new” “feel the need to learn new things”. At this stage, new knowledge is consolidated (what is clear is already difficult to understand), and primary ideas are actively rebuilt and supplemented with new information. The main functions of this stage in the formation of critical thinking:

- communicative (exchange of opinions about new information);
- informational (acquisition of new knowledge);
- motivational (incitement to further expand the information field);
- evaluative (correlation of new information and existing knowledge, development of one's own position, evaluation of the process).

The main goal of the technology for the development of critical thinking is the development of the student's intellectual abilities, allowing him to learn independently.

In addition, the applied nature of critical thinking allows students to conduct their own research in the future, evaluate the sources with which he works. Critical thinking teaches you to check and recheck factual information. Such a skill will be useful not only in mass application - in contact with a dense and heterogeneous information field, which we spoke about at the very beginning of the article, but, of course, in the educational process for everyone who studies and teaches.

As you go through these three stages with a student or group of students, remember that critical thinking helps you not only be skeptical about someone else's claims and not take anything for granted without evidence, but also be open to new ideas and methods.

It is very important to be ready to always learn new things and supplement your picture of the world with information coming from outside. According to this principle, for example, modern evidence-based medicine is built: it is not only based on previous scientific experience, but is also ready to supplement and correct it, taking into account modern discoveries and research.

Basic methodological techniques for the development of critical thinking.

The described technology (“evocation - comprehension - reflection”) sets not only a certain logic for constructing a lesson, but also the sequence and ways of combining specific techniques. Let's highlight seven key information skills and list the techniques to develop them.

Ability to organize and analyze information:

- clusters;
- table “Insert”;
- “general - unique” technique;
- compilation of tables: conceptual, summary, “PMI” or “PM?”;
- “Fishbone” strategy;
- “logbook”.

Ability to read thoughtfully and immerse yourself in information:

- “Insert”;

- diaries: two-part and three-part;
- stop reading;
- “Ideal” strategy;
- strategies for working with questions: “Bloom's Daisy”, a table of “thick” and “thin” questions;
- table “PMI” or “PM?”;
- table “Comparison of sources”.

Ability to formulate and solve problems:

- “Fishbone” strategy;
- “Ideal” strategy.

Ability to work with concepts:

- cinquain;
- concept wheel;
- denotative graph.

Ability to conduct an argumentative discussion:

- “cross discussion” table.

Ability to interpret, creatively process new information, reflect:

- cinquain;
- clusters;
- essays and other techniques of reflective writing;
- “general - unique” technique;
- Pivot/summary table.

Communicative skills:

methods of pair and group work: “zigzag”, tables (conceptual, summary, problem solving strategies, etc.).

One of the most popular modern techniques is the “cluster”, which can be used both at the evocation stage and at the reflection stage. Let's talk about it in more detail.

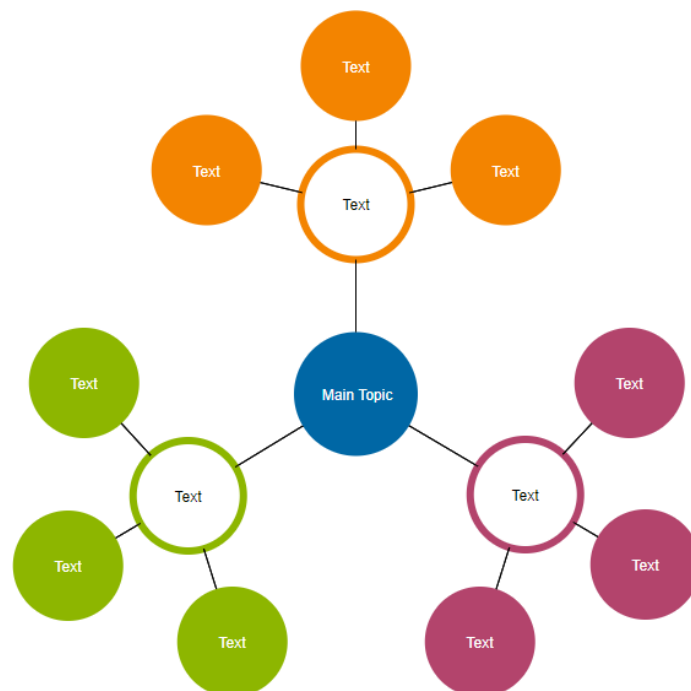
A cluster is a way of graphical organization of textual information. The technique makes it possible to visualize those mental processes that occur when

working with text and develops non-linear forms of thinking - spontaneously reflexive, associative thinking. For this, the technique is sometimes called “visual brainstorming”.

What is the point of acceptance?

- First, you need to highlight the main semantic unit of the text (topic) and write it in the center of a piece of paper or on the board.
- Further, the semantic units associated with the keyword are highlighted. These are ideas, facts, images that correspond to a given topic.
- Then the general ideas are concretized by facts, opinions, new ideas, and the emerging semantic units themselves are graphically connected to the key concept - the topic. Thus, new logical connections are established and already existing ones are visualized.

As a result, a structure that graphically displays reflections, determines the information field of this text occurs.



Perhaps now you have the feeling that the cluster as a technique is very similar to the compilation of a mental map. Indeed, the techniques are similar: both the cluster and the mental map develop systemic thinking, help students systematize not only the

educational material, but also their value judgments. The difference lies in the way information is presented: a mental map is a freer form of working with a key concept, based, among other things, on associations and vivid images, in many respects, its purpose is to visually and colorfully present information for better memorization, while the cluster develops critical thinking itself and is designed primarily to systematize information. For the “cluster” technique to be as effective as possible, it is worth recording all the thoughts and ideas that come to mind, devoting all the allotted time to this work, not being afraid to approach the task creatively and trying to build as many connections as possible.

Table of “thin” and “thick” questions.

Of great importance in the technology of developing critical thinking is given to techniques that form the ability to work with questions. While traditional teaching is based on ready-made answers that are presented to students, the technology for developing critical thinking is focused on questions, the search for an answer which develops mental activity. Therefore, many of the techniques listed above are based on the ability to ask questions. One such technique is to draw up a table of “thin” and “thick” questions. Let's imagine an example from the manual of Mushtavinskaya I.V. [5].

“Thin” questions	“Thick” questions
Who...?	Give 3 reasons why...
What...?	Explain why...
When...?	Why do you think...?
Can...?	
“Thin” questions	“Thick” questions
Will...?	Why do you consider...?
Could...?	What is the difference...?
What’s the name of...?	Guess what would happen if...?
Was it...?	What if...?
Do you agree...?	
Is it true/right...?	

From the above examples, it becomes clear that for the development of critical thinking it is worth not only asking questions with a supposed unambiguous answer, but also motivating students in every possible way to think, reason, and analyze the incoming information.

Table “PMI” and “PM?”.

The tables “PMI” (“plus - minus - interesting”) and its modification “PM?” (“plus - minus - question”) which are presented below also help to systematize and critically evaluate information. This trick works great at the call stage.

The “PM?” table, created by E. de Bono, a British psychologist and writer, an expert in the field of creative thinking, clearly “divides” the positive and negative characteristics of the phenomenon under consideration into different columns. In addition, the third column contains thematic questions that create a continuous chain of clarifications and further immersion in the topic [6].

“+”	“-”	“?”
The most economical energy type The energy of the future	Radiation Nuclear power plant accidents	How many nuclear power plants are there in the world? What are the main causes of accidents at nuclear power plants?

The presented table refers to the problematic question “Is nuclear energy the energy of the future?”. Students enter the information they have in the table “PM?” and discuss the results.

Critical thinking is the ability to analyze information from the standpoint of logic, the ability to make informed judgments, decisions and apply the results to both standard and non-standard situations, questions and problems. This process is characterized by openness to new ideas. As we have mentioned above the formation of critical thinking is one of the topical issues of today’s education. We hope that the listed methods, strategies and techniques will be useful in your teaching activities.

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WORD STRESS. ITS TYPES AND COMPONENTS

Khamroyeva Shakhzoda Ikromovna
teacher of Korean language
Yeoju Technical Institute In Tashkent
shkhamroeva@gmail.com

Word stress or accent is usually defined as the degree of force or prominence with which a sound or syllable is uttered. Incidentally, the syllabic structure of a word is closely connected with its accentual structure as in disyllabic (a word consisting of two syllables) and polysyllabic (a word consisting of more than three syllables) words; there may be different degrees of prominence in syllables of initial, medial or final positions. Hence by word stress we mean singling out one or more syllable in a word with the help of greater prominence accompanied by the change of pitch, qualitative and quantitative features of the sound in relation to other syllable or syllables of the same word. A.C. Gimson emphasizes that in a stressed syllable there is relatively greater breath effort and muscular energy [1] in comparison with another syllable or syllables of the same word.

The classification of words according to the place and degree of stress is known as the accentual structure (type, pattern) of words. Traditionally word accent has the following components:

a) In articulatory aspect stress is realized by the great force of respiration (a stressed syllable has both an increase in respiratory and laryngeal activity [2], duration of articulation (a stressed syllable may be long and tense [3] high frequency of the vibration of vocal chords;

b) Acoustically, a stressed syllable has greater intensity, duration and pitch or tone of voice than an unstressed syllable;

c) Perceptually, a stressed syllable is characterized by more loudness, duration and high tone of a sound in comparison with an unstressed syllable.

Word accent serves not only to single out one or more syllables in a word with the help of intensity, pitch and duration but it also prosodically combines and thus, phonetically shapes the word as a semantic unit in language structure. According to the significance of prosodic features of intensity, duration and pitch (including qualitative and quantitative features of sounds (mainly vowels) languages are classified into the following three types:

1) languages, in which intensity is more significant than the other correlates - duration and pitch to form special prominence of the stressed syllable, are called stress languages or languages which have force or dynamic stress or accent. E. g. English, Russian, Uzbek have dynamic accent;

2) languages, in which a stressed syllable is mainly characterized by a pitch change accompanied by greater duration and intensity are known as tone languages or languages with pitch accent (also called «musical accent»), e. g. Serb, Japanese, Chinese, Thai are tone languages;

3) in some languages the duration of a stressed syllable is more significant than other factors. This type of languages has a quantitative stress. E. g. Czech and Greek.

English uses stress, i.e. in such languages the same sequence of segmental phonemes can have different meanings depending on the pitch distinction. This type of

pitch distinction is somewhat similar with that in English in which a noun and a verb may be distinguished by the place of stress: 'con,tract - con'tract, 'extract - ex'tract, 'di,gest - di'gest, 'in,suit - in'suit, 'object - ob'ject etc.

Sum up, lexical or word stress is one of the main points that language learners must take into serious consideration. Because word stress heavily affects the sounds of the vowels in a word. Different word stress can make a word sound completely different.

Native speakers rely on word stress to identify words. Thus, incorrect word stress patterns can lead to miscommunication between non-native speakers and native speakers.

Knowing the stress pattern of words will help students to learn and remember the correct pronunciation of words.

Knowing about word stress helps learners to identify words when listening.

Knowing stress rules will help pronounce new words that they come across.

Once students know which syllable to stress in a word, it will be much easier to apply vowel reductions.

Knowing correct word stress will help students to improve their listening comprehension skills.[4]

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EKSTRALINGVISTIK OMILLARNING REKLAMA DISKURSIDAGA O‘RNI

Xolboboyeva Aziza Sherboboyevna
filologiya bo‘yicha falsafa doktori (PhD)
O‘zbekiston davlat jahon tillari universiteti
azizakholboboeva@mail.ru

Reklama diskursining ekstralingvistik omillari – bu matni yaratish jarayoniga og‘zaki bo‘lmagan dizayn va madaniy-tarixiy ta’sir hisoblanadi. Ikkinchisiga esa quyidagilar kiradi: shrift, rang, o‘lcham, shakl, joylashuv o‘rni, tasvirlarning mavjudligi; reklama xabaridagi belgilarning yuz ifodalari va imo-ishoralardir. Bizningcha, reklamada tanlangan lingvistik va ekstralingvistik omillar yaxlitligi mavjud bo‘lishi ham uning boshqa matn turlaridan farqlovchi jihatdir. «Reklamaning o‘ziga xosligi noyob so‘zlar va rasmlarga bog‘liq emas, balki tanish so‘zlar va rasmlardan yangi aloqalarni yaratishga bog‘liq, ya’ni yangi stereotiplarga bog‘liqdir [1]».

Yagodkina M.V. «Reklamaning tili virtual voqelikni shakllantiruvchi vosita» nomli monografiyasida reklama tilini semiotik nuqtai nazardan tahlil qilgan: «Reklama tili axborot taqdim etishning semiotik usuli bo‘lib, u belgi sifatida aks etgan turli usullarda, ya’ni verbal, noverbal, vizual, grafik va audio variantlarda ifodalanishi mumkin [1]»,–deb ta’kidlaydi .

Bizningcha ham, reklama tili ko‘p tarkibiy qismlardan tashkil topgan murakkab semiotik hodisa bo‘lib, uning negizida reklamali xabarning verbal komponentlari yotadi. «Agar siz odamlarni biror narsa qilishga yoki biror narsa sotib olishga ishontirmoqchi bo‘lsangiz, siz ular har kuni gapiradigan, o‘ylaydigan tilda gapirishingiz kerak». Har qanday reklama yaratuvchisi nafaqat reklama qilinayotgan mahsulotning xususiyatlari haqida aniq ma’lum bilimga ega bo‘lishi, balki lingvistik va ekstralingvistik jihatlar va voqeliklarni bilimdoni bo‘lishi lozim.

Semiotika fanining asoschisi – shveysariyalik lingvist Ferdinand de Sossyurning qayd etishicha, «til belgilari tushuncha va akustik shakldan iborat bo‘ladi. Belgi yoki ular orasidagi munosabatlar ixtiyoriy bo‘lishi mumkin, ya’ni: ikonik (tasviriy), ramziy (shartli) va indeksli (ko‘rsatgichli)».

Bizningcha ham, reklama tili ko‘p tarkibiy qismlardan tashkil topgan murakkab semiotik hodisa bo‘lib, uning negizida reklama xabarning verbal komponentlari muhim ahamiyatga ega.

Shrift vositalari. Reklama matnlarini yozishda shriftning turiga ham katta ahamiyat beriladi. Matnni yozishda ishlatiladigan shrift ham muhim ahamiyatga ega. Birinchidan, u xabarning kayfiyatini yaratadi, o‘quvchiga jiddiylik darajasi, xabar uslubi haqida og‘zaki ravishda xabar bermaydi, uni rasmiy-biznes yoki erkin, zamonaviy, g‘ayrioddiy va jozibali qiladi.



1-rasm. Reklamada shriftlarning aks etishi

Reklamada ranglar . Reklama diskursida ranglar tahlili ham tadqiqot ishi sifatida ko‘plab olimlar ishlarida kuzatishimiz mumkin, ularning fikricha reklamada qo‘llanilgan har bir rang o‘z xususiyatiga ega. Ayniqsa, bu borada olimlar Michele Jouve va Walter Margulies [2,1970] taqdim etilgan xulosalar xaqida gapirishimiz joizdir. Adresat(iste’molchi)larning ranglarga bo‘lgan munosabati, ularning millati va irqi bilan bog‘liq. Masalan, issiq ranglar (qizil, sariq, to‘q sariq) «issiq iqlimi bo‘lgan geografik hududlarda yashovchi iste’molchilarni rag‘batlantiradi, hayajonlantiradi, faol javoblarni yaratishga qodir [3, b.339]». Binafsha rang va to‘q yashil rang issiq va sovuq chegarada uchrashadi. Qizil – qon va olov ramzi, bu «eng issiq» hamda erkaklar afzal ko‘rgan rang – deydi, Walter Margulies. Jigarrang, shuningdek, yer, yog‘och,

yosh, qulaylik bilan bog‘liq bo‘lgan rang, asosan erkaklarga xos faoliyatlarni anglatuvchi rang. Sariq rang, ayniqsa qora rang bilan birlashganda nigohni o‘ziga tortadi va tetiklantiruvchi mahsulotlarni reklama qilish uchun juda yaxshi samara beradi. Yashil – salomatlik, musaffollik ramzi. Moviy–sovuq rang, muzlatilgan oziq-ovqat mahsulotlarning tashviqoti uchun juda mos keladi, chunki «bu muzdek taassurot qoldiradi». Qimmatbaho mahsulotlarni reklama qilishda qora rang eng sevimli rang bo‘lib, nafosatni ifodalaydi, apelsin(olov rang) rang esa «kuz fasli taassuroti»ni va «mazali mahsulotlar» mazasini uyg‘otadi. Zero o‘zbek tilidagi turizm reklamalarida ham «oltin kuz» «oltin vodi» ta’riflari bunga yaqqol misol bo‘la oladi.

Reklamadagi tasvirni ma’lum bir madaniyat kodlari va ramzlari tizimiga ega bo‘lgan har qanday odam idrok etishi mumkin, vizual diapazon esa nafaqat manzil e’tiborini jalb qila oladi, balki aksariyat hollarda matnni o‘qimasdan ma’lumotlarga ega bo‘lish imkonini beradi.

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ICHKI TURIZMNI RIVOJLANTIRISHDA INNOVATSION YONDASHUV ORQALI TALABA YOSHLAR ORASIDA OMMALASHTIRISH

Toshboyeva Laylo Jurayevna

O'qituvchi

O'zbekiston davlat jahon tillari universiteti

s1706a112508@gmail.com

Yurtimizda yoshlarga qaratilayotgan e'tibor va islohotlar ularning salohiyatini, iqtidorini rivojlantirishga, kelajakda har bir sohaning yetuk mutaxassislarini tayyorlashda katta zamin bo'lmoqda. O'zbekiston Respublikasi Prezidentining 2020-yil 30-iyundagi PF-6017-son "O'zbekiston respublikasida yoshlarga oid davlat siyosatini tubdan isloh qilish va yangi bosqichga olib chiqish chora-tadbirlari to'g'risida"gi [Farmoniga](#) muvofiq bir qator dastur, loyiha va ilmiy-tadqiqot ishlari, respublika va xalqaro fan olimpiadalari, kitobxonlik tanlovlari, forumlar tashkillashtirilib kelinmoqda. Shuningdek, bu farmonga muvofiq yoshlarni bandligini ta'minlash maqsadida ham ko'plab ish o'rinlari yaratish maqsadida biznes rejasi bor bo'lgan talabgorlarga amaliy yordam berilmoqda.

Shu bilan bir qatorda talaba yoshlar o'rtasida kitobxonlikni targ'ib etish bilan ularning o'z iqtidori, salohiyatini rivojlantirib, kelajakda qiziqqan sohasining yetuk mutaxassislari bo'lishida o'z o'zini rivojlantirishga motivatsiya berish maqsad qilingandir. Talabalarni kitobxonlikka jalb etishda innovatsion yondashuvlaridan biri hamda STARTUP loyihasi bo'lgan respublikamiz universitet va institutlarida bookcafe lar tashkil etish ham bir qator talabalarning iqtidorini ko'rsatishda yordam berib, talabalarning kitobga bo'lgan qiziqishlari oshib borayotganini ko'rishimiz mumkin.

Bookcafe lar faoliyatini yanada kengaytirish bu rivojlanishni ya'ni iqtidorli talabalar bu imkoniyatdan foydalanib o'z imkoniyatlarini rivojlantirishida kerakli sharoit yaratadi. Bilamizki, har bir universitet hududida axborot resurs markazlari ya'ni kutubxonalar ham mavjud, lekin kutubxonalarda an'anaviy uslubdagi bo'lganligi sababli kitobxonlarimiz e'tiborini har doim ham jalb qila olmaydi. Shuningdek, bu

innovatsion kutubxona orqali bir qancha kitobxonlikka oid tadbirlar, viktorinalar, sovrinli o'yinlar o'tkazish mumkin. Ushbu bookcafelarda nafaqat milliy kitoblar balki jahon adabiyotiga, ilm-faniga oid bo'lgan turli xildagi kitoblarni qo'yish kitobxonlar e'tiborini va izlagan kitoblarini qiynalmasdan topib o'qish imkoniyatini yaratadi. Ulardan ijaraga foydalanish va sotib olishni yo'lga qo'yish mumkin. Shuningdek, electron kitoblar bazasini ham yaratish mumkin. Kitoblarni esa hozirgi kunda mashxur bo'lgan kitob magazinlari va nashriyotlari (asaxiybooks, Hilol-nashr, Ziyouz, Sharq ziyokori va boshqalar) bilan hamkorlik asosida olish maqsadga muvofiq bo'ladi.

O'zbekiston Respublikasi Prezidentining 07.02.2018 yildagi PQ-3514-son "Ichki turizmni jadal rivojlantirishni ta'minlash chora-tadbirlari to'g'risida"gi qarori, O'zbekiston Respublikasi Prezidentining 09.02.2021 yildagi PF-6165-son "O'zbekiston Respublikasida ichki va ziyorat turizmini yanada rivojlantirish chora-tadbirlari to'g'risida"gi Farmoniga muvofiq ushbu bookcafe larda kitobxonlikka doir musobaqa, viktorina va Zakovat intellektual o'yinlarini tashkil etib sovringa talabalarning ta'til vaqtida O'zbekistondagi turizm markazlariga sayohat uchun yo'llanma berish ham har ikki tarafdin talabalarning kitobxonlikka bo'lgan ishtiyoqini yanada ko'paytiradi va ichki turizmni ham rivojlanishida sabab bo'ladi. Ushbu tadbirlar Universitet tarafidan o'tkaziladi.

Yangicha kutubxonalar, nafaqat kitob olib o'qishga, balki yoshlarning muloqot maydonchasiga aylanadi. Yoshlar bu yerda faqat kitob o'qibgina qolmay, o'zlarini qiziqtirgan narsalar yuzasidan muloqot qilishi mumkin bo'ladi. Bu yerda co-working markazlarining tashkil etilishi ham yoshlarni ko'proq jalb etish masalasiga qaratilgan. Bosma nashrdan tinch kitob o'qib o'tirish imkoniyati, yoki bir piyola choy ustida muhokamalar qilish imkoniyatini yaratadi. Bu yerda shuningdek universitetdagi yangi loyihalar, o'quv kurslari va bo'sh ish o'rinlari haqida ham e'lon qilib boriladi, bu esa yoshlarni bandligini ta'minlashga yordam bo'ladi. Ular faqat kitob o'qish uchun emas, balki yangiliklarni bilish, kitob sotib olish, bo'sh ish o'rinlari haqida ma'lumotlar oladi va o'z fikrlarini bildirish bo'yicha kimga murojaat qilish haqida ham

ma'lumotlarga ega bo'lishlari mumkin. Darsdan tashqari paytlarda esa ishlash uchun ish o'rinlarini ham bilish imkoniyati paydo bo'ladi.

Talabalar bu yerda faqat turli sohadagi kitoblardan tashqari ilmiy resurslarga ham ega bo'lishlari mumkin, ya'ni ilmiy-tadqiqot bilan shug'ullanishga qiziqishi bo'lgan talabalar respublika va xorijiy jurnallardagi maqolalar, dissertatsiya ishlari va ilm-fandagi amalga oshirilgan yangiliklarni ham bilishlari mumkin. Bu esa o'z o'rnida ularning kelajakdagi ilmiy salohiyatini ko'tarishda muhim hisoblanadi.

Shuni ta'kidlash joizki, mamlakatimizda an'anaviy kutubxonalar bilan bir qatorda bookcafelarni ham rivojlantirish yurtimiz yoshlarini innovatsion uslubda kitobxonlikka ilm-fanga bo'lgan qiziqishlarini oshiradi.

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**ABDULLA QODIRIY NASRIDA QO'LLANGAN "MA'NAVIYAT"
TUSHUNCHASINI IFODALOVCHI BIRLIKLARNING LEKSIKOGRAFIK
TALQINI**

Xolmurodova Madina Alisher qizi

O'zDJTU, tayanch doktorant

kholmurodovamadina599@gmail.com

“Ma’naviyat” leksik-semantik maydonini shakllantiruvchi uch yirik sema “e’tiqod”, “ahloq” va “ma’rifat”dir. Abdulla Qodiriyning “O’tkan kunlar” romani kontekstida qo’llanilgan ushbu so’zlar qator o’rinlarda noo’rin tarjima qilinganligiga ham guvoh bo’lamiz. Bu ayniqsa “e’tiqod” ma’nosini ifodalovchi so’zlarning ingliz tiliga tarjimasida ko’zga tashlanadi. Ma’lum, e’tiqodiy tushunchalarni ifodalovchi leksik birliklar tildagi realiyalar hisoblanadi hamda bu faktor ushbu leksemalarni transliteratsion shaklda tarjima matnida berib o’tish imkonini beradi. Biroq, transliteratsiyalar ham erkin, asliyat matnidagi so’zning fonetik qolipini o’zboshimchalik bilan o’zgartirish vositasida yuzaga kelmaydi. Zotan, izohli va tarjima lug’atlarda bunday diniy, e’tiqodiy istilohlar an’anaviy tarixda bir hil ko’rinishda berib boriladi. Tarjimon transliteratsiyaga murojaat etishga qaror qilganda aynan shu leksikografik bazaga murojaat etmog’i lozim. Dunyoning umumbashariy e’tiqodiy qadriyatlarini ifodalovchi so’zlarning har bir tilda o’z muqobili bo’ladi, albatta. Lekin faqat bir dinga xos tushunchalarni akslantiruvchi leksemalar transliteratsiya qilinadi. Demak, “e’tiqod” ma’nosiga ega islomiy tushunchalarni ifodalovchi so’zlar transliteratsiyasi jamlangan leksikografik asarga ehtiyoj yuzaga keladi. Bunday tarjima lug’atida har bir leksema shunchaki transliteratsiya qilinmasdan, transliteratsiyadan so’ng tushuncha izohi va nutqda voqelanishiga oid illyustrativ misol keltirilishi maqsadga muvofiqdir.

“Ma’naviyat” leksik-semantik maydonini shakllantiruvchi uch yirik sema “e’tiqod”, “ahloq” va “ma’rifat”. A.Qodiriyning “O’tkan kunlar” romani kontekstida qo’llanilgan ushbu so’zlar qator o’rinlarda noo’rin tarjima qilinganligiga ham guvoh bo’lamiz. Bu ayniqsa “e’tiqod” ma’nosini ifodalovchi so’zlarning ingliz tiliga tarjimasida ko’zga tashlanadi. Ma’lum, etiqodiy tushunchalarni ifodalovchi leksik

birliklar tildagi realiyalar xisoblanadi hamda bu faktor ushbu leksemalarni transliteratsion shaklda tarjima matnida berib o'tish imkonini beradi. Biroq, transliteratsiyalar ham erkin, asliyat matnidagi so'zning fonetik qolipini o'zboshimchalik bilan o'zgartirish vositasida yuzaga kelmaydi. Zotan, izohli va tarjima lug'atlarda bunday diniy, e'tiqodiy istilohlar an'anaviy tarixda bir hil ko'rinishda berib boriladi. Tarjimon transliteratsiyaga murojaat etishga qaror qilganda aynan shu leksikografik bazaga murojaat etmog'i lozim. Dunyoning umumbashariy e'tiqodiy qadriyatlarini ifodalovchi so'zlarning har bir tilda o'z muqobili bo'ladi, albatta. Lekin faqat bir dinga xos tushunchalarni akslantiruvchi leksemalar transliteratsiya qilinadi. Demak, "e'tiqod" ma'nosiga ega islomiy tushunchalarni ifodalovchi so'zlar transliteratsiyasi jamlangan leksikografik asarga ehtiyoj yuzaga keladi. Bunday tarjima lug'atida har bir leksema shunchaki transliteratsiya qilinmasdan, transliteratsiyadan so'ng tushuncha izohi va nutqda voqelanishiga oid illyustrativ misol keltirilishi maqsadga muvofiqdir.

Ma'lumki, lug'atlar tarkibidagi ma'lumoti va vazifasiga ko'ra ikki asosiy turga bo'linadi. Ushbu ikki tur deskriptiv va preskriptiv lug'at turlaridir. Keng izohlar, izohli tarjimalar va etimologik ma'lumotlarning ilova qilinishi deskriptiv lug'atlarga xos xususiyat bo'lsa, preskriptiv lug'atlarda leksemaning grammatik ko'rsatkichlari va qo'llanish me'yorini ko'rsatib beruvchi illyustrativ dalillar keltirilishi lozim. Mukammal izohli lug'atlar esa ayni shu ikki xususiyatni o'zida umumlashtirishi ko'zda tutiladi. Izohli lug'atlar tuzilishiga bunday yondashishi ayniqsa, mavhum tushunchalarni ifodalovchi leksemalar talqinida qo'l keladi. Ya'ni izohli lug'atda "ma'naviyat" leksik-semantik maydoni birligi bo'lgan element quyidagicha talqin qilinishi maqsadga muvofiqdir. Aksariyat tarjima lug'atlari o'quv lug'atlari bazasiga quriladi, ular tilshunos yoki tarjimon mutaxassislarga emas, tilni horijiy til sifatida o'rganayotgan qatlamga mo'ljallangan. Shu sababdan, tarjima lug'atlarda birga bir ekvivalentlik printsipti ga amal qilinadi. Ya'ni lug'at maqola boshidagi bir leksema tarjimada ham ayni grammatik parametrlarga ega, lug'aviy ma'nosi va funksional xususiyatlari bir xil bo'lgan vosita orqali tarjima qilinadi. Shu sababdan tarjima

lug'atlari aniq, qisqa va yaxlit bo'lishi kerak. "Ma'naviyat" atov birliklari lug'aviy ma'nosiga ko'ra mavhum bo'lganligi bois tarjimada bunday birga-bir ekvivalentlik printsipini saqlab qolish biroz mushkul. Tarjima lug'atlarida ushbu mazmuniy maydon vositalarini aniq ifodalash uchun maydon tarkibidagi har bir elementning ma'no tarkibi va boshqa birliklar bilan semantik munosabatlarini aniqlash zarurati yuzaga keldi. "Ma'naviyat" atov birliklarini maydon sifatida umumlashtirib, vositalar orasidagi semantik munosabatlar aniqlangach ba'zi birliklar olamning universal, boshqalari olamning milliy lisoniy tasviri elementlari ekanligi aniqlandi. Shu tahlillar natijasida ushbu vositalarning tarjima lug'atlarida berilishiga doir bir necha tavsiyalar shakllandi. Birinchidan, tarjimada ham ma'naviyat atov birliklarining oraliq ma'no turi "e'tiqod", "ahloq" va "ma'rifat" semalarini qisqartma shaklida berib o'tish leksemaning mavhum ma'nosiga aniqlik kiritadi. Ikkinchidan, "ma'naviyat" atov birliklarining abstrakt ma'nolarini tarjimada yanada aniqlashtirish uchun misollar ilova qilish lozim. Uchinchidan, maydondagi ba'zi elementlar, jumladan, "e'tiqod" ma'nosini ifodalovchi leksemalarni transliteratsiya vositasida tarjima lug'atlarida talqin qilish lozim. Transliteratsiyalar standart fonetik qolipga kiritilishi, har bir transliteratsiyaning izohi keltirilishi maqsadga muvofiqdir.

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THE USE OF DISTANCE EDUCATIONAL TECHNOLOGIES IN DEVELOPING STUDENTS' LINGUISTIC COMPETENCE

Urinboeva Khayotkhon Makhamadinovna
Independent researcher, UzSWLU

Almost all spheres of life of a modern person have changed significantly under the influence of computer and information technologies. The sphere of education is no exception, since informatization of the educational process in the Russian Federation is one of the most important mechanisms affecting the main directions of modernization of the entire educational system. As a result, along with traditional forms of education, a new form of education has appeared - distance learning, based on modern information and communication technologies, which allows not only to study, but also to improve the qualification level of its users. Distance learning is the result of the evolution of traditional education, which has led to the emergence of an electronic board and computer learning systems that contain electronic textbooks and programs designed for use by a virtual audience. In turn, the virtual course of lectures allows you to shorten or lengthen the learning time at your own discretion. In the modern world, "learning at a distance" is possible in any place where there is a computer. And the material is easy to structure in accordance with the requirements that are put forward to students of any higher educational institution. The student himself can study at any time convenient for him, depending on individual needs.

It is believed that distance learning via the Internet is a logical continuation of the experience of distance learning, but at a qualitatively new level. Practice shows a slightly different situation: the only thing that unites traditional distance learning and the classic form of distance learning based on Internet technologies is the lack of face-to-face communication between teachers and students. And before drawing conclusions about the advantages or disadvantages of distance education, one should find out its essence, basic principles and patterns.

Nowadays there are six forms of distance learning:

- ✓ external student;

- ✓ University education;
- ✓ training based on the cooperation of several educational institutions;
- ✓ study in specialized distance learning institutions;
- ✓ autonomous educational systems;
- ✓ non-formal, integrated education based on multimedia courses.

At the same time, different technologies are combined: pedagogical, informational and often andragogical. There are the British synchronous model of distance learning and the American asynchronous.

There are also other variable models of distance learning, for example, the combination of face-to-face and distance learning, correspondence learning, an integrative model of traditional and distance learning in universities, directly distance network learning, case technologies and interactive television.

At first, elements of the distance form of obtaining knowledge were used in the field of additional education of the adult population during distance learning even before the emergence of the educational services market. As for the present, the real contingent of potential students can include those who are often on business trips, military personnel, women on maternity leave, people with physical disabilities and those who simply want to get additional education with a lack of time. This situation is explained by a number of advantages of distance learning technology. Distance learning acts as an “active”, due to the presence of multimedia materials, a network learning system, incl. with the presence of modules for self-assessment of knowledge and interactive explanation of obscure material. The possibility of contact between the teacher and the student can be provided by creating electronic communications, for example, video conferences.

In the end, changes occur in all elements of the pedagogical system, and the content of the educational process is based not on the logic of science, but on professional tasks. These changes are quite natural, because the main criterion for obtaining education is the criterion for searching for exactly the knowledge that meets the future professional activity and can help in solving specific professional problems.

Distance learning allows you to change the very principle of presenting the material. Teaching is not limited to one discipline, but it is also possible to form integrated programs that make it possible to prepare a more competent specialist.

However, this does not mean that fundamental knowledge is absent in distance education. They remain, but are presented differently, namely: knowledge is given - not “in reserve”, but taking into account actual needs and problems that arise during work. A student who studies using this technology has the right to ask the teacher questions that arose during the study of each section of the course, and send them by e-mail or otherwise.

The dynamism of economic and socio-cultural processes in society causes changes in the field of education. And the development of information technology has led to the emergence of distance learning, during which learning takes place at a distance, when there is no direct contact between the teacher and the student, and contact is provided with the help of information and computer technologies.

Thus, while developing distance learning programs, it is important to carefully plan the classes, including the organization of each of them with the setting of learning goals and objectives. Students must understand the purpose of the courses offered. It is necessary to take into account the psychological patterns of perception, memory, thinking, attention, age characteristics of students. An important factor in the process of distance learning is the feedback between the teacher and the student.

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“BIR MAKON, BIR YO'L” LOYIHASI XALQARO HAMKORLIKNING MANFAATLI MODELI

Abduraxmanova Munisa Maxsudjanovna

O`zDJTU 3-kurs tayanch doktorant

m.abdurahmonova83@gmail.com

“Birgalikdagi sa’y-harakatlarimiz natijalarini xalqlarimiz sezishi kerak”

Shavkat Mirziyoyev [1]

Xitoy Xalq Respublikasi hukumati tomonidan taklif etilgan “Bir makon, bir yo'l” (BRI-Belt and Road Initiative) xalqaro tashabbusi dunyoning 100 dan ortiq mamlakatlari va xalqaro tashkilotlari tomonidan faol qo'llab-quvvatlandi. Loyiha Markaziy Osiyo, Yevropa va Afrika mintaqasida joylashgan mamlakatlarni o'zaro bog'lovchi mavjud iqtisodiy yo'laklarni yanada takomillashtirish hamda yangi transport va savdo yo'llarini yaratishga qaratilgan. O'zbekiston Markaziy Osiyoning markazida joylashgan va “Bir makon, bir yo'l” tashabbusining muhim markazi hisoblanib, u BRI tashabbusini qo'llab-quvvatlagan va faol ishtirok etgan birinchi davlatlardan biri bo'ldi.

Bugun Buyuk ipak yo'lining qayta tiklanishi deb baholanayotgan “Bir makon — bir yo'l” loyihasi iqtisodiy hamkorlikni yanada kengaytirish, savdo va investitsiya sohalarida qulay sharoitlar yaratish, transport va kommunikatsiya infratuzilmasini rivojlantirish, qishloq xo'jaligi, turizm, ta'lim, madaniyat sohalarida hamkorlik salohiyatini oshirishda muhim o'rin tutadi. “Bir makon, bir yo'l” tashabbusiga a'zo davlatlar bilan faol hamkorlik O'zbekiston uchun ko'plab imkoniyatlarni ochib beradi. Tashabbusga a'zo davlatlar sayyohlarni eng yirik “yetkazib beruvchilari” qatoriga kiradi. Jahon sayyohlik tashkiloti ma'lumotlariga ko'ra, butun dunyo bo'ylab sayyohlar tomonidan sarflangan mablag'larning 20% dan ortig'i Xitoy turistlari hissasiga to'g'ri keladi [2].

2019 yil 27 aprelda bo'lib o'tgan “Bir makon – bir yo'l” ikkinchi xalqaro forumida O'zbekiston Respublikasi prezidenti Shavkat Mirziyoyev nutqida Turizm sohasida almashinuvlarni rivojlantirish, buning uchun “Ipak yo'li” brendi ostida qo'shma dastur va mahsulotlarni ilgari surish bo'yicha dolzarb takliflar ham bildirilgan edi.

“Bir makon – bir yo‘l” loyihasi rivojlangan davlatlar imkoniyatlaridan unumli foydalanish, rivojlanayotgan, iqtisodiy taraqqiyot bosqichida bo‘lgan mamlakatlarga yordam berishni ham nazarda tutadi.

Xitoy tomonidan qabul qilingan eng ulug'vor tashqi siyosat loyihasi sifatida ta'riflangan “Bir kamar, bir yo'l” tashabbusi ikki komponentdan iborat: “Ipak yo'li iqtisodiy Kamari” va “21 -asr dengiz ipak yo'li” – Sharqni bog'laydigan yo'nalishlar bo'ylab mamlakatlar o'rtasida kengroq iqtisodiy integratsiyani yaratishga qaratilgan. Osiyo G'arbiy Evropa bilan [3].

O‘zbekiston siyosati Markaziy Osiyo mintaqasini ustuvor yo‘nalish sifatida belgilab olgan holda faol tashqi siyosat olib bormoqda. Mintaqada mutlaqo yangicha muhit qaror topdi, hamkorlikning turli jabhalarida tarixiy natijalarga erishildi: chegaralar ochilmoqda, ko‘plab sohalarda, jumladan, transport kommunikatsiyalarini keng rivojlantirish bo‘yicha qo‘shma loyihalar amalga oshirilayapti. Markaziy Osiyoning besh davlati mintaqaviy xavfsizlikni ta‘minlash yo‘lida barcha sa‘y-harakatini birlashtirmoqda. Shu ma’noda aytganda, Toshkent Xitoyning “Bir makon, bir yo‘l” tashabbusi bilan uyg‘un ravishda qadam tashlayapti.

2017-yil may oyida Prezidentimiz Shavkat Mirziyoyev Pekin shahrida bo‘lib o‘tgan “Bir makon, bir yo‘l” forumida mazkur tashabbus har bir davlatning o‘z imkoniyatlaridan to‘la foydalanish, iqtisodiy jihatdan bir-birini to‘ldirish, savdo hamda investitsiyalarni rag‘batlantirish, o‘zaro hamkorlik aloqalarini yanada rivojlantirish uchun keng yo‘l ochishini qayd etdi. Loyihaning ro‘yobga chiqarilishi dunyo tamaddunida Markaziy Osiyoning tarixiy mavqeini qayta tiklashga zamin yaratadi.

Markaziy Osiyo mamlakatlariga sarmoya kiritib bo‘lgan Xitoy tabiiy resurslarga boy hududlarda yangi avtomobil yo'llari, temir yo'llar, shuningdek, gaz va neft quvurlari qurilishi hisobiga barqaror iqtisodiyotni kutmoqda. Rivojlanayotgan mamlakatlar, shuningdek, O'zbekiston uchun “Bir makon, bir yo'l” tashabbusida ishtirok etishning ijobiy ta'siri qo'shilishning salbiy ta'siridan ko'ra ko'proq. Infratuzilmani rivojlantirish, ko'proq investitsiyalarni jalb qilish, o'z milliy mahsuloti va boshqa iqtisodiy o'zgarishlar uchun yangi bozorlarni topish maqsadida

rivojlanayotgan mamlakatlar BRIga qo'shilmoqda. O'zbekiston ham loyihani qo'llab-quvvatlagan va faol ishtirok etgan davlatlardan biri bo'ldi. Shuning uchun BRI O'zbekiston tashqi savdosiga ham katta ta'sir ko'rsatdi. O'zbekiston va Xitoy 25 yildan buyon diplomatik munosabatlar o'rnatib kelmoqda. So'nggi yillarda ikki davlat o'rtasida kuchli ikki tomonlama aloqalar rivojlanib, iqtisodiy faollik yuqoriligi bilan ajralib turadi. Xitoy O'zbekistonning ikkinchi yirik savdo sherigi va eng yirik sarmoya manbai hisoblanadi. Boshqa tomondan, Xitoy O'zbekistonni “Bir makon, bir yo'l”ni rivojlantirishda asosiy hamkor deb biladi va shuning uchun infratuzilma, transport va kommunikatsiyalarga katta sarmoya kiritadi [4].

Xitoy va uning “Bir makon, bir yo'l” tashabbusi mamlakatimiz iqtisodiyotida katta rol o'ynaydi. O'zbekiston rivojlanayotgan davlat sifatida iqtisodiy o'sishi uchun ko'proq investitsiyalar kerak bo'ladi. O'zbekiston esa dengiz portlariga yetib borish uchun kesib o'tilishi kerak bo'lgan dunyodagi ikki davlatdan biri hisoblanadi. “Bir makon, bir yo'l” loyihasi bu borada bizga katta imkoniyat yaratadi.

O'zbekiston Markaziy Osiyodagi muhim davlat bo'lib, “Bir makon, bir yo'l” prognozlarida markaziy o'rinni egallaydi. O'zbekiston nuqtai nazaridan, “Bir makon, bir yo'l” tashabbusi 2017-yilda boshlangan milliy rivojlanish strategiyasiga hissa qo'shishi mumkin.

Mazkur xalqaro loyihaga O'zbekistonning ham qo'shilgani davlatimiz uchun katta ahamiyatga ega. Mamlakatimizning xalqaro maydondagi nufuzi tobora oshib bormoqda. Ko'plab davlatlarning yetakchi firma va kompaniyalari mamlakatingizga sarmoya kiritmoqda. O'zbekiston rivojlangan davlatlar va nufuzli xalqaro tashkilotlar bilan hamkorlikda qator istiqbolli loyihalarni amalga oshirib bormoqda.

O'zbekistonning barqaror rivojlanayotgan iqtisodiyoti, qulay jo'g'rofiy joylashuvi, zamonaviy transport kommunikatsiyalari, sarmoya jalb etish bo'yicha puxta va ishonchli strategiyasi ko'plab davlatlar ishbilarmonlarining hamkorlikka qiziqishini oshirmoqda.

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ZAMONAVIY TA'LIM TIZIMIDA VEB-RESURSLARDAN FOYDALANISH ISTIQBOLLARI

Moydinova Elmira Kamariddinovna

Tayanch doktorant

O'zbekiston davlat jahon tillari universiteti

mirlife645@gmail.com

Zamonaviy dunyoda sodir bo'layotgan jadal o'zgarishlar ta'limning yangi sifatiga erishish, shaxsning har tomonlama rivojlanish jarayonini ta'minlash uchun yangi yondashuvlarni talab qiladi. Oliy ta'lim bitiruvchilari o'zlarining ta'lim olishlari va umumiy rivojlanishi, o'quv dasturlarini samarali o'zlashtirishlari uchun zamon talablariga javob berishlari lozim.

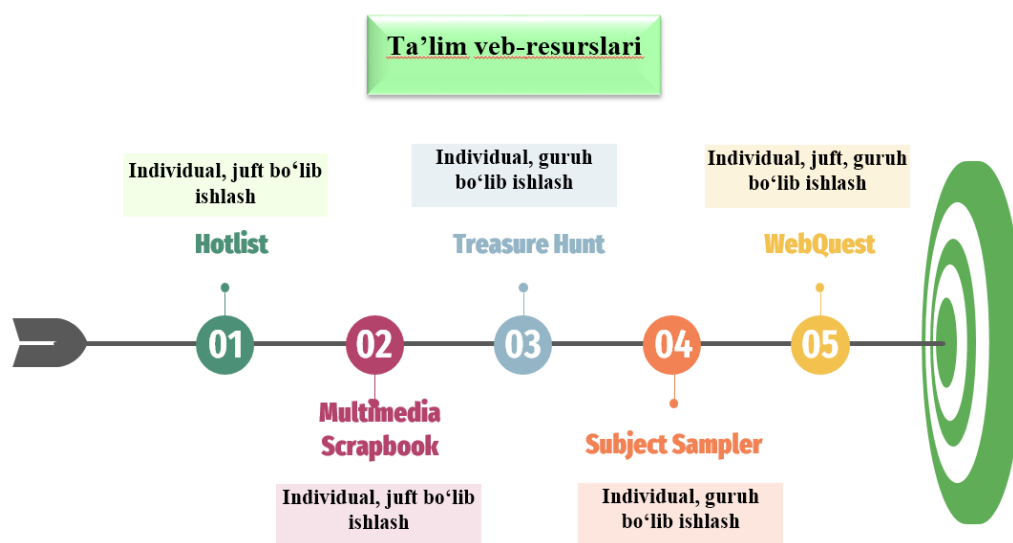
Shu jihatdan, mamlakatimiz Prezidenti Shavkat Mirziyoyev ta'kidlaganidek "Taraqqiyotga erishish uchun raqamli bilimlar va zamonaviy axborot texnologiyalarini egallashimiz zarur va shart. Bu bizga yuksalishning eng qisqa yo'ldan borish imkoniyatini beradi. Zero, bugun dunyoda barcha sohalarga axborot texnologiyalari chuqur kirib bormoqda. Albatta, raqamli iqtisodiyotni shakllantirish kerakli infratuzilma, ko'p mablag' va mehnat resurslarini talab etishini juda yaxshi bilamiz. Biroq, qanchalik qiyin bo'lmasin, bu ishga bugun kirishmasak, qachon kirishamiz?! Ertaga juda kech bo'ladi" [1]. Shu munosabat bilan davlatimiz ta'lim jarayonini

axborotlashtirish, uning moddiy-texnik bazasini ta'lim jarayonida internet texnologiyalaridan samarali foydalanish uchun zarur bo'lgan zamonaviy dasturiy ta'minot bilan boyitish bo'yicha bir qator chora-tadbirlarni amalga oshirmoqda. Amalga oshirilayotgan islohotlar nuqtai nazaridan bo'lajak o'qituvchilarni tayyorlash va rivojlantirish muhim ahamiyatga ega. Axir, jahon amaliyotida chet tili o'qituvchilarining kasbiy kompetensiyasini rivojlantirishda ta'lim jarayonida raqamli va axborot-kommunikasiya texnologiyalaridan, jumladan, veb-resurslardan foydalanish, o'qituvchilarni mavjud axborot makoniga yo'naltirish, kasbiy mahoratini rivojlantirish muhim hisoblanadi.

Shuni ta'kidlash joizki, "COVID-2019" pandemiyasi hamma sohalar kabi butun dunyo ta'lim tizimiga ham o'z ta'sirini o'tkazmay qolmadi, jumladan bog'cha, maktab va oliy ta'lim muassasalarining barchasi ommaviy ravishda ta'tilga muddatidan oldin chiqishga majbur bo'lishdi. Shu bois, mamlakatimiz oliy ta'lim muassasalarining rasmiy veb-saytlarida ham MOODLE, Platonus, Moodle LMS, SRS (Student Records System), ZOOM, MOOC kabi masofaviy ta'lim platformalari hamda Ereader ilovalari, mobil telefon va planshetlar uchun Google Classroom ishga tushirilib onlayn darslar tinimsiz faoliyat olib borildi. Ba'zi xalqaro ekspertlar onlayn ta'limga butunlay o'tib bo'lmashligi, aks holda dars sifati tushib ketishini ta'kidlasa, ba'zilar zamonaviy ta'lim tizimi uchun yangi davr va fursat boshlanganini e'tirof etmoqda. Shuningdek, ba'zi davlatlar pedagoglari esa masofaviy ta'limga qamrab olishda ta'minot masalasini ilgari surmoqda. Buni inobatga olgan holda, internet har doim ham ta'lim xarakteriga ega bo'lmagan cheksiz miqdordagi tez o'zgaruvchan ma'lumotlarni taqdim etadi, shuning uchun xorijiy tillarni o'qitish jarayonida internet texnologiyalaridan foydalanishning hozirgi bosqichida bo'lajak ingliz tili o'qituvchilarining kasbiy kompetensiyasini har tomonlama shakllantirishga qaratilgan ta'lim veb-resurslari asosida ingliz tilini o'qitishning yangi usullarini yaratish zarurati tug'ildi.

Aslida, "Resurs" tushunchasi rus tilining lug'atiga muvofiq "biror narsaning zaxiralari, manbalari", deb talqin qilinadi [2]. Unga ko'ra, ta'lim veb-resurslari – bu chet tili kommunikativ kompetensiyasini shakllantirish, va talabalarning ma'lumotni

qidirish, tanlash, tasniflash, tahlil qilish va umumlashtirish bo‘yicha kommunikativ-kognitiv ko‘nikmalarini rivojlantirishga qaratilgan turli mavzulardagi matn, audio va vizual materiallari deb anglash mumkin [3]. Shu jumladan, talabalarda nafaqat mantiqiy fikrlash, kreativ yo‘ndashish balki AKT kompetensiyasi ham shakllanadi. Yuqoridagi fikrlarni inobatga olgan holda, zamonaviy ta‘lim veb-resurslarining formatlaridan foydalanish maqsadga muvofiqdir. Ta‘lim jarayonida samarali foydalanishga mo‘ljallangan veb-resurslarining formatlari mavjud bo‘lib, ular quyidagilar (1- rasmga qarang):



1-rasm. Ta‘lim veb-resurslarning formati.

Yuqoridagi keltirilgan rasmda ko‘rishimiz mumkinki, ta‘lim veb-resurslarning formati o‘quv jarayonini osondan qiyinga qarab mo‘ljallanadi va dars jarayonini boyitadi. Ularga batafsil izohni quyidagicha berish mumkin:

1. *“Hotlist”* atamasi o‘rganilayotgan mavzuga tegishli bo‘lgan va ularda matn mazmuniga ega bo‘lgan veb-saytlar ro‘yxatini bildiradi. Hotlist barcha kerakli ma‘lumotlarni qidirish orqali vaqtni tejashga yordam beradi.

2. *Multimedia Scrapbook* esa multimedia kontentining to‘plamidir. Multimedia Scrapbook, Hotlistdan farqli o‘laroq, jonlantirilgan virtual sayohatlar, audio va videolar, vizual ma‘lumotlar va fotosuratlariga havolalar kiradi, ularning barchasi hozirgi kunda tobora keng tarqalgan. Barcha albom fayllar talabalar tomonidan yuklab

olishlari mumkin, ular ma'lum bir mavzuni tadqiq qilishda ulardan manba va misollar sifatida foydalanishlari mumkin.

Ko'p jihatdan *Treasure Hunt*, Hotlist yoki Multimedia Scrapbook o'xshaydi. Faqat unda o'rganilayotgan mavzuga tegishli bo'lgan bir nechta veb-saytlarga havolalar taqdim etiladi. Yagona farq shundaki, har bir havola veb-saytdagi ma'lumotlar haqida tahlil qilishni so'raydi. Bu savollardan foydalanib, o'qituvchi talabalarning izlanish faoliyatini yo'naltirishi mumkin.

Subject Sampler murakkabligi jihatidan *Treasure Hunt*ga qaraganda ancha murakkab. Internetda mavjud bo'lgan matn va multimedia resurslariga havolalar ham mavjud (fotosuratlar, audio va videokliplar, grafik ma'lumotlar). Materialning har birini o'zlashtirgandan so'ng, talabalar savollarga javob berishlari, o'zaro muhokama qilishlari kerak.

WebQuest onlayn ta'lim resurslarining eng qiyin turidir. Veb-kvest – bu har qanday mavzu bo'yicha onlayn manbalardan foydalanadigan talabalarning loyiha faoliyatini tashkil qilish strategiyasidir. U barcha talabalarni qamrab olgan va yuqorida sanab o'tilgan to'rtta formatning har birini o'z ichiga oladi. Internet vositalaridan foydalangan holda talabalarning loyiha ishini tayyorlashda ushbu formatdan foydalanish tavsiya etiladi.

Yuqorida keltirilgan ta'lim veb-resurslarining formatlari asosida topshiriqlarning tizimli bajarilishi bo'lajak o'qituvchilarning bilim va ko'nikmalarini chuqurlashtirish va kengaytirish bilan bir qatorda kasbiy kompetensiyasini ham rivojlantirishga xizmat qiladi.

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COMPUTATIONAL LINGUISTICS: DEVELOPMENT OF AUTOMATIC TEXT EDITING SOFTWARES

Juraev Shohruh Baxtiyorovich

EFL Teacher, UzSWLU

logisgeeks@gmail.com

Shaymardanov Abror Hamid o'g'li

PhD student, UzSWLU

shaymardanov1992abror@gmail.com

In recent years, the importance of teaching world languages is increasing. In this regard, its demands are increasing. It is noted that according to the requirements established by the decisions of the Government of Uzbekistan, young people who know English well will have additional benefits: it is planned to increase the salary of employees who have a certificate of knowledge of foreign languages. This is the reason why our people master world languages perfectly today. In accordance with the President's decision in 2021, the interest in language learning in our country will be determined by the creation of video films, entertainment shows, films and other content. It is worth noting that in 2021-2022, the head of our state decided to increase and encourage the number of schools specialized in foreign languages, to support all educational institutions by equipping them with advanced technologies. This is because today we cannot imagine our life without technical tools, because they have many advantages in all areas. In general, there are 6,500 different languages on earth today. According to the demand of the time, knowing the language is considered a necessary tool in every field and makes a great contribution to the development of a country by establishing communication between peoples. However, changes in technology and the development of new programs are bringing significant changes to the field of

linguistics and language learning. By creating new methods and modern programs, the world's scientists facilitate the language learning methods and create the ground for mankind to learn many languages. If we take a deep look at linguistics, this trend makes learning languages easier than ever. As linguistic branches are increasing, new fields are emerging. Computational linguistics is one of the new directions in the field of linguistics and is located at the crossroads of the exact and human sciences. One area of study in computer linguistics is an automatic text editing software. This sphere is as important as other fields of computational linguistics such as machine translation, automatic speech recognition, Natural language processing. Scientists have recently created a diverse type of text editor programmes. A popular website that is famous for their articles about the recent information technological developments made a list of top text editing programmes. According to g2.com, top ten text editor softwares are the followings:

- Sublime Text
- Notepad++
- Atom
- Brackets
- UltraEdit
- TextEdit
- Edit+
- gedit
- CodePen
- Oxygen XML Editor

There have been researches in the field of automatic editing in Uzbek linguistics. Scientists group under the leadership of Professor H.Arzikulov established “Linguistics Engineering Center” at Samarkand State Institute of Foreign Languages. Researchers conducted projects on the issues of computer processing of Official language texts in this center. This is a word processing computer creating programs, collecting texts for all levels of the Uzbek language, etc. bringing it to a specific system,

creating an algorithm, processing them statistically in such fields as providing, creating an English-Uzbek machine translation program scientific-research works have been carried out. Uzbek text processor automatic system “Uzlington”, Latin text into Cyrillic and Krill “Spellchecker”, which converts from the alphabet to the Latin alphabet, with the help of computer programs for proofreading and correcting spelling mistakes was one of the first to start creating.

There is a shortage of the specialists and the research papers in this field even though some research and educational establishments have succeeded in computational linguistics, namely automatic text editors. Doctoral papers have been made in the other spheres of the computational linguistics in Tashkent State Uzbek Language and Literature University. But there are still a lot to do to catch up with the world standards in the field.

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INGLIZ VA O‘ZBEK TILLARIDA GEOLOGIYAGA OID TERMINLAR O‘ZLASHISHI KOGNITIV JARAYON SIFATIDA

Omonov Baxtiyorjon Xabitovich

Tayanch doktorant

O‘zbekiston davlat jahon tillari universiteti

baxtiyor008@gmail.com

Yangi hodisalarni lingvistik belgilash usullarini aniqlash voqelikni til orqali o‘zlashtirishning kognitiv mexanizmlarini ochishga, real hayot hodisalari va ularni so‘zlashuvning turli usullari o‘rtasidagi murakkab o‘zaro ta’sirni tushunishga yordam beradi. O‘zlashish natijasida yangi so‘zlar va iboralarning paydo bo‘lishi, eski

soʻzlarda yangi maʼnolarning rivojlanishi tilning bilim bazasida maxsus soʻz bilan belgilanmagan yoki aniqroq va farqlangan belgiga muhtoj boʻlgan boʻshliqlar mavjudligidan dalolat beradi.

Oʻzlashgan soʻzlar – boshqa tillardan maʼlum bir tilga kirgan soʻzlardir. Soʻz oʻzlashtirish – tilda maʼlum bir chet tili elementining paydo boʻlishi va muomalada mustahkamlanishiga olib keladigan jarayondir. Bu til faoliyati va tarixiy oʻzgarishining ajralmas tarkibiy qismi boʻlib, shuningdek, til leksik zaxirasini boyitishning eng muhim manbalaridan biri hamdir; bundan tashqari, uning soʻz boyligining bir qismi boʻlgan toʻliq til unsuri hamdir, bu esa, oʻz navbatida, yangi oʻzaklar, haqiqiy terminlar va termin shakllantiruvchi elementlarning eng katta manbalaridan biri boʻlib xizmat qiladi” [5].

Ingliz tilidan olingan bir qator geologiyaga oid terminlarning qiyosiy tahlili, oʻzlashish jarayonida konseptual tuzilmalarni donor tilidan qabul qiluvchi tilga aylantirish qisman yoki toʻliq oʻxshashlik prinsipi asosida, konseptual hajmning torayishi yoki saqlanishi bilan birga amalga oshiriladi degan xulosaga kelishimizga imkon berdi. Konseptual kelib chiqishning kognitiv mexanizmlari asosida oʻzlashgan konseptsianing konseptual doirasini kengaytirish mumkin, ammo bu jarayonni qabul qiluvchi tilda xorijiy terminning moslashuvi sifatida koʻrib chiqish kerak.

V.P. Danilenkoning taʼkidlashicha, yunon-lotin elementlari boʻlgan terminlar koʻp sabablarga koʻra maqsadga muvofiqdir: ular maʼlum bir maʼnoni ifodalashda bir maʼnoga ega emaslar, notoʻgʻri assotsiatsiyalarni keltirib chiqarmaydilar, chunki ular tarkibiy termin elementlarining standart maʼnolaridan foydalangan holda tushunchalarni “deshifrlaydilar”, ularning soʻzlarini keng qoʻllaydilar – shakllantirish imkoniyatlari, termin elementlari, prefikslar, qoʻshimchalar yoki suffiksoidlar sifatida harakat qiladi[1].

Yuqorida taʼkidlab oʻtilganidek, oʻzlashish jarayonida avtohton ((Yunoncha autoshton — mahalliy, shu joyga xos) (geologiya) — tektonik qoplamlar hosil boʻlishida deyarli siljmay oʻz joyida qolgan burmali tuzilmalar (alloxtoning aksi)) va “begona” konseptual tizimlarning kognitiv oʻzaro taʼsiri mavjud boʻlib, natijada chet

tili vositalari bilan og‘zaki ravishda olingan tushuncha yoki konseptual tuzilish paydo bo‘ladi. Kasbiy muhitda tillararo o‘zlashishning orqasida professional tushuncha mavjud bo‘lib, u donor tilida ham, qabul qiluvchi tilida ham maqsadli kasbiy faoliyat davomida paydo bo‘ladi va rivojlanadi. O‘zlashish-bu qabul qiluvchi tilning ona tilida so‘zlashuvchilarning metalingvistik aksini rag‘batlantiradigan “tirik” jarayon ekanligi shubhasizdir[4]. Demak, qabul qiluvchi tilning faol tabiati donor tilida mavjud ma’nolarning ekvivalentligini ta’minlay olmaydi, deb taxmin qilish mumkin. Bundan tashqari, transformatsiyadan keyin “begona” tushunchasi qabul qiluvchi tilning konseptual makonida moslashish jarayoniga hissa qo‘shadigan semantik transformatsiyadan o‘tishi mumkin.

O‘zlashgan “*laccolith*” terminining konseptual mazmunini manba tilida (yunon tilida) va qabul qiluvchi tilda (ingliz tilida) qiyosiy tahlil qilish misolidan foydalanib, biz qarz olish jarayoni natijasida semantik hajmda qanday o‘zgarishlar yuz berishini va chet tilidagi verbalizerga qanday semantik transformatsiyalar ta’sir qilishini ko‘rsatamiz.

“*Laccolith*” leksemasi yunon tilidan to‘g‘ridan-to‘g‘ri olingan bo‘lib, ingliz tilida geologiya terminologiyasida qo‘llaniladi. “*Laccolith*” geologiya termini ingliz tilida 19-asr oxirlarida paydo bo‘lgan. (1880) va “*lakkos* – shakllanmagan vulqon, ichida magma o‘zakli tepalik” degan ma’noni anglatadi [3]. Belousov V.I. “Толковый геологический англо-русский словарь” lug‘atida ushbu so‘zning quyidagi ta’rifi berilgan: “lakkolit. o‘rnatilgan yoki taklif qilingan yassilangan poydevorga va maksimal qalinlik nuqtasidan past bo‘lgan qabul qilinishi mumkin bo‘lgan dambaga o‘xshash o‘tkazgichga ega bo‘lgan konkordantli kirish. Odatda lentikulyar shaklga ega va konturi bo‘yicha u aylanaga yaqinlashadi. Lakkolitning diametri 8 km dan oshmaydi, qalinligi esa bir necha metrdan bir necha yuz metrgacha o‘zgaradi” [3].

Merriam-Webster lug‘atida esa quyidagi ta’rifi berilgan: “cho‘kindi yotqiziqalar orasiga kirib boradigan va ustki qatlamlarning domikal bo‘rtib chiqishini keltirib chiqaradigan magmatik tosh massasi” [2].

Shunday qilib, “*laccolith*” geologiya terminini o‘zlashtirish *LACCOLITH* kontseptsiyasining konseptual tuzilmasi elementlarini xorijiy so‘z bilan bir vaqtda verbalizatsiya qilish bilan o‘zlashuvchi tilga aylantirish orqali amalga oshiriladi. Retsipient tilida donor tilida mavjud bo‘lgan barcha konseptual xususiyatlar ifodalanmaydi, bu esa retsipient tilida konseptual doiraning torayganligini ko‘rsatadi. Ingliz tilining konseptual makonida assimilyatsiya jarayonida o‘zlashtirilgan tushunchaning semantik tarkibidagi individual konseptual xususiyatlarning profillanishi mavjud. Retsipient tilidagi konseptual metonimiya mexanizmi natijasida olingan terminning terminologik ma‘nosi “harakat → sabab” kognitiv modellari asosida kengaytiriladi: *Rüskwärtsdrehung* (teskari aylanish) → *Sschlag* (zarba); “harakat → harakat mavzusi”: *Rüskwärtsdrehung* (teskari aylanish).

Shunday qilib, geologiyaga oid ingliz va o‘zbek terminlarining aksariyati o‘zlashgan terminlar bilan ifodalanadi. Tadqiqot natijalariga ko‘ra, ingliz va o‘zbek tillarida hozirgi vaqtda geologiyaga oid terminologik tizimini jadal ravishda to‘ldirish davom etmoqda, bu esa kognitiv jihatdan chegaralarning kengayishi bilan bog‘liq. Ushbu bilim sohasining konseptual tizimi, terminlarni aniqlashtirish va qayta ko‘rib chiqish zarurati termini boshqa tildan o‘tkazish jarayoni olingan terminologik birlikning morfologiyasi va semantikasini qayta ko‘rib chiqish bilan birga keladi. Shu bilan birga, yangi termin termin yasashda faol ishtirok etib, yuqori so‘z yasash faolligini ko‘rsatadi.

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THE IMPORTANCE OF WRITING AND LISTENING SKILLS IN LANGUAGE TEACHING

Nishonbekova Saida Urinboyevna
Teacher
UzSWLU
snishonbekova@gmail.com

Teaching and learning are two basic processes underlying the activity of students and teachers nowadays. Learning process puts both parties toward each other, what it teaches, and what it takes, the teacher and the student. Today takes great importance to the training of students to teach themselves, their education, equipping them with the skills of independent work with the most advanced methods of learning conscious, sustainable, active and creative. The purpose of this topic is to know the importance of usage of all skills during a lesson hour. The teacher is free to use a variety of methods and strategies of teaching / learning to suit the needs of students in different classes. He combines these methods during the learning process and adapts according to the increasing development of linguistic competence and independence of student development, the consistency of this process. Teaching has at its center the method of communication, task -based methods, functional methods and situations as real life etc. These methods are realized through various strategies and techniques, according to language skills (listening, speaking, reading, writing). Teacher and students collaborate on the organization of teaching / learning. To facilitate the teaching / learning, the teacher finds efficient ways to organize communication activities, provides and suggests source materials for students. In contemporary teaching teacher does not only

play the role of teachers, but also plays the role of supervisor. Together they establish cooperative relations in the process of learning [1]. The teacher clarifies the students and takes their understanding of what happens in the classroom. This means clarifying the rules of the line of work and responsibilities of students in the process of activities. The teacher suggests and provides the use of audiovisual means, electronic, and helps students to use various forms of information technology within and outside the classroom. It gives students the website in accordance with the age and educational requirements. On a teaching hour should be applied all four language skills strategies, but they escalate from level to level depending on the objectives. Setting the students in the spotlight makes the student actively participate in linguistic interaction, preparing it for a new phase of his education or of being able to face the demands of the labor market.

Any language is difficult and easy. Language serves many purposes. Absence of language is mere dearth of communication. The role that language plays is immense, since time embarked. Identified as the need of the hour, the four necessities in language or commonly known as the four skills- Reading, writing, listening and speaking plays a vital role in any language learning quest... The four skills are the pinnacles of language which will take you to greater heights. They are separate yet bound together with an inseparable bond. Teachers should set high standards for an ESL classroom [2]. They should work to create the necessary condition for students to learn effectively and reach the desired outcome. For the teaching of English to be successful, the four skills, reading, listening, speaking and writing, should be integrated in an effective way. These skills should be addressed in a way that helps students meet the standards you set for them and develop their communicative competence gradually. This encompasses: Listening and speaking: these two skills are highly interrelated and work simultaneously in real life situations. So, the integration of the two aims at fostering effective oral communication. This integration will assure real-life and purposeful communication. Reading and writing: they form a strong relationship with each other as skills. They are tools for achieving an effective written communication. Students

need opportunities to develop their reading and writing skills. Developing students' competencies in reading and writing requires exposing students to gradually challenging reading materials and writing tasks. The aim is making students read and write effectively. In fact, the integration of listening and speaking with reading and writing will make learners good listeners, speakers, readers and writers so as to be able to communicate effectively. The mastery of these skills is a gradual process [3]. Teachers, for instance, should expose learners to gradually challenging tasks and material.

Are you familiar with the challenges in writing an essay? It's safe to say that essay writing is a sophisticated task, especially for high school students or those whose English is often poor. Whether you want to write a narrative essay, a persuasive paper or a compare and contrast essay, it is integral that you to avoid certain problems. Academic writers present a list of ten most common writing problems every student has to avoid. Here are problems of students in writing essay.

1. Unable to write a thesis statement: One of the core problems students have with writing is that they are not able to write a clear, understandable and strong thesis statement. You may come across a similar problem while writing the essay. However, if you do some practice and check ideas of thesis statements on the web, then it will be easy for you to come up with a well-defined and quality thesis statement [4].

2. Lack of evidence: If you are having a hard time writing an essay, then you should write enough examples to support your arguments. Another major mistake students make is that they do not provide enough proof or evidence to clarify their viewpoints. For instance, if your essay is about childhood obesity, you should provide evidence of where this problem is more common. You should also know what types of measures should be taken in this regard.

3. Writing an introduction using confusing words or language: When you begin writing the introduction, you should be careful with what you are going to cover. For instance, if the paper is on childhood obesity, then you may begin the essay by defining obesity and talk a little about its history. Then you can come to the point of what you are going

to cover in your own paper and what is its significance or value for the reader, followed by writing the thesis statement in the last sentence of your essay.

4. Unawareness of the target audience: Who is your target audience? You may have plenty of problems in writing if you are not familiar with whom you are going to write an essay for. Let's take the same example of childhood obesity. Such a paper will obviously be written for parents whose children are obese, and they want quick and reliable solutions to the problem. If you are unsure of your target audience, then it will be quite tough for you to maintain quality throughout the essay.

5. Lack of relevant references: If your essay contains no reference, then your teacher may doubt the legitimacy and relevance of its data, and this can cause problems with writing the next paper. Ideally, you should write a sufficient number of references and cite the parts of your essay, wherever needed. However, if you are writing a paper creatively, meaning you are using your own words and ideas, then there is no use of mentioning references and citation.

6. Unclear or weak analysis: What type of ideas do you want to present in your paper? Students often have plenty of problems in academic writing as they do not provide solid analysis and the overall text is unclear to the reader. You should analyze the given object or subject properly and critically evaluate it to ensure the quality and consistency of the text.

7. Awkward structure: The most common writing issues are the poor structure of sentences and unclear writing. It is integral for you to structure the essay and make it readable and understandable. You should ensure that every sentence you write in the essay is related to the actual topic and is meaningful for the target audience. problems and may fail the essay.

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ИННОВАЦИОННАЯ ПЕДАГОГИЧЕСКАЯ ТЕХНОЛОГИЯ И РОЛЬ ПРЕПОДАВАТЕЛЯ В ПОВЫШЕНИИ КАЧЕСТВА ПОДГОТОВКИ СТУДЕНТОВ В ВЫСШЕЙ ШКОЛЕ В СОВРЕМЕННЫХ УСЛОВИЯХ

Фозилова Махина Адашевна

Докторант СамГИИЯ,

преподаватель кафедры «Иностранные языки»

Самаркандский государственный архитектурно-строительный институт

makhinafozilova@gmail.com

В мировой практике особое внимание уделяется исследованию таких проблем, как профессиональное мастерство специалистов, образовательная система в высшей школе, оценивание языковых знаний, предъявление фидбека к иноязычной речи, использования интерактивных методов.

В нашей стране в настоящее время осуществляется масштабные демократические преобразования. Концепция “Нового Узбекистана” воплощается в реальность и расширяются экономические, политические и культурные связи между всеми народами мира, роль английского языка, принятого нашим народом в качестве средства международного общения, еще более возрастает. В связи с этим еще более актуализируется проблема разработки эффективных методов обучения английскому языку во всех учебных заведениях, в том числе и в архитектурных вузах страны.

Инновационная педагогическая технология – это проект определенной педагогической деятельности, последовательно реализуемой на практике, главным показателем которой является прогрессивное начало по сравнению со

сложившимися традициями и массовой практикой. Одной из главных особенностей инновационной технологии является то, что ее разработка и применение требуют высокой активности преподавателя и студента. Активность первого проявляется в том, что он хорошо знает психологические и личностные особенности своих студентов и на этом основании вносит индивидуальные коррективы в технологический процесс. Активность же студентов проявляется в возрастающей самостоятельности, то есть в технологизированном процессе взаимодействия.

Следовательно, инновационная педагогическая технология может быть рассмотрена как технология частного типа, где подразумеваются упорядоченные, спланированные по определенному проекту и последовательно реализуемые действия, операции и процедуры, инструментально обеспечивающие достижение прогнозируемой цели в работе с человеком или группой в определенных условиях среды. Таким образом, новые современные педагогические технологии включают в себя личностный подход, фундаментальность образования, творческое начало акмеологический подход, профессионализм. В профессиональной подготовке студентов используются различные инновационные технологии, а именно; технология портфолио; технология проектов; технология развития критического мышления и письма.

Интерактивный подход к обучению иностранным языкам наиболее приемлем в профессионально-ориентированном обучении, где в качестве основной задачи выступает развитие умений и способностей, необходимых для выполнения будущей профессиональной деятельности, а не только практическое овладение иностранным языком. Идея интерактивного подхода к обучению иноязычному общению является одной из самых перспективных в современном образовании.

Такой подход, по мнению Л.К. Гейхман, позволяет использовать специфическую особенность общения, которая заключается в его одновременном использовании и как предмета и как средства обучения [1].

Человек, находящийся в эпицентре разнообразных впечатлений, должен уметь квалифицированно обрабатывать информацию. В связи с этим актуальной задачей образовательного процесса всех ступеней является воспитание внутреннего индивида каждого студента. Необходимость создания «нравственного иммунитета у учеников» отмечал еще К.Д. Ушинский [2].

Образ преподавателя всегда играл важную роль в образовательно-воспитательном пространстве. Знаменитый афоризм А.Н. Леонтьева – «Личностью не рождаются, личностью становятся» – заставляет вновь задумываться над способами совершенствования человеческой индивидуальности.

Е.И. Пассовым выделены умения, которыми должен владеть преподаватель, чтобы правильно строить интерактивное иноязычное общение. В первую группу умений можно отнести такие перцептивные коммуникативные умения, как: определять и понимать психическое состояние ученика; определять и понимать настроение группы (класса); видеть всех одновременно и каждого в отдельности; распределять внимание между различными компонентами образовательного процесса; прогнозировать поведение учащегося как речевого партнера; слышать и видеть ошибки в коммуникативном поведении учащегося; мгновенно оценивать ситуацию общения; определять примерный уровень владения речевыми умениями без специального тестирования.

Во вторую группу отнесены следующие продуктивные коммуникативные умения: создавать коммуникативную обстановку; устанавливать речевой контакт; завершать речевой контакт; устанавливать и поддерживать атмосферу общения в коллективе; регулировать поведение учащегося как речевого партнера; изменять функциональное состояние учащегося и быть адекватным в любой ситуации общения; владеть паралингвистическими, экстралингвистическими, проксемическими, средствами общения; владеть нюансами эмоционально-оценочных отношений; сознательно применять эффект фасциации; адекватно «обслуживать» все виды работ в речевом

отношении, то есть вести занятие на аутентичном иностранном языке, который был бы понятен учащимся [3].

С одной стороны, задача преподавателя состоит в отборе и использовании на занятии таких методов и приемов, благодаря которым обучающийся сам будет открывать, приобретать и конструировать знания; с другой стороны, в функции преподавателя входит выбор эффективной формы педагогического общения, которая будет способствовать атмосфере доброжелательности, доверия, уважения к мнениям окружающих, т.к. именно от благоприятного эмоционального климата во многом зависит эффективность обучения: «при интерактивном обучении педагог выполняет функцию помощника в работе, одного из источников информации, центральное место в его деятельности занимает не отдельный учащийся как индивид, а группа взаимодействующих учащихся, которые стимулируют и активизируют друг друга» [4].

При оптимальной организации хода интерактивного обучения роль преподавателя сводится лишь к контролирующей и оценивающей.

Однако именно преподаватель отвечает за подготовительную часть: подбор и разработка проблемных, творческих и игровых заданий; продумывание ход урока, смен форм взаимодействия и видов деятельности учащихся с тем, чтобы на занятии решалось одновременно несколько учебных задач:

- развитие коммуникативных умений, помогающих устанавливать контакт между обучающимися;
- обеспечение учащихся информацией, необходимой для осуществления совместной деятельности;
- решение обучающих и развивающих задач;
- решение воспитательных задач (приучение и научение работать в команде, прислушиваться к чужому мнению);
- создание атмосферы доверия, являющейся главным условием для комфортного общения;

– создание условий, способствующих поддержанию активного взаимодействия в процессе всего занятия.

В связи с вышеназванными обстоятельствами мировым образовательным сообществом был введен и применяется новый термин, которым подчеркивается высокая значимость именно данной функции преподавателей, – фасилитатор (facilitator), то есть человек, который облегчает, способствует, помогает обучаться. Фасилитация рассматривается, например, в качестве процесса увеличения продуктивности либо скорости деятельности индивида благодаря актуализации в сознании его образа другого человека. Фасилитация предполагает наличие у преподавателя особых качеств, таких как одобрение обучающегося, готовность принять его таким, каков он есть. Таким образом создаются субъект-субъектные отношения. По М.В. Кларину – роль фасилитатора и модератора ориентируется на разные когнитивные стили восприятия, чередование заданий активного типа и тех, которые способствуют релаксации и снятию нервной нагрузки [5].

Таким образом, от работы преподавателя будет зависеть, реализовано ли интерактивное обучение как форма образовательного процесса, которая позволяет оптимизировать сущность, содержание и структуру педагогических взаимодействий.

Педагог, находящийся в позиции организатора-участника совместной деятельности, обязательно работает с образовательными инициативами студентов (их желаниями, интересами, запросами, ожиданиями), помогает развернуть эти инициативы в самостоятельные образовательные действия. При этом важно создавать доверительные, позитивные отношения между обучающим и обучающимися; организовывать сотрудничество в процессе общения студентов между собой, опираться на личный опыт студентов [6].

Помочь обучающемуся в преодолении внутриличностных противоречий и конфликтов на этапе профессионального обучения призван преподаватель,

который в единой связи со студентом выступает как активный «субъект организации образовательного процесса» [7].

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A PRINCIPLE OF AUTONOMOUS LEARNING IN THE DEVELOPMENT OF PRAGMATIC COMPETENCE

Shamsutdinova Lutsiya Rafailovna

Junior PhD researcher

Uzbekistan State World Languages University

Liya_r15@mail.ru

Nowadays, the importance of connecting classrooms to the real world is inevitable. If learners can apply their learning to real-life situations, that learning is practical and relevant. To optimize the learning experience, classes should inspire creativity, imagination, and the pursuit of knowledge. We strongly believe that learning takes place not only at class but outside as well. By connecting classrooms to the real world, teachers can demonstrate the relevance of subjects, give students a vision of what is possible, and provide a meaningful framework for both academic and personal

development. Thus, teachers should encourage self-learning, or it can be said, autonomous learning especially in developing pragmatic competence.

Pragmatic competence teaches an appropriate choice of language due to the situation and introduces different effects of utterances on participants during conversation. The main difference between pragmatics and linguistic competence that the first one does not teach via dictionary meaning, it deals with what is beyond. Thus, the use of utterances depends on social factors, culture or context in which communication occurs. One interesting fact that we have noticed is that pragmatic competence is widely discussed and considered to be an issue of high interest in theory but still has poor practical implementation in classes. The answer can be that grammar has precise rules and the choice of words is clear. Thus, promoting learning with a focus on pragmatic competence is not a simple task for teachers to assess. Since language is not structured according to rules and totally depends on own principles and experience within a particular area and culture. For this reason, in order to develop pragmatic competence, teachers should promote autonomous learning.

Considering that, it is possible to say that in a natural environment, as in second language learning contexts, indirect instruction seems to be efficient, once the learner will be exposed to the culture and the language outside the classroom. On the other hand, when we deal with a foreign language instruction context, a need for explicit instruction appears [1, 146]. Strategy instruction could be a solution to these problems of classroom pragmatics and instructional studies. Learning strategies are defined as specific actions taken by the learner to make learning easier, faster, more enjoyable, more self-directed, more effective and more transferable to new situations. Strategy training can enhance efficiency and productivity in learning because strategies can transfer to different settings and different learning targets [4, 6].

A principle of autonomous learning is that students should take responsibility for their own learning. The role of a teacher is to facilitate self-directed, reflective and critical learning on the part of individual learners [3, 90]. We think that student's involvement in an activity reveals itself in positive feelings, good behavior and in

student thinking. As research has shown that if the students do not consider a learning activity worthy of their time and effort, they might not engage in a satisfactory way, or may disengage entirely in response [2, 57]. A teacher has to involve students by designing and implementing learning activities. As a result of full engagement, a student obtains the capacity or ability to take charge of one's learning. Moreover, autonomy means more than continuing learning activities without a teacher.

According to Taguchi classroom learning is a poor environment for pragmatics learning. Previous studies, mainly textbook analyses, found that classroom discourse involves restricted range of communicative situations and registers, as well as a limited amount of authentic information about pragmatics norms and variations. By developing learners' self-directed strategies for dealing with pragmatics, learners can gain autonomy and take initiative and responsibility for their own learning. Strategy training can enhance efficiency and productivity in learning because strategy can transfer to different settings and different learning targets. Oxford (2011) introduced the strategic self-regulation model as a model in which learners can actively and constructively use strategies to manage their own learning process. In this sense, learning involves two independent but intertwined dimensions: performing the task and overseeing the learning process [4, 6].

The strategic self-regulation model presents strategies in three dimensions: cognitive, affective and sociocultural-interactive strategies. The cognitive dimension deals with the process of constructing, transforming and applying L2 knowledge, while the affective dimension deals with the mental aspect of learning. The sociocultural-interactive dimension, in contrast, is decided to the areas of communication, sociocultural contexts and identity that facilitate learners' interactions with the community and the learning of the target language [4, 7].

All in all, we suppose that autonomous learning meets students' needs and diversity in the class. This learning provides the students with an opportunity to be responsible for their study. Therefore, they can develop pragmatic competence by choosing materials due to their interests and level.

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BLENDED TIL TA'LIMI MUHITI VA PEDAGOGIK OLIY TA'LIM INTEGRATSIYASIDAGI ISTIQBOLLI IMKONIYATLAR

Azizov Solijon Uchmas o'g'li
2-bosqich tayanch doktorant
O'zbekiston davlat jahon tillari universiteti
solijonazizov1@gmail.com

Blended (aralash) ta'lim muayyan ta'lim bosqichida har ikki ya'ni an'anaviy (oflayn) va masofaviy yoki raqamli (onlayn) ta'lim jarayonlarining o'zaro integratsiyalashuvini yuzaga chiqardi, natijada amaliy ta'lim jarayonlarining ikki tomoni – o'qituvchi va o'quvchi (talaba) larning uzluksiz hamda uzviy hamkorlikdagi o'quv faoliyatlari uchun keng ko'lamda samarali zamin yaratmoqda. Jumladan, O'zbekiston Respublikasi Prezidenti Shavkat Mirziyoyevning 2022-yil 1-oktabr "O'qituvchi va murabbiylar kuni" munosabati bilan soha vakillariga yo'llagan tabriklarida quyidagi muhim jihat qayd etildi: **"...muallimning obro'-e'tibori – bu avvalo millatning, butun xalqning obro'-e'tiboridir. Shu bois, biz keyingi yillarda**

o‘qituvchi va murabbiylarning jamiyatimiz hayotidagi o‘rni va ta‘sirini kuchaytirish, ta‘lim tizimini zamon talablari asosida tashkil etish bo‘yicha ulkan islohotlarni amalga oshirmoqdamiz” [1]. Ma‘lumki, blended ta‘lim shaklida bir qator dolzarb omillar yuzasidan o‘qituvchining undagi o‘rni muhimdir va mazkur ta‘lim jarayonida kutilgan natijalarga o‘qituvchining zamonaviy axborot-kommunikatsiya texnologiyalaridan to‘g‘ri va samarali foydalana olishi bilan birga talabalarning ushbu amaliyotdagi faol ishtiroki orqaligina erishish mumkin. Umuman olganda, onlayn shaklda til o‘rganishning dastlabki davrlarida uni tatbiq etishning mantiqiy asoslari va motivatsiyasi ko‘proq amaliy tabiatga oid sabablarni o‘z ichiga olgan bo‘lsa-da, so‘nggi yillarda uni amalga oshirishda asosiy motiv sifatida til o‘rganishning pedagogika va nazariyasiga kengroq e‘tibor qaratilmoqda, natijada bu yondashuv odatda “prinsipial yondashuv / usul” deb atalmoqda [2]. Xususan, blended ta‘lim shaklining oliy ta‘lim kontekstida bosqichma-bosqich joriy etilishi til ta‘limi va chet tili ta‘limi pedagogikasining qaytadan ko‘rib chiqilishiga turtki bo‘ldi. Vaholanki, uzluksiz tarzda rivojlanib borayotgan chet tili ta‘limida pedagogika fani va unga oid omillarning ta‘sir doirasi sezilarli darajada kengayib bormoqda.

Birinchiidan, blended ta‘lim va uning tarkibidagi texnologiyalarning to‘g‘ridan-to‘g‘ri amaliy ta‘lim jarayonlari bilan bog‘langanligi o‘qituvchi va talabalarning an‘anaviy va onlayn ta‘lim shakllarining integrallashgan kontekstida harakatlanish imkoniyatini taqdim etadi. Misol uchun, blended yondashuv til o‘qituvchilariga har ikki dunyoning eng yaxshisini tanlash imkonini beradi (ya‘ni, an‘anaviy va onlayn o‘qitish va o‘rganish usullari), bunda an‘anaviy va onlayn komponentlar biridan ikkinchisiga o‘zaro muammosiz o‘tishlari, aniqrog‘i uyg‘un holda bo‘lishi kerak [3]. O‘z navbatida, pedagogik oliy ta‘limda tahsil oluvchi bo‘lajak chet tili mutaxassislariga, ya‘ni talabalarga ta‘lim berishda e‘tibor qaratiluvchi eng muhim jihlardan biri – bu ularning chet tili ta‘lim muhitida til o‘rganuvchilar bilan samarali o‘quv jarayonlarini yo‘lga qo‘ya olishlariga yo‘naltirishdir. Shu bois, ayni ta‘lim shaklida talabalarning pedagogik oliy ta‘limda tahsil olishlarida ularni muayyan amaliy maqsadlar asosida tayyorgarlik ko‘rishlari o‘qituvchi tomonidan shakllantiriladigan

topshiriq va vazifalarga asoslanadi. Jumladan, blended yondashuv asosida til o‘qitish turli xil an’anaviy va raqamli texnologiyalarning “kommunikativ va vazifaga asoslangan jarayon” singdirilgan ekologiya sifatida ko‘rilishi kerak [4]. Demak, chet tili ta’limi misolida kommunikativ va vazifalar asnosida olib boriluvchi faol blended ta’limi muhiti to‘laqonli integrallashgan jarayonlardan iborat bo‘ladi.

Ikkinchidan, blended til ta’limi shaklida o‘qituvchining amaliy dars mashg‘ulotlari doirasida butun jarayonni boshqarishdek muhim vazifasi unga har ikki platformada, ya’ni an’anaviy va raqamli ta’lim platformalarida o‘quv rejalari va materiallarini turli ko‘rinishda taqdim qilish, qayta rejalashtirish kabi istiqbolli imkoniyatlarga zamin yaratadi. Masalan, mazkur yondashuv yuzma-yuz tarzidagi mashg‘ulotlar bilan birga keladigan onlayn talqinlarning bir yoki har qanday kombinatsiyasini, ya’ni ijtimoiy mediadan foydalanish, muammoni hal qilishning o‘yin shakli, bir-birlari bilan yoki mehnat faoliyati ishtirokchilari bilan video konferensiyalar o‘tkazish, rolli o‘yin mashg‘ulotlari, virtual ta’lim tizimlari, raqamli interaktiv viktorinalar yoki jumboqlar va turli ko‘rinishdagi simulyatsiyalargacha bo‘lgan keng ko‘lamni qamrab olishi mumkin [5]. Bu kabi bir qator kombinatsiyalar o‘qituvchi va talabalar o‘rtasida uzluksiz va uzviy hamkorlikdagi o‘quv faoliyatini yo‘lga qo‘yish uchun sharoit yaratib, undagi sifat va mazmun omillariga bevosita ta’sir o‘tkazmasdan qolmaydi.

Uchinchidan, blended ta’lim shakli nafaqat an’anaviy va masofaviy ta’lim shakllarining, balki mustaqil ta’lim komponentlarining ham o‘zaro mutanosiblikda takomillashtirilishiga xizmat qilishi mumkin. Zero, blended ta’lim to‘g‘risida qayd etilgan izohlarda ham bu jihatga duch kelish mumkin (2; 6) va mazkur uch xil ta’lim shakllarining pedagogik oliy ta’limdagi ijobiy natijalarini aynan chet tili ta’limining bo‘lajak mutaxassislarining har tomonlama raqobatbardosh va bilimli kadr bo‘lishlarida qulay va samarali integrallashgan ta’lim muhiti sifatida e’tirof etish mumkin. O‘z o‘rnida aytish mumkinki, blended til ta’limning mazkur uyg‘unlikdagi tuzilmasi yordamida an’anaviy ta’limda (1) o‘qituvchining talabalar e’tiboriga nazariy ma’lumotlar va materiallar bilan dastlabki taqdim etishi, mavzu va uyga berilgan

topshiriqlar ustida muhokama olib borish, masofaviy ta'lim shaklida (2) talabalarning o'tilgan mavzular yuzasidan bilimlarini nazorat qilish, baholash va qo'shimcha axborot-o'quv materiallari bilan ta'minlab borish, mustaqil ta'lim shaklida (3) esa o'qituvchining talabalarga kerakli kasbiy ko'nikmalar ustida qo'shimcha bilim olishlariga va mahoratlarini tizimli oshirib borishlariga shart-sharoit yaratish mumkin.

Xulosa shuki, pedagogik oliy ta'lim va blended til ta'limining chet tili ta'limi misolidagi o'zaro integrallashgan tatbiqi yuqorida tilga olingan bir qator istiqbolli imkoniyatlarga erishish yo'lida bugungi shiddat bilan rivojlanib borayotgan global dunyo kontekstining talablariga monand o'quv-ta'limiy islohotlarni amalga oshirishga ko'mak beradi. O'z navbatida, bu amaliyotdagi eng muhim jihat har ikki tomon (o'qituvchi va talaba) ning tizimli va puxta o'ylangan dastur asosidagi faol harakatidir.

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FENTEZI VA ERTAK NISBATI

Saidova Nozima Axrorovna
O‘zDJTU stajyor-tadqiqotchisi
saidova_nozima@mail.ru

Adabiyotshunoslar fentezi janriga qahramonlik eposi, afsona, risarlik romani, adabiy ertak, sevgi romanlari, tarbiya romanlari, “inisiyasiya” romanlari, gotik roman, ramziy okkultizm-tasavvuf adabiyoti hamda postmodernizm romani va boshqa janr unsurlari xos deb ta’kidlashadi [1]. Shunday qilib, fentezi asosida har doim yoki qayta ishlangan mifologik tizim yoki muallifning original mifopoetik konsyepsiyasi turadi va uning eng muhim vazifasi makrokosm tizimida mikrokosm bo‘lgan inson yashaydigan ikkilamchi dunyo yaratish sanaladi.

Ertak – estetik funksiyaga ega bo‘lgan og‘zaki xalq ijodi na’munasi bo‘lib, eng asosiy xususiyati reallikka emas, balki tasavvurga asoslanadi [2].

Ertaklarda uchraydigan qahramonlar g‘ayritabiiy jonzotlar, odamlar, hayvonlar hamda obektlarda bo‘linadi. Hammaga ma’lum bo‘lgan hayvon va o‘simliklar ichidan ertaklarda aynan mif bilan bog‘liqlari ko‘proq foydalaniladi, bular orasida, uy hayvonlarida echki, qo‘y, ot, sigir, it, mushuk, yovvoyi hayvonlardan ayiq, sher, bo‘ri, qushlardan oqqush, qarg‘a, o‘rdak, kabutar, hasharotlardan pashsha, ari, o‘simliklardan esa qamish, terak, qayin kabilar ko‘p uchraydi. Rus sehrli ertaklarida tilga olinadigan g‘ayrioddiy obrazlar sirasiga sehrGAR, afsungar, vedma, babayaga, koshshey, bogatir kabilar kiradi. Bir ko‘zli, uchko‘zli, uch boshli ilon kabi ortiqcha tana a’zosiga ega bo‘lgan g‘ayritabiiy obrazlar ham folklyor obrazlar sanaladi [3].

Oldingi boblarda tahlil qilingan fentezi janriga berilgan ta’riflarga ko‘ra, fentezi afsona va ertakga asoslangan: “*fentezi – fantastik ertakning bir turi*”[4]; “*qadimiy mif elementlaridan foydalanadi*”[5]; “*turli xalqlarning ertaklari, afsonalari va*

asotirlarining butun arsenalidan xayoliy asar yaratish uchun foydalanish mumkin”[6]; *"Fentezi - bu ertak, ilmiy fantastika va sarguzashtli ritsarlik romanining o'ziga xos kombinasiyasidir"* [7].

"Tashqi parametrlariga ko'ra, fentezi fantastik ertakning o'ziga xos turidir" [8]. J.R.R Tolkiyen o'zining "Uzuklar hukmdori" dostonini ertak deb atagan, ammo, ushbu asar yaratilgan 50-yillarda "fentezi" atamasi hali mavjud emas edi. Tadqiqotchilardan biri "Uzuklar hukmdori" asarini Angliya adabiy ertaklari qatoriga kiritib: "Bu fantastika emas!" [9] desa, tanqidchi V. Gubaylovskiy esa aksincha faqat bittagina kitobni fentezi deb hisoblash mumkin, u ham bo'lsa "Uzuklar hukmdori" degan fikrni bildirdi [10]. Darhaqiqat, tashqi ko'rinishi borasida fenteziga eng yaqin janr bu sehrli ertak bo'lib, buni S.L. Koshelev o'zining "J.R.R. Tolkiyenning "Uzuklar hukmdori" asarining janriy tabiati" maqolasida mashhur eposda 31 ta Propp funksiyasidan 25 tasini mavjudligini kashf etish orqali isbotlab bergan [11]. Har ikkala janrda ham o'xshashliklar mavjud bo'lsa-da, sezilarli farqlar ham ko'rsatib o'tilgan. Dastlabki farq, bu "kvest" (inglizcha "yo'l", "qidiruv")ning maqsadi bo'lib, ertaklarda ilohiy qobiliyat, cheksiz bilimga ega bo'lgan qahramonlar maxluqlar bilan kurashadilar yoki mo'jzaviy predmetlar izlab topadilar va bularning barchasi shaxsiy maqsadga erishish yo'lida amalga oshiriladi. Fentezi asarlarida esa ertaklardan farqli o'laroq Xaos va Kosmos o'rtasida tabiiy muvozanatni o'rnatish uchun turli kvestlardan o'tadilar.

Rus olimasi Ya.V. Korolkova "adabiy ertak va fentezining nisbati" maqolasida ushbu ikki janrning ildizi bitta – xalq ertagi deb ataydi. Fentezida ham ertakda ham "mo'jiza" bu hayot normasi sanaladi. Bundan tashqari, bunday asar qahramonlari aniq belgilangan xarakter xususiyatlariga ega bo'ladilar, ya'ni omadsiz yo a'lochi qahramonlar yurish-turishi, o'zini tutishidan tezda payqab olinadi [12].

Xulosa qilib aytganda, fentezi janri sof shaklda emas balki, bir nechta janr elementlarini o'zida mujassamlashtirgan qarishiq janr sanaladi. Ushbu maqolamizda sanab o'tilgan ertak xususiyatlaridan bolalar fentezisi yaxshilik va yovuzlik orasidagi kurash, qahramonlarning ijobiy va salbiyga bo'linishi, folklyor obrazlar hamda

V.Propp sanab o‘tgan sehrli ertak funksiyalarini o‘z jarniy xususiyatlari sirasiga qo‘shib olgan.

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HUQUQIY XIZMAT KO‘RSATISHDA ADLIYA ORGANLARI VA MUASSASALARI FAOLIYATI SAMARADORLIGINI OSHIRISH

Abdullayeva Nargiza Suyun qizi

O‘zbekiston Respublikasi Adliya vazirligi xodimi,
Toshkent davlat yuridik universiteti mustaqil izlanuvchisi

Mamalakatimizda amalga oshirilayotgan islohotlarni huquqiy jihatdan ta’minlash, fuqarolar va tadbirkorlik subyektlarining huquq va manfaatlariga daxldor bo‘lgan qonunchilik hujjatlarining mazmun va mohiyatini tushuntirish, joylarda aholini tashvishga soluvchi huquqiy muammolarni hal etish, davlat xizmatlarining sifatini oshirish, o‘z faoliyati yuzasidan jamoatchilikka tizimli ravishda ma’lumotlar taqdim etish masalalarida adliya organlari va muassasalarining roli va mas’uliyati sezilarli ravishda oshmoqda. Shu bilan birga, “Yangi O‘zbekiston — xalqchil va insonparvar davlat” g‘oyasini ro‘yobga chiqarish adliya organlari tizimida ma’muriy islohotlarni yanada chuqurlashtirishni taqozo qilmoqda. Davlat xizmatlarini ko‘rsatish va intellektual mulkning huquqiy himoyasi sohasida yagona davlat siyosatini amalga oshirishda tizim imkoniyatlaridan oqilona foydalanish, ushbu sohalarda muvofiqlashgan faoliyatni ta’minlash hamda mavjud ma’muriy tuzilmalarning yaxlit vertikal boshqaruvini shakllantirish zarurati yuzaga kelmoqda [1]. Yaqin istiqboldagi innovatsion taraqqiyotimizning dasturilamali bo‘lgan Harakatlar strategiyasining birinchi yo‘nalishi ham aynan davlat boshqaruvi tizimi va jamiyat qurilishi sohasidagi islohotlarga bag‘ishlangani bejiz emas. Yangi O‘zbekistonda demokratik davlat boshqaruvi tizimini isloh qilish “Xalq davlat idoralariga emas, davlat idoralari xalqqa xizmat qilishi kerak”, degan yuksak g‘oyaga asoslangan holda amalga oshirilmoqda. Bu borada hozirga qadar qilingan sa’y-harakatlarni tahlil etsak, quyidagi muhim jihatlarni ko‘rish mumkin:

1. Xalq bilan muloqot qilish, insonlar dardi, muammolarini samarali, tezkor hal qilishning sifat va mazmun jihatdan mutlaqo yangi tizimi yaratildi. Olib borilgan ishlar samarasi o‘laroq, davlat va jamiyat qurilishi tizimini takomillashtirishning ustuvor vazifalari bo‘yicha bir qator normativ-huquqiy hujjatlar qabul qilinib, yillar davomida to‘planib qolgan muammolarni yechish, sohani to‘laqonli tartibga solish amalga oshirilmoqda;

2. Inson manfaatlarini ta‘minlash, odamlar bilan muloqot qilish, xalqning dardu tashvishlari, hayotiy muammo va ehtiyojlarini yaxshi bilish va hal qilish maqsadida O‘zbekiston Respublikasi Prezidentining Virtual va Xalq qabulxonalari tashkil etildi. Mazkur tuzilmalar davlat hokimiyati va boshqaruvi organlari faoliyatining samaradorligi, shuningdek, joylardagi muammolarni chuqur tahlil etish mexanizmi va davlat organlari hamda mansabdor shaxslarning jamiyat oldidagi mas‘uliyatini oshirish, ularning faoliyatini baholash mezoniga aylandi. “Mening fikrim” jamoaviy murojaatlar portali ishga tushirildi. Fuqarolarga Oliy Majlis palatalari, xalq deputatlari mahalliy Kengashlariga Elektron jamoaviy murojaat berish imkoniyati yaratildi. Murojaatlar bilan ishlash tizimining qonunchilik asoslarini yanada mustahkamlash maqsadida “Jismoniy va yuridik shaxslarning murojaatlari to‘g‘risida”gi Qonun yangi tahrirda qabul qilindi. O‘zbekiston Respublikasi Prezidentining virtual qabulxonasi dasturining qo‘shimcha qulayliklarga ega yangi versiyasi ishlab chiqildi:

3. Normarkazlashtirish siyosati namunasi o‘laroq, “hududlardagi muammoni, eng avvalo, o‘sha hududda ishlaydigan va yashaydigan insonlar yaxshi hal qila oladi”, degan fikrdan kelib chiqqan holda davlat apparatining institutsional tizimi qayta ko‘rib chiqilib, uni optimallashtirish, samaradorligini oshirish bo‘yicha muhim islohotlar amalga oshirildi;

4. Davlat xizmatlarini ko‘rsatish tizimiga innovatsion yondashuv joriy etilib, fuqarolarga nisbatan byurokratik sansolorlik, sarsongarchilik holatlarini tubdan isloh qilishda katta qadamlar tashlandi. Avvallari fuqarolar turli norasmiy to‘lovlar, korrupsiya holatlaridan aziyat chekkan bo‘lsa, davlat xizmatlarini ko‘rsatishda inson omilining kamaytirilishi hisobiga bunday muammolarga chek qo‘yilmoqda.

Mamlakatimizning hozirgi mavjud innovatsion rivojlanish holatining tahlili natijalarini inobatga olgan holda huquqni qo'llash amaliyoti va davlat boshqaruvi tizimi samaradorligini kompleks tahlil qilish bo'yicha "O'zbekiston Respublikasi Adliya vazirligi faoliyati samaradorligini yanada oshirish hamda raqamlashtirish bo'yicha chora-tadbirlar dasturi [2]" ishlab chiqildi. Dasturga muvofiq huquqni qo'llash amaliyoti va davlat boshqaruvi tizimi samaradorligini kompleks tahlil qilish bo'yicha bir qator amalga oshirilishi rejalashtirilgan chora tadbirlar ishlab chiqilgan. Ular quyidagilar:

1. "E-SNARTNOMA" yagona elektron portalini yaratish orqali yagona elektron portalini joriy qilish orqali shartnomalarni yagona platforma orqali tayyorlash va ular bilan ishlash jarayonini soddalashtirish, uni boshqarish va nazorat qilish imkoniyatini yaratish;

2. Yuridik xizmat ko'rsatish markazlari tomonidan kelgusida xizmat ko'rsatiladigan tashkilotlar sonini oshirish orqali kelgusida bosqichma-bosqich tuman va shahar darajasidagi davlat organlariga malakali yuridik xizmat ko'rsatilishini kengaytirish orqali qonun ustuvorligini ta'minlash;

3. Mahalliy davlat hokimiyati organlarining qarorlarini ishlab chiqish, kelishish va ro'yxatdan o'tkazishning yagona elektron — "E-qaror" tizimi funksional imkoniyatlarini kengaytirish orqali hokimliklarning faoliyatida qonun ustuvorligini yanada ta'minlash;

Huquqni qo'llash amaliyotida takliflarni aniqlash va ishlab chiqish uchun jamoatchilik fikrini o'rganish uslubiyotini ishlab chiqish va tasdiqlash orqali qonunchilik hujjatlarini takomillashtirishda keng jamoatchilik fikrini inobatga olish va huquqiy muammolarni aniqlashning samarali mexanizmini yaratish;

"Mahalliy davlat hokimiyati to'g'risida"gi Qonunga quyidagilarni nazarda tutuvchi qo'shimchalar kiritish:

yangi deputatlik nazorat shakli — "kengash so'rovi"ni joriy etish orqali mahalliy Kengashlarning hududlarni ijtimoiy-iqtisodiy rivojlantirishdagi rolini oshirish;

Kengashlarga yuklatilgan va turli hujjatlarda nazarda tutilgan 20 dan ortiq vazifalarni bir hujjatda jamlash orqali mahalliy davlat hokimiyati organlari faoliyati samaradorligini oshirish hamda joylarda amalga oshirilayotgan islohotlar ustidan xalq deputatlari mahalliy Kengashlari nazoratining huquqiy asoslarini takomillashtirish.

Mamlakatimizda huquqni qo‘llash amaliyoti va davlat boshqaruvi tizimida amalga oshirilayotgan yangi bosqichdagi innovatsion islohotlar samarasi natijasi sifatida adolat va huquq ustuvorligini mustahkamlash, aholiga professional xizmat qiladigan ixcham va samarali boshqaruvni yaratish, deklarativ xususiyatga ega vazifalarni bekor qilish, funksiyalarni amalga oshirishning tashkiliy-huquqiy mexanizmlarini aniq belgilash va aholining huquqiy muammolarini hal etishda adliya organlarining roli va mas’uliyati yanada kuchayadi.

FOYDALANILGAN ADABIYOTLAR

1. O‘zbekiston Respublikasi Prezidentining 2022-yil 17-martdagi “Fuqarolarning huquq va erkinliklarini ta’minlash hamda huquqiy xizmat ko‘rsatishda adliya organlari va muassasalari faoliyati samaradorligini yanada oshirish chora-tadbirlari to‘g‘risidagi PF-89-son Farmoni.

2. O‘zbekiston Respublikasi Prezidentining 2022-yil 17-martdagi PF-89-son Farmoniga 1-ilova “O‘zbekiston Respublikasi Adliya vazirligi faoliyati samaradorligini yanada oshirish hamda raqamlashtirish bo‘yicha chora-tadbirlar dasturi”

3. O‘zbekiston Respublikasi Prezidentining PF-4947-son Farmoni “2017 — 2021-yillarda O‘zbekiston Respublikasini rivojlantirishning beshta ustuvor yo‘nalishi bo‘yicha harakatlar strategiyasi”.

4. <https://strategy.uz/index.php?news=1070&lang=uz>

ОБЩЕСТВЕННО-ПОЛИТИЧЕСКИЕ НЕОЛОГИЗМЫ В НЕМЕЦКОМ ЯЗЫКЕ: ПУТИ ПОЯВЛЕНИЯ И ИНТЕГРАЦИЯ

Амонова Замира Буриевна
Соискатель УзГУМЯ
x-zamira-x@mail.ru

Насыщенный бурными политическими, экономическими, общественными и прочими событиями современный мир, сопровождается образованием новых слов, которые благодаря глобализации или значимости того или иного явления, могут появляться одновременно в нескольких языках. С развитием общества, с появлением новых реалий, предметов и явлений, с интенсивно протекающими общественными и политическими процессами возникает необходимость их номинации. Язык начинает динамично обновляться. Большое количество неологизмов возникает в наиболее яркие периоды истории человечества: во времена революций, государственных преобразований, изменения общественного строя. Новые слова и новые выражения возникают также в результате потребности самого общества в обозначении каких-либо новых явлений и событий.

За последнее десятилетие появилось большое количество новых слов в современном немецком языке. Приведённые ниже примеры появлений новых лексем являются более распространёнными на наш взгляд:

– происходящие события политического характера в Германии (выборы глав страны, жизненный образ и условия после приёма беженцев из разных стран, проводимые реформы внутри государства, распространение вирусных заболеваний, охватившее всё общество и т.д.);

– события вокруг государства и участие во внешних отношениях (выход Великобритании из Европы и ЕС, в котором Германия выступает в качестве одной из стран-лидеров, экономическое положение в сфере импорта

природных и других ресурсов из азиатских и европейских стран, война в Украине и связанная с ней политика эвакуации и помощи населению).

Общественно-политические неологизмы связаны с определённым периодом развития, придерживаясь динамического характера и часто встречаются в речи, сообщениях и обращениях политических лидеров, событиях политической сферы и интегрируются позднее в обычный повседневный общественный обиход. Они проходят стадии как “возникновение – восприятие общеязыковой лексикой – принятие языковой нормой – лексикографическая интеграция в лексическую систему языка [3]. Похожее описание интеграции неологизмов с словарный состав внесла в своих исследованиях русский лингвист Розен. По её критериям неологизмы в немецком языке распознаются по большому количеству регистраций [2], по разнообразию источников, в которых зарегистрировано слово, по независимости слова, т.е. по возможности реализации слова без речевых поддержек, по наличию словообразовательных дериватов разного рода, возможных употреблений - образных, метонимических, грамматических, которые свидетельствуют об особенности инноваций языковым сознанием. Противоположного мнения Х.-Х. Люгер отмечает использование новых обозначений, которые ещё не зафиксированы в словарях. Появление новых областей знаний, новых терминов особенно заметно в языке прессы, нацеленной на быстрое распространение информации обо всём новом [1]. В современные немецкие газетные тексты проникает всё больше разговорных, чаще всего «самодельных» слов, которые затрудняют понимание.

Большинство новых слов в немецком языке состоят из двух и более лексем. Такие словосложения на базе слов, уже существующих в языке, является характерной особенностью немецкого языка. Это связано с тем, что слова-композиции, которые состоят из двух и более слов, являются удобным средством для того, чтобы передать сложные понятия в сжатой форме. Такие слова могут существовать в рамках определенной публикации некоторое время, а могут начать свой независимый путь, получить широкое распространение и попасть в

словари. Одним из таких словосложений является *Corona-Virus*, описывающее самое трагическое событие 2019-года – возникновение и стремительное распространение коронавируса, затронувшее все государства. Слово, которое в результате этого мгновенно вошло во все языки и стало сегодня ключевым во всех мировых новостных сообщениях, заинтересовало многих в Германии с языковой точки зрения. Частотность употребления слов указывает на постоянно меняющийся интерес общественности к определённым темам. Например, такие понятия, как *Währungsreform*, *Ostverträge*, *Friedenbewegung*, *Migrationstoleranz*, *GroKo* были связаны с известными событиями в политике, судя по частотности их употребления в прессе в определённый период времени.

На ряду с многокомпонентными немецкими словами важную роль играют и заимствования, в особенности, англицизмы в обогащении словарного состава немецкого языка. Заимствование - явление не новое и их появление в немецком языке обосновано различными историческими событиями, преобразованиями в социальной, общественно-политической, промышленной и иных сферах, связано с изменением внутрикультурного баланса Германии. Английская и американская культуры значительно повлияли как на мир в целом, так и на Германию. Они обычно замещают язык там, где возникают сложности со своим языком. Заимствования обычно соответствуют системе языка-реципиента (стороне, принимающей иностранный язык), меняя написание, либо ударение в оригинальном слове: *Desintegration*, *First-Lady*, *Interregnum* [4].

Подводя итог, можно обратить внимание на то, что список общественно-политических неологизмов постоянно пополняется. Это происходит на фоне изменений общественно-политических условий, отражающих новые реалии внутри- и внешнеполитической, общественной, культурной, экономической жизни государства. Следовательно, изучение общественно-политических неологизмов, и новой лексики в целом, важно как для описания современного состояния немецкого языка, так и его структурно-семантического анализа и сопоставления с другими языками.

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FRANSUZ TILIDAGI TOPONIMLARINING SO‘Z YASASH MODELLARI WORD- FORMATION MODELS OF FRENCH TOPONYMS

Sunnatova Guljahon Erkin qizi
SamDCHTI
Mustaqil izlanuvchi
gsunnatova9@gmail.com

Fransuz toponimlarning ma’nosini tahlil qilganimizda, ularning so‘z yasalish sxemalariga to‘xtalib o‘tish zarur, ularning eng keng tarqalgan va tez-tez uchraydigan yasalish modellari *oddiy, qo’shma va murakkab*dir. Biroq, bu tasnif har bir tilning o'ziga xos morfologik qoliplarini hisobga olgan holda batafsilroq bo'lishi mumkin.

A. *Oddiy toponimlar*: umumiy nomdan NP (*nom propre* ya’ni atoqli ot) ga bevosita o‘tish natijasida hosil bo‘lgan geografik ob’yektlar nomlaridir. Asl ism ot bo'lishi mumkin: *Ville, Bois, Champs*. Bunday model asosan *appellativlar* - geografik atamalar

uchun qo'llaniladi, ular allaqachon o'zlarining asosiy semantikasida yangi yaratilgan ob'ekt uchun zarur xususiyatlarni aks ettiradi.

Mikrotoponimiyadagi Fransiya toponimlari orasida quyidagi misollar keltirilgan: *Ville* (Fransiya shimolidagi kichik shahar), *Port* (janubdagi qishloq), *Château* (mamlakatning markaziy mintaqasidagi qishloq). NC (*nom commun*-turdosh ot) dan NP ga o'tish natijasida rus tilidagi apellyatsiya funksiyasining semantikasining qisqarishi natijasida hosil bo'lgan o'xshash onimlar (*Gorodets*, *Bor* - shahar nomlari, *Ozero* - qishloq nomi).

B. *Affikslardan yasalgan joy nomlari (Murakkab toponimlar)*. Bu modelni nomlashda qo'llanganda toponimga aylangan to'g'ri yoki umumiy ot affikslarni "bosadi". Ushbu turdagi nomlar sintetik tillarda juda keng tarqalgan. Analitik til bo'lgan zamonaviy fransuz tilida bu tur mavjud, garchi u asosiy bo'lmasa va tilning tarixiy rivojlanishi bilan chambarchas bog'liq. Masalan, *Auneil* toponimi lotincha -ölus qo'shimchasidan ishlangan -eil [øj] qo'shimchasi qo'shilgan "aune - aulne" nomidan kelib chiqqan [Горпинич 2008: 66]. Affikslardan hosil bo'lgan toponimlarni o'rganish chuqur etimologik tahlil va til tarixiga murojaat qilishni talab qiladi, chunki qo'shimchalarning aksariyati lotin tilidan kelib chiqqan: -y [wa] <lat. -etum; -ière <lat. -aria; -y <lat. - (i) -acum [Пежинская 2013].

Ushbu modelga muvofiq shakllangan toponimlar madaniy ahamiyatga ega tushunchalardir, chunki oldingi tur ichki shaklning mavjudligi bilan tavsiflanadi, ammo nom bilan sodir bo'lgan tarixiy o'zgarishlar tufayli bu unchalik aniq bo'lmasligi mumkin: *cassanos* > *chesne* > *chêne* («*chêne*») [Walter 1997: 42-44], *Chesney* toponimi oraliq shakldan qo'shimcha yordamida shakllangan, zamonaviy tilning morfologik tahliliga ixtisoslashgan manbalarsiz, bu qiyin.

Xristian diniy komponenti toponimikada avliyolar ismlaridan foydalanib, murakkab toponimlar yaratish orqali mavjud. Bu borada *Martin-Église*, *Boiry-Saint-Martin*, *Mont-Saint-Martin* toponimlari orqali madaniy ma'lumotlarni uzatuvchi *Saint-Martin* (Fransiya homiylaridan biri) nomi muhim ahamiyatga ega. Ushbu

avliyoning alohida hurmati Fransiyada 200 dan ortiq muassasalar mavjudligidan dalolat beradi, ularning nomi *Saint-Martin* nomini o'z ichiga oladi.

D. **Qo'shma toponimlar.** Ushbu tur asosiy turlardan biridir, chunki u nafaqat ob'ektni o'xshash ob'ektlar orasidan ajratishga, balki nomdagi tegishli xususiyatlarni aniqlashga imkon beradi. Uzluksiz tanlab olish usuli yordamida toponimlarning miqdoriy hisobi (tadqiqot uchun *E* harfi bilan boshlanadigan barcha qayd etilgan oikonimlar tanlab olindi) umumiy sonidan (877 birlik) 28 % (247 birlik) ushbu model bo'yicha tuzilganligini ko'rsatdi.

Qo'shma toponimlar bir necha turdagi nomlar bilan ifodalanadi:

1. Sifat-ta'rif geografik atamaning birikmasi, qoida tariqasida, shahar *ville, fort* o'rnida yoki o'rmon yaqinida va hokazolarda shakllangan topoob'ektning tarixiy ildizlarini kuzatish imkonini beradi: *Blanquefort, Abbeville*; yoki musbat sifat ko'rsatkichiga ega bo'lgan formantlar: *-beau, -belle, -bon* va boshqalar: *Bonlieu, Bellefontaine*.

2. Aniqlovchi qism predmetlarning nisbiy belgilarini bildiruvchi (*vieux-neuf, grand-petit*) ot va sifatdosh birikmasi.

3. Ot va geografik atamaning predlogsiz birikmasi. Ilgari ta'kidlanganidek, murakkab toponimlar turtki bo'lib, ular turli semantik sohalarning elementlarini o'z ichiga olishi mumkin: flora, fauna, dinlar, ranglar va boshqalar. Madaniy ma'lumotlar shu tarzda uzatiladi. Fransiya toponimiyasida madaniy ahamiyatga ega bo'lgan "xo'roz" (*le coq*) belgisini eslatuvchi onimlar mavjud: *Dommartin-le-Coq, Chantecoq, Montignacle-Coq*, ular nafaqat fauna olamiga, balki yashirin madaniy aktualizatorlarga ham tegishli. til tizimi, bu "jangovar ruh" (*esprit combatif*) salohiyatini amalga oshirish.

Dunyo o'qi bilan bog'liq bo'lgan yana bir muhim madaniy ramz "eman" (*le chêne*) zamonaviy toponimikada ham mavjud bo'lib, bu formant bilan toponimlarning ko'pligi: *La Villeneuve-au-Chêne, Le Chêne, Lessard-et-le -Chêne, Saint-Julien -en-Beauchêne* - uning ahamiyatini ko'rsatadi.

Qo'shma toponimlar nihoyatda xilma-xildir. Endi bu turdagi tuzilmalarning yadroviy turi *NP + de + NP, NC + de + NP* modelidir: *Les Baux-de-Provence, Sainte-Marie-de-Chignac, Civray-de-Touraine*. Bu yerda konstruktsiya *de + NP* hal qiluvchi rol o'ynaydi, xususiyat, tegishli yoki joylashuvni ko'rsatadi. Yadro hosil bo'lish turi *NP (NC) + à + NP, NP (NC) + en + NP* gacha bo'lgan qoliplarni ham o'z ichiga olishi mumkin, ular motivatsiyalangan va bir topoob'ektning boshqasiga nisbatan joylashuvi haqida qo'shimcha ma'lumot olib boradi: *Angoville-au- Plaine, Champrond-en-Perchet*.

Qo'shma toponimlarning shakllanishida "*article + nom*" kabi qonuniyatni ham ta'kidlash kerak: *La Vacherie, La Rochelle, Le Havre*. Ular tashqi xususiyatlariga ko'ra qo'shma toponimlarga mansub bo'lishiga qaramay, semantik jihatdan bu guruh hosila emas, sodda bo'lishga intiladi, chunki artikl faqat grammatik ma'noga ega va toponimning individuallashtiruvchi xususiyati tufayli qo'shilmaydi.

Ta'riflangan modellarning mahsuldorligi nafaqat real ob'ektlarni nomlash uchun yangi toponimlarni yaratishga, balki ulardan darhol toponim sifatida qabul qilinadigan okkazializmlarni yaratishda foydalanishga imkon beradi: Shishadagi: *Caducée-sur-Pare-brise (San-Antonio)*, bu yerda muallifning parodiyasi. motivatsiyalangan ichki shaklga ega bo'lgan kichik koloniyalardan tashkil topgan nomlardir.

Shunday qilib, so'z yasash modellari, bir tomondan, nomlanish vaqtida ahamiyatli bo'lgan belgilarni aks ettirishga, ikkinchi tomondan, toponimga xos nomni bildirgan holda umumlashgan ma'nolarni bildirishga imkon beradi.

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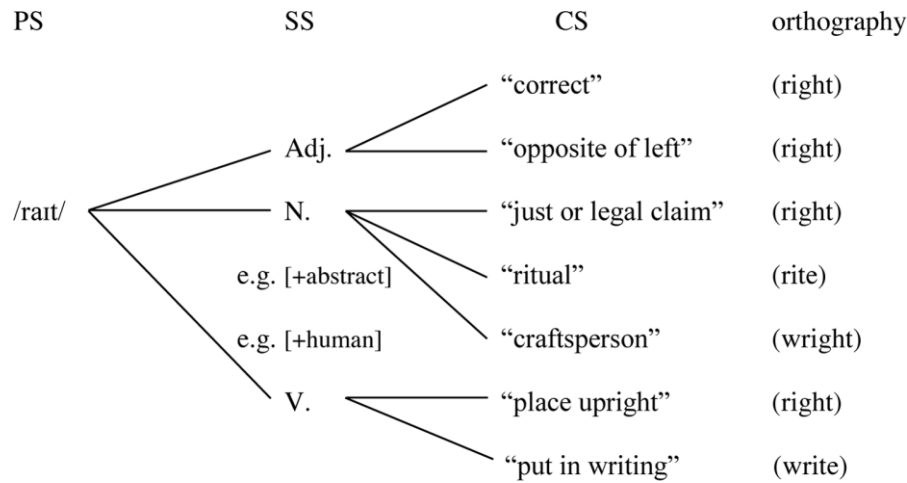
SEMANTIC AND FUNCTIONAL FEATURES OF LEXICAL UNITS IN ENGLISH DISCOURSE

Madiyorova Madinabonu Azimboy qizi

Master of Uzbekistan State University of World Languages,
madinabonumadiyorova@gmail.com

An account of lexical semantics must be somehow embedded in a more general theory of the **mentallexicon**, so let us begin with the question: What is a lexical item? While it is conventional to think of a word as a unitary entity, many researchers in lexical semantics assume some version of Jackendoff's theory of parallel architecture, according to which a lexical item is a relation, rather than a thing. At a minimum, a word consists of a phonological representation, linked to an independent syntactic representation, linked to an independent conceptual representation.

While this general associative concept is useful, more precise **lexical relations** are often identified to clarify the links between particular words, including homonymy, polysemy, synonymy, antonymy, hyponymy, and meronymy, which will be briefly examined in turn. **Homonyms** are unrelated meanings of words that either sound the same (homophones) or are written the same (homographs). Examples of homophones of the word *right* /rait/ "correct" are shown below, with links between (simplified) phono-logical (PS), syntactic (SS), and conceptual structures (CS).



When different senses of the same phonological word are related in identifiable ways, this is termed **polysemy**. Thus *right* in the sense of *correct* is closely linked to such meanings as *right conduct* (= just, proper), *the right clothes* (= suitable, appropriate), or *the right way round* (= principal side of an object). The distinction between homonymy and polysemy is reflected in many dictionaries, as homonyms usually have separate entries, while polysemous items are listed under a single entry. Thus *bark*¹ (the harsh sound made by a dog) is kept distinct from its homonyms, *bark*² (the protective covering of a tree) and *bark* (a kind of boat). Within these entries, polysemous use is listed in terms of nuances or aspects of meaning, including related shifts in syntactic category. So *bark* may cover usages such as (Noun 1) *the bark of a dog*, (Noun 2) similar sounds, such as *coughs* or *gunfire*, (Verb 1) *to make the sound of a bark*, and (Verb 2) *to speak gruffly*, etc. (examples from *The American Heritage Dictionary*).

Count / Mass alternations

The lamb is running in the field.

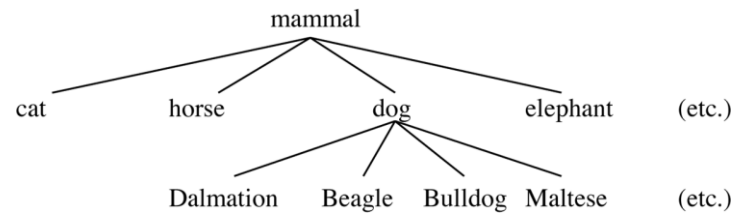
John ate lamb for breakfast.

In the case of Figure / Ground reversals, a considerable number of nouns seem to alternate in sense between a physical object used to frame an opening, and the opening itself which is framed by that object (e.g., *window*, *door*, *gate*, *fireplace*, *hallway*, *room*). The intended sense is derivable only through linguistic context. That is, in the sentence *John is painting the door*, the door is an object, and in the sentence

John walked through the door, the door is an opening. Such examples make it clear that a theory of lexical semantic composition has to go beyond simply enumerating meaning components inside words. **Synonymy** is in some sense the reverse of homonymy: synonyms are words with different phonology but with the same, or approximately the same, meaning. However, while this is a well-known concept, taught to schoolchildren from a young age, it is rare that two lexical items can be truly interchangeable. The difference between reference and sense is useful to invoke in this case, as more often, supposed synonyms are often two separate senses with a common referent. Pairs such as the nouns *peace* and *calm*, the verbs *enjoy* and *like*, and the adjectives *funny* and *humorous*, can be substituted in some contexts and not others, and word choice is often contextually conditioned. On closer inspection, we find most words are polysemous, and that each sense of a word has different synonyms.

A related notion is **antonymy**, which refers to the link between words that are considered to be opposites. The semantic assertion of some words implies the negation of others, such that they can form binary pairs. If a book is *open*, this entails that it is not *shut*.

Hyponymy may be easily illustrated with either living things or artifacts. For example, a Dalmatian is a type of dog, and a dog is a type of mammal. In this case, the word *Dalmation* is a hyponym of *dog*, and *dog* is a hyponym of *mammal*. The word *armchair* is a hyponym of *chair*, which is a hyponym of *furniture*. Conversely, *mammal* is a hypernym of *dog*, and *dog* is a hypernym of *Dalmatian*, while *furniture* is a hypernym of *chair*, which is a hypernym of *armchair*.



It is important to remember that we are modelling lexical semantics in terms of the kinds of relations between words in the minds of individuals, and as such these types of hierarchies are not always reflective of scientific taxonomy (or the classification systems of, say, furniture manufacturers).

If hyponymy describes relations of inclusivity between categories of whole entities, the term **mero-nymy** refers to part-whole relations within entities. The words *hand* and *foot* are meronyms of the word *body*, just as the words *wheel* and *pedal* are meronyms of the word *bicycle*.

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BUYUMLAR INTERNETINING TARIXI VA KELAJAGI

Boboqulov Azizbek Rashidovich
TATU magistranti

Aqlli uyning markaziy qismi sifatida sensorli kompyuter orzusi kamida yarim asr davomida mashhur tasavvurni egallagan. Rey Bredberi kabi ilmiy-fantastik yozuvchilar va Jetsons kabi televizion ko‘rsatuvlar avtomatlashtirilgan uyni jonlantirishdi va ixtirochilar butun dunyo bo‘ylab ko‘rgazmalar uchun prototiplarni yaratishni boshladilar, uylarni o‘z-o‘zini tozalash g‘oyalarini va uning aholisi uchun o‘zini o‘zi harakatlantira oladigan mebellarni namoyish etishdi. Ushbu gizmosning aniq foydasi, asosan, uy ishlaridan ozod bo‘lish edi. 1959-yilda Moskvada bo‘lib o‘tgan Amerika milliy ko‘rgazmasida Whirlpool “Mo‘jizaviy oshxona” deb

nomlangan ko‘rgazmani yaratdi - bu kapitalistik Amerikadagi hayot qandayligini ko‘rsatish uchun mo‘ljallangan futuristik namoyish. Unga stolni tozalaydigan idishlarni yuvish mashinasi va pollarni supurish uchun proto-Roomba kiradi. “Amerikada biz ayollarning hayotini osonlashtirishni yaxshi ko‘ramiz”, dedi Richard Nikson Sovet Ittifoqi Prezidenti Nikita Xrushchevga ko‘rgazma maydonchasida zo‘rg‘a ovoz chiqarib.

Dastlabki aqlli uy ixtirolarining aksariyati avtomatik [boshqaruvlardan foydalangan](#), bu esa barmoqni ko‘tarmasdan biror narsani o‘chirish yoki o‘chirish imkonini beradi. Ammo ular boshqa hech narsaga ulanmagan va ularning funkcionalligi cheklangan edi. Bu 1983-yilda Internetning eng dastlabki versiyasi bo‘lgan ARPANET Internet protokollar to‘plamini (TCP/IP deb ham ataladi) qabul qilganda o‘zgarib boshlaydi. Protokol raqamli ma’lumotlarni [qanday uzatish](#), yo‘naltirish va qabul qilish bo‘yicha standartlarni belgilaydi. Aslini olganda, u zamonaviy internet uchun asos yaratdi.

Yillar [davomida IoT](#):

1990-yil Jon Romkey birinchi IoT qurilmasini yaratdi: u o‘z kompyuteri [bilan boshqaradigan toster](#).

1999-yil Kevin Eshton kompyuterning ko‘zlari va quloqlarini tasvirlash uchun “narsalar internet” atamasini kiritdi.

2000-yil LG o‘zining birinchi ulangan muzlatgichini 20 000 dollarlik [narx bilan taqdim etdi](#).

2008-yil IoT bo‘yicha dunyodagi birinchi konferensiya Shveysariyaning Tsyurix shahrida bo‘lib o‘tdi.

2010-Toni Fadell aqlli termostatni ishlab chiqaruvchi Nest [kompaniyasiga asos soldi](#).

2013-yil Oksford lug‘ati “narsalar internet” atamasini qo‘shdi.

2014-yil Amazon Echo dinamikini va Alexa ovozli yordamchisini taqdim etadi - bu aqlli uyni boshqarishning yangi usuli.

2016-yil Mirai botnet 600 000 dan ortiq IoT qurilmalarini zararli dasturlar bilan zararlaydi.

Bir kun kelib, buyumlarning interneti hamma narsaning internetiga aylanadi. Bizning dunyomizdagi obyektlar har doim bizni individual ravishda sezishi va reaksiyaga kirishishi mumkin, shunda aqlli termostat sizning tana haroratingizga qarab avtomatik ravishda sozlanadi yoki siz yotoqxonaga kirganingizda uy avtomatik ravishda qulflanadi. Atrofimizdagi buyumlar bizning xatti-harakatimizga qarab bizning nima istashimizni avtomatik holatda tahlil qilib, bu muammoni siz istagandek inson omilisiz o‘zi amalga oshiradi. Bu allaqachon sodir bo‘la boshlagan.

Statistika ma’lumotlariga ko‘ra, 2018-yilda 23 milliard ulangan qurilmalar mavjud edi. 2025-yilga borib sinoptiklar 75 milliarddan ortiq bo‘lishiga ishonishadi. Ushbu portlashning bir qismi odamlarning yashash xonasida o‘tirgan har doim yoqilgan, ma’lumot yig‘uvchi qurilma bilan qulayroq bo‘lishidan kelib chiqadi. Lekin bu mahsulot ishlab chiqaruvchilarning internetga ulanish uchun yangi narsalarni orzu qilishlaridan ham kelib chiqadi. Bu tasavvur sizning uyingizdan, hatto kiyimingizdan ham uzoqqa cho‘ziladi. Shuningdek, sizda aqlli ofislar, aqlli binolar, aqlli shaharlar bo‘ladi. Aqlli kasalxona xonalarida shifokorlar qo‘llarini yuvishlarini ta’minlash uchun sensorlar bo‘ladi, havodagi datchiklar esa shaharlarga sel va boshqa tabiiy ofatlarni bashorat qilishga yordam beradi. Avtonom transport vositalari internetga ulanadi va sensorlar bilan o‘ralgan yo‘llar bo‘ylab harakatlanadi, va hukumatlar buyumlarning interneti orqali uy xo‘jaliklarining energiya iste’molini kuzatish orqali o‘zlarining energiya tarmoqlariga bo‘lgan talablarni boshqaradilar. Buyumlar internetining o‘sishi kiber urushning yangi turlariga ham olib kelishi mumkin. Tasavvur qiling-a, yomon aktyor qishning qahratonida har bir aqlli termostatni o‘chirib qo‘yishi yoki internetga ulangan yurak stimulyatori va insulin nasoslariga buzib kirishi mumkin. U yangi sinf tizimlarini yaratishi mumkin: robot xizmatkorlari bo‘lganlar va bo‘lmaganlar.

Hozirgi kunda har qanday kasalliklar ko‘payib ketayotganligi sababli insondan insonga kasallik yuqishi mumkin, shu sababli insonlar o‘rniga robotlarning o‘zi

insonlarni davolashga dasturlangan bo‘lishi va uni masofadan mutaxassis olimlar kuzatib turishi zarur bo‘lganda boshqarishi mumkin bo‘ladi. Xitoy 2020-yil shifokorlarni yangi koronavirus kabi yuqumli kasalliklardan himoya qilish uchun shifoxona bo‘limlarida 5G bilan ishlaydigan robotlar kabi narsalarni sinab ko‘rishni boshlagan.

Buyumlar internerti qurilmalarini hakkerlar hujumidan himoyalashda juda ko‘p ishlar olib borilayapti. Bu sizning qurilmangiz sizga bekam-ko‘st xizmat qilishiga yordam beradi, aks holda sizning qurilmangiz hakkerlar uchun xizmat qiladi, bu esa juda yomon. Hozirgi kunda hayotimizning 50 foizini buyumlar boshqarmoqda, yaqin kelajakda 100 foizga yetishiga hech qanday shubha yo‘q.

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IMPORTANCE OF TEACHING VOCABULARY TO EFL LEARNERS

Abdusalomova Ziyoda MuhammadSulaymon qizi

Student of Masters Degree Uzbekistan State

University of World Languages

ziyodaabdusalomova01@gmail.com

Vocabulary learning is one of the most essential parts of second language learning. However, at times this is a challenging task for most of the learners. In addition, the number of words needed to be learned to become proficient when learning foreign languages is too large to learn through direct learning. It should be enlarged with different activities to develop a depth of knowledge of unknown vocabulary. There are huge number of different ways and tactics of teaching and learning vocabulary, educators can choose any of them and implement to the classroom. For instance, flashcards, repeating one word over and over or enriching through watching movies or cartoons. However, Nagy et al. (1985) suggested that one of the most effective ways to produce large-scale vocabulary growth is through reading and also first language researches has shown that reading is the main way of learning new words (Horst et al., 1998; Nation, 2001; West & Stanovich, 1991).

The default attitude is nothing more than a logical analysis that explains how we get to know more words than we have heard in conversation or taught in school. A number of researchers start out a research to find whether reading at classroom effects to gain a strong vocabulary. These researches (Jenkins, Stein & Wysocki, 1984; Nagy, Anderson & Herman, 1987; Nagy, Herman & Anderson, 1985) succeeded in providing convincing evidence of a link between reading events and remembering unfamiliar words. Their experiment declares that students who learned new vocabulary via reading text showed significantly high results rather than students who gained vocabulary by other strategies. Researchers have also demonstrated that reading is important for foreign language vocabulary development as well. As they claimed, learners, especially, intermediate level learners can easily increase their vocabulary

through reading different books. New words may be learnt while reading, when the attention of learners is focused on understanding the meaning of the reading materials. This practice of "picking up" knowledge is known as *incidental learning*. Incidental vocabulary learning is positively affected by utilizing of dictionaries. Additionally, it is claimed by some scientists that the provisions of marginal vocabulary glosses can improve incidental vocabulary learning (Cheng & Good, 2009; Eckerth & Tavakoli, 2012; Hulstijn, 1992, 1993)

There are two key factors in order to enable incidental vocabulary learning in a foreign language. The first one is that the second language learners “must read materials with a very low ratio of unknown to known words”, it means educator ought to choose appropriate reading material for students which includes smaller number of unfamiliar words rather than known ones. If teachers want to success in teaching vocabulary to pre intermediate level students, they should choose appropriate text to teach. Text should cover all target words and teacher should ask which word they know and which one they do not know and the words which are unfamiliar to students they may guess with help of the context. At the end of the lesson teacher ask how many words they guess from the text and how many are correct. If their predicting words are correct, they will remember this word easily next time. So choosing suitable text can be one of the issues of vocabulary teaching. When instructor supply challenging text to learners, they may face with difficulty of comprehending given text and lose their enthusiasm of learning new vocabulary.

The second is that “the reading of these easy texts must be plentiful” to allow multiple encounters with the unknown words. This enables the learners to focus on the meaning of the passage instead of the form.

Some students may face with the problem of forgetting or not using learned vocabulary while speaking. Even they know a large number of vocabulary they can not use these words and why because they do not practice these words. Thus remembering all words and using acquired vocabulary they try to read more and more books. While reading

books, articles or texts they see learned words again and again so, automatically, remember words in their mind without difficulty.

Additionally, researchers suggested that too much dictionary work can kill all interests in reading and even interfere with comprehension because learners become more concerned with individual items and less aware of the context, which gives them meaning. It is also results in every slow and inefficient reading. Therefore, good learners often acquire a great part of their vocabulary through independent reading and learn through context. Learning vocabulary must be meaningful to students: when students can get something interesting for themselves from text, they want to read the text until the end with enthusiasm.

To conclude, here is one idiom that reading is dreaming with open eyes. For every learner reading is really joyful and also so useful activity while learning second language. However, there is one problem also towards them which is lacking vocabulary in foreign language. Thus educator should give right instruction to their students in order to enlarge vocabulary with the help of reading texts. If teacher can provide appropriate direction to learners how to improve their vocab via reading and it will be powerful and also perfect tool for second language learners. Brown (2010) writes, “Reading is likewise a skill that teachers simply expect learners to acquire” (p. 224). However, some of the learners may not acquire this skill because they are not able to develop it for themselves. So educators should try to develop students’ reading skills via different hints in order to enhance vocabulary of learners.

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NORMA IJODKORLIGI FAOLIYATINI TAKOMILLASHTIRISHDAGI DAVLAT SIYOSATI

Abdullayeva Feruza Suyunovna
Huquqshunos

Mamlakatimizda demokratik yangilanishlar sharoitida barcha sohalar qatori norma ijodkorligining sifatini oshirishga, ulardagi nuqsonlarni bartaraf etishga qaratilgan huquqiy asoslar va mexanizmlar joriy etilib, ularning to‘liq ro‘yobga chiqarilishi ta‘minlanmoqda. Buning natijasida yurtimizda demokratik islohotlarning mukammal qonunchilik asoslari shakllantirilib, huquqiy ta‘minlashni takomillashtirish, shuningdek, fuqarolarning huquqlari, erkinliklari va qonuniy manfaatlarini har tomonlama ta‘minlash, tadbirkorlik sub’yektlarining kafolatlari, himoyasi va qo‘llab-quvvatlash, ularning fikrlarini to‘laqonli hisobga olish va eng asosiysi, «Inson manfaatlari – hamma narsadan ustun» prinsipini har tomonlama ro‘yobga chiqarishga qaratilgan tizimlashtirilgan qonunchilik bazasini shakllantirish zarurati mavjudligi bilan izohlanadi. Milliy qonunchiligimizni O‘zbekiston Respublikasining Konstitutsiyasi va xalqaro huquq normalari hamda umum tan olingan tamoyillar asosida rivojlanib kelayotganligini e‘tirof etish bilan birga, uni ijtimoiy-iqtisodiy rivojlanishning xususiyatlariga hamohang tarzda takomillashtirib borish va yangi normativ-huquqiy hujjatlarni qabul qilish taqozo etilayotganligini ham qayd etish lozim. Qabul qilinayotgan qonunlarning ijtimoiy-siyosiy, ijtimoiy-iqtisodiy va sud-huquq islohotlari jarayoniga ta‘sirini kuchaytirishga yo‘naltirilgan qonun ijodkorligi faoliyati sifatini tubdan oshirish davlat va jamiyat qurilishi tizimini takomillashtirishning asosiy vazifalaridan biri etib belgilangan.

Qonunchilik bazasini tizimlashtirish, ijtimoiy munosabatlarni huquqiy tartibga solishning barqarorligini ta‘minlash, normativ-huquqiy hujjatlarni ishlab chiqish va qabul qilish jarayonlari sifatini oshirish, shuningdek, ularning ijrosi monitoringini takomillashtirish, norma ijodkorligi jarayoniga zamonaviy axborot-kommunikatsiya texnologiyalarini joriy etish, norma ijodkorligida “aqli tartibga solish” modeli elementlarini qo‘llash, norma ijodkorligi faoliyatining institutsional asoslarini

takomillashtirish kabi Konsepsiyada belgilangan yo'nalishlar bo'yicha amalga oshirilayotgan islohotlar huquqiy ta'minlashni takomillashtirish, shuningdek, fuqarolarning huquqlari, erkinliklari va qonuniy manfaatlarini har tomonlama ta'minlashga, tadbirkorlik subyektlarining kafolatlari, himoyasi va qo'llab-quvvatlashini ta'minlash, ularning fikrlarini to'laqonli hisobga olish va "Inson manfaatlari — hamma narsadan ustun" prinsipini har tomonlama ro'yobga chiqarishga qaratilgan tizimlashtirilgan qonunchilik bazasini shakllantirishdan[1] iborat.

Jahon miqyosidagi murakkab jarayonlarni va mamlakatimiz bosib o'tgan taraqqiyot natijalarini chuqur tahlil qilgan holda keyingi yillarda "Inson qadri uchun" tamoyili asosida xalqimizning farovonligini yanada oshirish, iqtisodiyot tarmoqlarini transformatsiya qilish va tadbirkorlikni jadal rivojlantirish, inson huquqlari va manfaatlarini so'zsiz ta'minlash hamda faol fuqarolik jamiyatini shakllantirishga qaratilgan islohotlarning ustuvor yo'nalishlarini belgilash maqsadida "Harakatlar strategiyasidan — Taraqqiyot strategiyasi sari" tamoyiliga asosan ishlab chiqilgan "2022 — 2026-yillarga mo'ljallangan Yangi O'zbekistonning taraqqiyot strategiyasi"[2] qabul qilindi. Mavjud innovatsion rivojlantirish holatining tahlili natijalarini inobatga olgan holda huquqni qo'llash amaliyoti va davlat boshqaruvi tizimi samaradorligini kompleks tahlil qilish bo'yicha "O'zbekiston Respublikasi Adliya vazirligi faoliyati samaradorligini yanada oshirish hamda raqamlashtirish bo'yicha chora-tadbirlar dasturi" qabul qilindi. Dasturga muvofiq huquqni qo'llash amaliyoti va davlat boshqaruvi tizimi samaradorligini kompleks tahlil qilish bo'yicha bir qator amalga oshirilishi rejalashtirilgan chora tadbirlar ishlab chiqilgan. Ular quyidagilar:

-yagona davlat huquqiy siyosati sifatini takomillashtirish, huquq ijodkorligi faoliyatini muvofiqlashtirish, normativ-huquqiy hujjatlar va ularning loyihalarini tartibga solish ta'sirini baholash tartibi doirasida xarajatlarni avtomatlashtirilgan tarzda tahlil qiluvchi elektron dasturni ishlab chiqish orqali normativ-huquqiy hujjatning tartibga solish ta'sirini baholashda shaffoflik va tizimlilikni ta'minlash hamda xodimlarning vaqti va resurslarini tejash;

- ijtimoiy ta'minot va ijtimoiy sug'urta, moliya va kredit, tadbirkorlik va xo'jalik faoliyati, tashqi iqtisodiy faoliyat va bojxona ishi sohalariga oid amaldagi normativ-huquqiy hujjatlarning korrupsiyaga qarshi ekspertizadan o'tkazilishini tashkil etish orqali ekspertiza natijasiga ko'ra Vazirlar Mahkamasiga qonunchilik hujjatlarini takomillashtirish bo'yicha takliflar kiritish orqali Qonunchilik hujjatlarini takomillashtirish orqali ijtimoiy himoya tizimi mustahkamlanishi va tadbirkorlik faoliyati yanada rivojlanishiga, shuningdek, mamlakat investitsion jozibadorligini yanada oshirishga erishish;

- idoraviy normativ-huquqiy hujjatlarni huquqiy ekspertizadan o'tkazish jarayonini avtomatlashtirish orqali normativ-huquqiy hujjatlar matnlarini avtomatlashtirilgan tahlil qilish, o'zini o'zi o'rganish mexanizmidan foydalanish orqali normativ-huquqiy hujjatlarni tasniflash va tizimlashtirish muammolarini hal qilish, xarajatlarni kamaytirish va ish samaradorligini oshirish imkoniyatini yaratish;

-“Legal-Tech” huquqiy tarmog'ini joriy etish tizimini “sun'iy intellekt” mexanizmlaridan foydalangan holda takomillashtirish orqali hujjatlar loyihalarini tayyorlash uchun sarflanadigan resurslar va vaqtni tejash, tayyorlanadigan loyihalar sifatini oshirish hamda loyihalarni tayyorlash jarayonini avtomatlashtirish.

Normativ-huquqiy hujjatlarni uyg'unlashtirishga oid nazariy-huquqiy masalalarni muayyan darajada tahlil qilish orqali xulosa qilish mumkinki, ijtimoiy-iqtisodiy va siyosiy-huquqiy sohalaridagi islohotlarni amalga oshirishda normativ-huquqiy hujjatlar o'rtasidagi ziddiyatlarni oldini olish va ularni bartaraf etish mexanizmlarini rivojlantirish va muntazam takomillashtirib borish, ularni ilmiy-nazariy hamda amaliy jihatdan o'rganish va tizimli tahlil qilish bugungi kunda huquqshunoslik fanlari oldida turgan dolzarb vazifalardan biridir. Zero, mazkur vazifalarni hal etish mamlakatimizda huquq ijodkorligining va normativ-huquqiy hujjatlarni ijtimoiy voqyelikka tadbiq etishning samarali mexanizmlarini yaratilishiga xizmat qiladi. Amalga oshirilayotgan keng ko'lamli islohotlarning muvaffaqiyatli amalga oshirilishi ma'lum darajada o'tgan yillarda shakllangan qonunchilik bazasiga, shuningdek, norma ijodkorligi jarayoni sifatiga bog'liq.

FOYDALANILGAN ADABIYOTLAR

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2. O‘zbekiston Respublikasi Prezidentining 2022 yildagi 28-yanvardagi “2022 — 2026-yillarga mo‘ljallangan Yangi O‘zbekistonning taraqqiyot strategiyasi to‘g‘risida”gi PF-60-sonli Farmoni.
3. <https://lex.uz/docs/-3858817>

РОЛЬ ТЮРКИЗМОВ В ПЕРЕВОДНОЙ ЛИТЕРАТУРЕ

Отаханова Махфуза Дониёровна

2 курс магистратуры

Узбекский Государственный университет мировых языков

maxfuza-1998@mail.ru

Научный руководитель - Кулмаматов Дустмамад Саттарович

Как и все языки мира, русский язык не статичен, он постоянно развивается и изменяется. Язык каждой эпохи содержит в себе знания народа в тот или иной период времени: научные знания, писанные и неписанные законы, обычаи, традиции, отношения между людьми – всё это и находит отражение в языке. Но к тому же, большую роль в развитии русского языка играют заимствования, появление которых связано с торговыми, культурными, политическими, экономическими связями, возникающими между разными странами.

Заимствование в языке – естественный и необходимый процесс языкового развития. Лексическое заимствование обогащает язык, делает его разнообразнее и выразительнее, увеличивает запас слов, и это не вредит самобытности языка.

В связи с этим актуальным является изучение словарного состава языка и соотношения в нем исконной и тюркоязычной лексики, а также системы употребления тюркизмов. И выбранный мною объект исследования не случаен. Художественный текст как отражение реального мира представляет собой синтез языковых единиц, выстраивающих «фундамент» художественного образа

в литературном произведении, изучение которого невозможно без установления взаимосвязи отдельных частей и их роли в составе целого. Узбекская литература, переведённая на другие языки, как культурное наследие нашего края требует всестороннего изучения, поэтому в качестве объекта исследования использованы рассказы великого узбекского писателя А. Каххара.

Мной поставлена цель: проанализировать использование тюркизмов в русском языке на примере переводной литературы, в частности, в произведениях А. Каххара.

Для начала стоит разобраться в определении термина «заимствование» и определить роль иноязычных слов в речи.

Заимствование – 1) переход элементов одного языка в систему другого языка как следствие более или менее длительных контактов между этими языками; 2) слово или оборот, вошедшие в язык в результате такого перехода. Заимствоваться могут фонемы, морфемы; по иноязычным образцам могут создаваться синтаксические конструкции.

Взаимосвязи с другими языками имеют большое значение в пополнении лексического состава русского языка. Особенной продолжительностью и интенсивностью отличались контакты с тюркоязычными народами, которые выделялись многосторонностью: торговые, военные, дипломатические... Эти контакты отразились в языке и, несомненно, обогатили его.

Если сравнить исследуемые языки, то тюркские языки – агглютинативные, с левым ветвлением. А русский язык в отличие от тюркских – флективный, правоветвящийся язык. Хотя они и относятся к Индоевропейской семье языков, но представляют ничем не схожие две отдельные группы языков. Но заимствования из тюркских языков образуют значительный пласт лексики русского языка, причем многие тюркские заимствования настолько прочно укоренились в нашем языке, что их принимают за исконно русские. Тюркизмы в русском языке – слова, заимствованные из тюркских языков в русский, древнерусский и праславянский языки в разные исторические периоды. Кроме

того, тюркизмами называются также слова тюркского происхождения независимо от языка-посредника. Через тюркские языки в русский язык попали также слова арабского и персидского происхождения, имеющие лингвистический статус тюркизмов, например, хозяин или заимствованные из западноевропейских языков диван, киоск, халва.

Но нас интересует не происхождение, а особенности перевода тюркской лексики на русский язык. Часто в переводной литературе мы встречаем слова, словосочетания, фразеологические обороты, которые не переводятся на русский язык, а пишутся в исходной форме так же, как и на тюркском языке, хотя существует их дословный перевод. Такие сочетания слов служат для придания национального колорита, сохранения насыщенности речи тюркского народа, передачи их национальных культурных ценностей и т. д. В научной литературе для обозначения явлений национального колорита функционируют следующие термины: безэквивалентная лексика, экзотизмы, варваризмы, локализмы, этнографизмы, коннотативные слова, пробелы, лакуны, бытовые слова и некоторые другие.

Приведём примеры слов и словосочетаний, характеризующие быт тюркских народов и национальные обряды, не имеющие аналогии в других языках:

1. – Фейерверк, – сказал Турабджан. – Мулладжан *казий бешиктой* сегодня справляет («Гранат», перевод А. Рахими).

2. *Чайханы* давно закрыты. Только вдали, на *гузаре*, мерцает одинокий маленький огонёк («Гранат», перевод А. Рахими).

3. Одна сняла с его [Алимбека *Додхо*] *чалму*, другая почтительно протянула руку к его *чекменю*, третья приготовилась стягивать с ног *ичиги*...самая младшая... поднесла ему *кальян* («Страх», перевод А. Рахими).

4. Но на кладбище пойдёшь не с ножом, а с *кумганом*, и у самой гробницы святого *Онхазрета* вскипятишь чай, заваришь его в чайнике и доставишь сюда («Страх», перевод А. Рахими).

По отношению к таким явлениям в языке профессор Д. Р. Джуманова предлагает пользоваться термином «реалема» (от лат. *realis* – вещь, реалья, + суффикс -ем- по словообразовательной аналогии со словами фонема, морфема, лексема): «Узбекские реалемы – это слова, функционирующие в живой русской речи на территории Узбекистана. Будучи наименованием отдельных предметов, понятий, явлений быта, культуры, истории узбекского народа, реалема способна вобрать в себя отрезок узбекской действительности в целом».

Узбекские реалемы могут также включать имена собственные, поскольку ни один диалог не может обойтись без антропонимов:

1. – Бакиджан-**ака**, – смущённо сказала девушка, – я вас, знаете, о чём хотела спросить – вот мы в классе читали «Спать хочется» Чехова и хотим устроить суд над девочкой, которая задушила ребёнка... («Учитель словесности», перевод А. Наумова).

2. После речи Асрор**бобо** на том же собрании старики взяли шефство над комсомольскими бригадами («Старый Асроркул», перевод И. Киссена).

3. Поведение её показалось Хайдару-**ата** странным, и он пристально посмотрел ей в глаза («Старый Асроркул», перевод И. Киссена).

Реалемы включают в свой состав обращения: ака, бобо, ота, оёе, опа, которые поддаются переводу, но при переводе теряют свою истинную сущность и национальный колорит.

Также сюда относятся слова, имеющие перевод, но не переводящиеся на другие языки по вышеуказанной причине:

1. Присутствующие внимательно смотрели на новоявленного лекаря, Ахмада-**палвана** («Прозрение слепых», перевод Г.Хантемировой) [Здесь имеется в виду человек большой силы, крепкого телосложения, букв. богатырь, силач, борец]

2. Введут тебя в одну дверь, а после гудка выведут в другую дверь завода **кяфиром!** («Большевики», перевод Г.Хантемировой) [Букв. переводится как неверный]

3. **Гуджу**, почерневшую от варки в старом котле, не убелило даже кислое молоко («Гранат», перевод А.Садовского) [похлёбка, приготовленная из очищенной джугары или пшеницы; здесь это слово даётся без комментариев и объяснений, что объясняется большой практикой употребления].

4. Она чувствовала себя сейчас совсем маленькой девчонкой, получившей от отца праздничные деньги и отправившейся на **базар** за покупками, и шла быстро, почти бежала навстречу ветру («Страх», перевод А. Рахими) [Букв. перевод рынок]

Из всего изученного, рассмотренных примеров, процессов освоения тюркской лексики показал, что тюркизмы активно используются в русском языке как в разговорной речи, так и в художественной литературе.

Исследуя роль тюркизмов с точки зрения выразительности речи, можно прийти к выводу, что переводная литература наиболее часто включает в себя тюркизмы для сохранения национального колорита, передачи истинной сути, придача насыщенности.

По анализу употребленных в рассказах А. Каххара тюркизмов можно сделать вывод об их основной функции – номинативной. Вместе с тем тюркизмы широко используются великим узбекским писателем для создания национальных образов, входят в состав выразительных средств.

Тюркизмы дают возможность лучше понять, представить культурную, бытовую жизнь тюркских народов.

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VIEWS ON THE CONCEPT OF THE TERMS “PILGRIMAGE TOURISM” IN LINGUISTICS

Qodirova Munisa Erkinjon kizi

Master student, TerSU

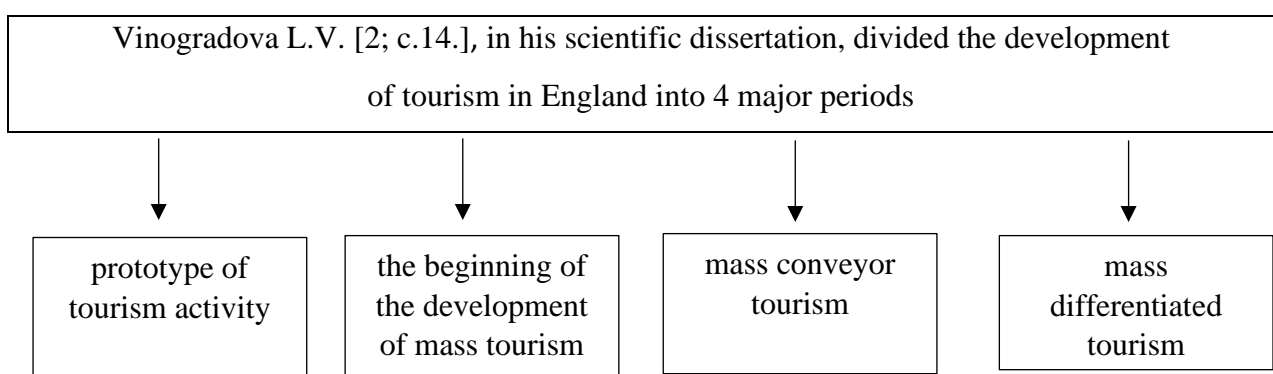
qmuqaddas@mail.ru

The current stage of development of linguistic science is characterized by a deep interest in the description of sublanguages that serve professional communities: the number of both theoretical and applied terminological studies is increasing every year. Currently, on the material of various languages, the authors explore the specific features of scientific texts, the structure of terms and ways of their formation, questions standardization and streamlining of terminology. However, the questions of their comparative and comparative-typological research are still remain insufficiently developed, although the outstanding local and Russian linguists V.N. Yartseva [4], B.N. Golovin [2], N.B. Mechkovskaya [3] pointed out the need to build a lexical typology, the subject of which is the typological similarities and differences of lexical systems in different languages.

Identification of such similarities and differences in the terminological systems of two languages allows you to base a comparative typological study of terms both in the field of lexical semantics and in the field of structural semantics proper. In the works of this direction, there is still no unity in the goals, principles and research methodology, since they are mainly aimed at solving individual particular tasks of comparative terminology. In this way, there is a need to summarize the results achieved, to systematize available methods, to outline the prospects for the development of this direction.

Tourism arose during the period of development of society, when a person received the opportunity to think not only about the satisfaction of priority, vital needs, but also about rest. Though people have always travelled, only at a certain stage of the economic development of society, with the growth travel needs, individuals and institutions appeared, it is appeared the opportunity to provide which leads to the formation of a special type of product - tourist services. Further, tourism became a

separate branch of the national economy, which required the formation of an appropriate industry, the availability of qualified personnel, etc. All this necessitated separation of a whole layer of lexical units into an independent terminological system. Over time, the tourism business continues to develop; contacts of Uzbekistan and foreign partners are activated, which forced to use tourist terminology; Uzbek travelers are also constantly faced with the need to understand terms used in the field of tourism services. Fast the science of tourism is also developing at a rapid pace, new tourism specialties. All this draws attention to terminology of tourism and gives rise to disputes about it, which is devoted to the mass publications.



In each of the above-mentioned stages of development, we can witness the gradual development of pilgrimage tourism and its development as one of the top sectors in the field of tourism. The main reason for this is people's religious beliefs and religious traditions. Their belief in the existence of the Allah, who cleanses the heart of a person, leads him to perfection, teaches him to distinguish between evil and sinful deeds, lawful and unlawful, and unconditional faith in his judgments, and doing the things he commands, helps to give people a sense of relief in their hearts. Through this, people can find peace and happiness in themselves. Although the majority of English and Uzbek speaking peoples believe in two different religions, i.e. Christianity and Islam, their basis is the belief in the existence of only Allah and unconditional belief in him and the right and honest way of life.

In history, there were a lot of great people who deeply studied Christianity and Islam and showed significant services in its development and spread among the people, and after their death, the huts where they lived became places of pilgrimage for people.

No matter how far the distance is, the Muslim nation, our Prophet Muhammad, peace be upon him or the Christian people go to visit the abodes of Prophet Muhammad Isa. In our country there are places where people who made a great contribution to the development of Islam lived. Including: Imam al-Bukhari, Al Hakim at Termizi, Isa at Termizi and others. Since the lifetime of our Prophet, the Uzbek people have set out in search of knowledge from long distances in order to study the religion of Islam in depth. In addition, there is an old saying of the Uzbek people dedicated to traveling: ***“You are not a Muslim until you are a traveler”/ “Musofir bo’lmaguningcha musulmon bo’lmaysan”.***

This type of tourism has spread all over the world as a result of people's regular visits to the graves of saints. In the past, people used to travel on horse-drawn carriages for pilgrimage, and because they faced many difficulties, they went to places not too far from where they lived. However, the rapid development of modern transportation has given people unlimited opportunities, and now people are starting to go to visit great saints, religious scholars, holy religious sites not only in their own countries, but also in other countries, and **“Pilgrimage tourism”** has quickly become a part of tourism. was the basis for the formation of a new department.

Ziyorat — (arabic - *tashrif, tabarruk joylarga safar qilish*) 1. Din. Muqaddas joylarga, mozor va qabristonlarga borib sig'inish. 2. Hurmat yoki rasmiyat yuzasidan kekxa, tabarruk kishilar, hurmatli zotlar huzuriga tashrif buyurib, ularning holidan xabar olish, ularni mubirakbod qilish [5]. [**Pilgrimage** — (Arabic - visit, travel to blessed places) 1. Religion. Visiting holy places, graves and cemeteries. 2. Out of respect or formality, visiting elderly, dignified people, respectable people, asking about their condition, and congratulating them].

At the same time that great efforts are being made to develop pilgrimage tourism all over the world, significant work is being done in our country by our honorable head of state. In this place, it would be essential to highlight our president Sh.M. Mirziyoyev's definition of the tourism: Turizm – iqtisodiyotning muhim tarmoqlaridan biri. Mavjud imkoniyatlardan samarali foydalangan holda, ushbu tarmoqni yanada takomillashtirish

zarur. Buni davrning o'zi taqozo etmoqda [6]. [Tourism is one of the important sectors of the economy. It is necessary to further improve this network, making effective use of existing opportunities. The times demand this].

In addition, the following decrees were issued by the head of state for the development of pilgrimage tourism: decree of the President of the Republic of Uzbekistan dated February 9, 2021 No. PF-6165 "On measures to further develop local and **pilgrimage tourism** in the Republic of Uzbekistan" and Resolution of the Cabinet of Ministers of the Republic of Uzbekistan, No. 100 dated 24.02.2021 "On additional measures for the development of domestic and pilgrim tourism".

In conclusion, we can emphasize that, although pilgrimage tourism is spreading widely as a sub-section of tourism, its place in linguistics is incomparable. After all, studying the terms of pilgrimage tourism allows linguists to study not only the terms of this field, but also the religious traditions, values, religion, lifestyle and hospitality of the people who visit.

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IRONY AND SARCASM IN THE ENGLISH AND UZBEK LANGUAGES

Odilova Laylo Xayrullo qizi

Master student

Uzbekistan State World Languages University

E-mail: khayrillaevna96@gmail.com

When pulling a literary text into a linguo-poetic analysis, it is important to remember that the logical idea of similarity and comparison resides at the heart of practically all graphical tools termed portability. Irony is defined as “a transfer that employs the language's meaning in the opposite sense of its genuine meaning, with sarcasm.” “Irony has long been utilized in our literature to generate striking statements”. This phenomenon is referred to as 'irony' in European literature. Irony (Greek. eironeio -to take for granted) is a type of denial that includes laughing at the object of the picture, covert laughter, and sarcasm. “The irony style” refers to the usage of words and phrases with irony and sarcasm in the opposite sense to their meaning.

The processes of transferring the meaning of the word take several forms; these processes and the events that occur as a result of them, the categories of these occurrences, and their special qualities have been explored in greater depth in Uzbek linguistics. Almost all literature on portability has used the word “tropes”.

Sarcasm (Greek: sarkasmos -torture, harassment) -bitter venom, mockery, and derision Bitter laughing and mockery are the foundations of sarcasm, a mode of portrayal often utilized in poetic, epic, and dramatic works, particularly in comedy. Sarcasm derives from a portable meaning that contradicts the original meaning of the term. Irony is a method of structuring a work in such a way that opposing or complimentary impulses, attitudes, and so on are fully expressed, particularly as a technique of expressing detachment from a subject, theme, or feeling. Irony, sarcasm, and other forms of irony are used in satire ridicule, or the like, in exposing, denouncing, or deriding vice, folly, etc.

Mockery of something or someone is indicated by irony, sarcasm, and satire. Irony is defined by the indirect portrayal of a contradiction between an action or

utterance and the situation in which it happens. The focus in the figure of speech is based on the position between a statement's literal and intended meaning. Something is spoken, and its inverse is suggested, as in “Beautiful weather, isn't it?”

Irony varies from sarcasm in that it is more nuanced and witty. Scandal or mocking is employed forcefully, frequently bluntly and contemptuously, for harmful goals in sarcasm. It can be used in an indirect manner with sarcasm, as in “What a great musician.” You proved to be!” alternatively it might be used as a straight statement.

The use of words to portray the opposite sense of what is really spoken; “Wow, I just LOVE getting paper cuts at work. “When employed in this manner, irony is a potent weapon that may be used to communicate a wide range of emotions”. In this situation, the sarcastic remark underlines the speaker's irritation.

Ironic statements frequently provide an added degree of emphasis or depth of meaning to a remark, rather than merely communicating the antithesis of what is said. When sarcasm is employed in art, this is an excellent example.

Artists can utilize several sorts of irony to express compelling or emotive messages in novels, movies, plays, poetry, and paintings. Dramatic irony is the most well-known of them, and it happens when the audience understands something that the characters do not.

Shakespeare's *Romeo and Juliet* is a fantastic example of dramatic irony when Romeo believes Juliet is dead but the audience knows she has simply drunk a sleeping potion.

Tragic irony is another sort of irony that appears in *Romeo and Juliet*. Tragic irony happens when the audience is aware of an approaching tragedy or disaster but the protagonists are unaware. This occurs straight at the beginning of *Romeo and Juliet*, when the narrator informs that both protagonists will die at the end.

Irony is a sort of sarcasm. It occurs when the meaning of a phrase is the polar opposite of what is said. Sarcastic statements, on the other hand, are ironic sentences that are primarily meant to criticize, ridicule, or taunt someone else. Sarcasm should

be used with caution; a poorly phrased sarcastic comment can really damage someone's feelings! Perhaps practice using irony and sarcasm with a few close pals first.

The samples in English and Uzbek provided in the article serve as verification of our word. It is not difficult to deduce from the essay that a work made without means of expression and stylistic strategies would remain a basic text. However, if the appropriate means of expression and stylistic procedures are not applied, the literary work loses its purpose. Of course, the writer's writing style and ability to apply stylistic colors correctly have a factor in this.

In conclusion, we believe that the materials we have gathered will be beneficial in the future for fields such as stylistics and text commentary analysis.

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THE MASS MEDIA ISSUES, POLITICAL PATTERN AND THE "POLITENESS" FUNCTION OF EUPHEMISMS IN POLITICAL MEDIA DISCOURSE

Anarbekova Gulzodabegim Nazirjon qizi

The second year student of Masters' degree

UzSWLU

Mentors: Abduvahobova Mohina, Turg'unova Rano

sevinchimron@gmail.com

The main function of mass media is to reach out to the masses and provide them with information. In addition to that, it also operates to analyze and observe our

surroundings and provide information in the form of news accordingly. As a result, the masses get constantly updated about not just their own surroundings but also around the world. This way mass media spreads and interprets information. For instance, weather forecasts equip people and farmers to plan ahead. Similarly, fishermen get updates about the tidal activities from the news. In addition to this, mass media also strives to keep the fabric of our social heritage intact which showcasing our customs, myths and civilization. Another major product of mass media is advertising. This way people learn about the goods and services in the market. It also spreads social awareness. For instance, anti-smoking campaign, women empowerment, green earth clean earth and more.

Before going further, I would like to give brief definition to the primary sight. Political discourse is not only the text but also a talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels, includes both the speaker and the audience. Discourse includes verbal and non-verbal(encyclopedic) means, mental issues, intention of communicants, moreover, the communication tools. According to V.I.Karasik, the basis of classification of political discourse is the criterion of orientation. He classifies two major types of discourse. Firstly, *Personal* also called personal oriented, a type in which the speaker acts as the individual in all affluence of his inner world. Secondly, *Institutional* in other words, status-oriented, in which speaker acts as the representative of a certain social status. The institutional discourse represents communication within the status and role relations. In relation to modern society the following types of an institutional discourse are allocated: political, diplomatic, administrative, legal, military, pedagogical, religious, mystical, medical, business, advertising, sports, scientific, scenic and mass-informational. Conjointly there are some inherited features by the way of explanation categorizations counted as part of the political discourse. The first category of “The image of the author” which is important in characterizing both personal-oriented and status –oriented discourse. The second category is “addressee ability or factor of

addressee” which actually is a representative of two roles, from the point of view of creation of a discourse and from a position of its understanding is considered to be one of the prior categories of a discourse. The third category is the “Informational content”- is a category which characterizes the act of communication ,even though is dependent to the communicative purposes of discourse. The purpose of a political discourse and its social mission is suggestion of the need of politically correct actions to addressees. The next category is the “Intentionality”, a category of a discourse, offering the communicative intentions of the speaker. All verbal works including minor such as proverbs or quotes and major texts has the intention. Honoring the sphere of a discourse the intention or aim differs . For instance the intention of the literary works are to give enjoyment and express the whole picture to make reader feel the exact movements while reading, whilst on the contrary the aim of Political discourse deals only with real political events and speeches carried and rules of verbal behavior of expressing speech is hitherto dictated. The present category is closely connected with the following one “Estimation”. The occupation of the category is to emphasize the attention influencing on the consciousness of the reader. The sixth category is “Conventionality”, which is also called as interpretability or perceptual ability deals with the interpretation of realias. According to Komarov the category of “Conventionality” is split into three indications : cliché, being terminological, rituality. The next stage of category is “Emotiveness” identically expressivity taking into diverse combinations also syntactic elements representing concrete discourses and texts. There is nearly a universal principle in political media communication. Any utterance ought to be formulated; any expression ought to be chosen such that it conveys as much additional material as possible for propaganda purposes. The most effective strategy of propaganda is presupposition and implication as consistent parts of the semantics of euphemisms; so, the propaganda pattern of euphemism, i.e. its ideological framing, is well concealed. The advantage of this method of concealment is the reduction of a rational control over what has been conveyed. Political media communication is always two-fold. The Stimulating Effect of Euphemism on Pragmatic Principles in actual

communication is inevitable for us to use the euphemism to communicate, and the usage of euphemism reflects and promotes the pragmatic principles. The politeness function of euphemism refers to people's consideration of each other's face in communication, and the usage of a more euphemistic expression will not cause the other person to fall into an awkward situation and make the conversation go smoothly. This function complies with the politeness principle. Leech puts forward the Politeness Principle which runs as follows: Minimize other things being equal the expression of impolite beliefs and maximize the expression of polite beliefs. For example, some words involving physical defects or appearance defects generally cause people who are with such defects to be frustrated or disgusted, and even cause inferiority.

Generally speaking, the elegance function of euphemism refers to the politeness problem in communication, and usually achieves the effect of politeness by virtue of the ambiguity generated by deviations from the meaning of words, so that the communicative parties avoid irritation and eliminate vulgarity in verbal communication, and make people feel elegant. But some words are actually often used as curses or discourses by people when they are angry, depressed and unsatisfied, or they have evolved into verbal expressions of rude people. In desperation, saying dirty words is an unavoidable thing in most people's life. Therefore, those dirty words or unlucky words, and words that sound harsh and disgusting have corresponding euphemism, in order to make the expression as elegant as possible. In communication, for better maintaining social relationship and exchanging ideas, people have to resort to a new different style of language, which can make distasteful ideas seem acceptable or even desirable.

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MULTILINGUAL WRITERS' COMPOSITION PEER EDITING

Shavkatov Alisher Davron o'g'li

Masters student

Uzbekistan State World Languages University

bekhoja1234@gmail.com

The ultimate objective of teaching writing in a foreign language is the capacity to autonomously develop a high-quality information product for a specified target audience. In this light, editing becomes a crucial component of writing abilities. The creation of a text in a foreign language is associated with a focus on a wide range of tasks - the selection of appropriate vocabulary and grammatical structures, adherence to style, taking into account the norms adopted in a foreign language, the communicative task and the target audience, and building the text structure in accordance with the language's requirements. At the same time, even while revising the text in the original language, the author must detach himself from his work in order to identify his own faults and errors. This is especially common when revising material in a foreign language. As a result, a teacher's labor in proofreading and editing students' writings is not always sufficient and effective.

The peer editing method can be used as an additional teaching tool. The method of peer correction and editing involves the exchange of written work between students to correct errors based on the evaluation criteria set by the teacher. Since the mistakes of foreign language learners are typical in many respects, editing the work of

classmates helps to draw a parallel with their own compositions, which means it helps to optimize learning.

Types of Peer Editing Unlike teaching speaking, listening and reading, teaching writing has traditionally taken place without the use of communicative techniques. However, writing at its core is a communicative skill that serves to convey the thoughts and feelings of the author to the reader. The formation of this skill occurs more efficiently using such techniques as dialogue and discussion [5].

The method of peer editing allows you to use such techniques in teaching writing. At the same time, the teacher sets the type of editing that corresponds to the level of foreign language proficiency and the objectives of the lesson.

1. a) Peer editing in pairs. In this case, students individually create a complete text or one paragraph of text (for example, an introduction to an essay) on a specific topic and in a clearly defined time period. They then share their work for editing and proofreading, evaluation and feedback.

b) Peer editing in groups. Students create texts in mini-groups. The groups then exchange their work to discuss their strengths and weaknesses, correct mistakes, evaluate and give feedback. Writing in a foreign language is a complex skill that requires not only knowledge of various aspects of the language (grammar, vocabulary, stylistics), knowledge of the means of logical connection, but also an understanding of the characteristics of its target audience, etc. That is why it is advisable to edit works on at least two levels - in terms of content and language design of the text.

2. a) Cross-editing to identify errors related to the content. The fulfillment of the communicative task is the most important criterion in evaluating written works in a foreign language [6]. At the same time, it is especially difficult for novice authors to identify semantic and substantive errors when editing their own works, even in their native language.

Nevertheless, errors of this kind are often typical (ignoring the main topic, using details that are not related to the main topic, lack of explanations and examples illustrating the main idea).

b) Peer editing to detect language errors.

In conclusion, it should be emphasized that the method of peer editing, as an additional method of working on errors, has a number of advantages, including its communicative orientation and focus on the development of critical thinking. However, like any method of interactive learning, it requires prior preparation of students and careful planning of the lesson. In particular, the teacher needs to acquaint students with the criteria for evaluating a particular type of written work, if necessary, to narrow the task of editing to correcting errors of one specific type. When properly developed, the method of peer editing effectively complements the work of the teacher in correcting and editing students' texts, contributing to the development of students' autonomy.

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FEATURES, ELEMENTS OF THE UZBEK NATIONAL DRESSES AND THEIR TRANSLATIONS

Bayniyazova Maftuna Xalmuminovna

2nd year Master student, Uzbekistan state world language university

Maftuna1528@mail.ru

National clothes are, as a rule, ancient clothes or their individual elements, assembled into a single costume. Each nation has its own distinctive features of such clothing, which speak of history, culture, and the predominant activities of the people. National costume is an important part of the culture of any nation. By the style of clothing, the fabrics from which it is made, drawings and patterns, you can learn a lot about the life, customs and history of the people. The Uzbek costume is no exception to the rule. Its main features originated in ancient times. It reflects the national specificity, culture and rich history of this Asian country. Islam played a great role in shaping the style and types of clothing. Clothing had to be loose and cover the entire body of a person. And, of course, the climate also played a big role. Although the style of national clothing of the inhabitants of Uzbekistan was formed under the influence of general Islamic trends, the Uzbek costume has a number of distinctive features that reflect the specifics of the region and the culture of the country. Now traditional clothes are worn on holidays, but in the villages, older people wear them all the time. Clothing is a component of the material and spiritual culture of society is a part of on the one hand, it is known as a product of human labor has material value and satisfies certain needs, on the other hand, it is also an example of decorative art. Uzbek clothing for the male half of the inhabitants of the country consists of a chapan - a dressing gown with a belt, a shirt - a kuilak, trousers and a skullcap. The women's set includes a tunic dress and harem pants. A woman's head is covered with a scarf, chapan or a skullcap. In the manufacture of clothes, fabric of different colors is used, except for dark shades of blue and black. It is believed that these colors attract bad luck. By the color of the suit, one can determine not only the area of residence of a person, but also his social status. Rich people preferred blue and purple shades. Commoners' clothing was mostly green. As in other Muslim countries, the women of Uzbekistan

always wore a veil - a long robe with a mesh covering the face. Only with the advent of Soviet power did the female representatives remove the veil, replacing it with skullcaps or scarves. A distinctive feature of the Uzbek costume is bright colorful patterns on the fabric. Uzbek fabrics for tailoring are cotton, satin, velvet and corduroy. For the warm season, products were made with a silk lining, and for winter they made a thick lining. The cut of Uzbek clothing is very simple, and it is the same for men's, women's and children's products. Things were sewn from pieces of fabric without patterns. Dressing gowns, tunics and skullcaps were necessarily decorated with embroidery. They also embroidered skullcaps and even shoes. Floral or geometric motifs were used to create the pattern. Women's dresses and bloomers are sewn from natural fabrics. The Uzbek atlas perfectly keeps the shape of the product, does not cause irritation on the skin and is very beautiful. All fabrics have a unique Uzbek ornament. Dresses made from adras are especially popular with fashionistas all over the world. This is a fabric consisting of cotton and satin in equal proportions and made using the IKAT technology. This complex technology is done by hand and consists of tying bundles of threads to dye them in different colors. The main item of men's wardrobe - chapan - is a quilted dressing gown that does not have buttons, and which must be tied with a scarf. Under the chapan, men put on a straight shirt and trousers, narrowed down - ishton. Shoes are leather boots. And an obligatory item of the Uzbek wardrobe is a skullcap. In cold weather, astrakhan fur coats and short fur coats are popular. Uzbekistan is the birthplace of karakul. In Bukhara, back in the 8th century, a special breed of sheep was bred with thin velvet fur, which is the raw material for fur products. Astrakhan fur coats are in great demand in the market because of their beauty, warmth, elegance and lightness. The male half of the country wore high-heeled shoes with a toe turned up. They were called kavush. In addition to them, men wore brown or yellow boots made of soft ram or goat skin. Wealthy Uzbeks decorated their shoes with gold embroidery. Common people wore ichigi - boots without heels with soft soles. Such shoes have another name - mahsi. They were put on together with kavushs, which were removed at the entrance to the premises, remaining in ichigi. These boots continue to

be made and are in demand. Among men's accessories in Uzbekistan, the most important are the skullcap and belbog, which are selected according to the situation. The shoes of Uzbek women were semi-closed leather or suede shoes with small heels and narrow toes. When it was cool outside, they were worn over ichigov - soft leather boots. In the 20th century, young people began to wear high-heeled boots and ankle boots with beautiful patterns embroidered on the tops.

The most popular women's accessory is Uzbek shawls, which were often also embroidered with gold. Women of Uzbekistan have always worn jewelry in the form of rings and bracelets made of gold and silver, which were not forbidden by Islam. Amulets protecting the woman's family were applied to them. Nowadays, most of the inhabitants of the country prefer to wear European clothes. On the streets of cities, you rarely see a person in national clothes, but in the villages, many elderly Uzbeks still wear traditional clothes. However, during the holidays, many people wear national costumes. Not a single festive event in the republic is complete without songs and dances. Uzbek dance costumes are bright and beautiful, perfectly demonstrating the cultural traditions of the East. Here people's customs and customs are sacredly honored. Many items of clothing in Uzbekistan are made from national fabrics using modern cuts and styles. Fashion in the country skillfully combines new trends and old traditions. Now it has become fashionable to hold a wedding celebration in national costumes. The bride is sewn a dress from khan-atlas, a vest embroidered with national ornaments is put on top of it, and a silk robe is put on top. An Uzbek newlywed puts a kokoshnik on her head with a veil covering her face. And be sure to complement the outfit with gold jewelry. And the more of them, the better. It is believed that they serve as a talisman against the evil eye. Uzbekistan is a country where traditions and culture are reverent. The use of national clothes in everyday life, the preservation of the Uzbek flavor in modern styles and styles of clothing once again emphasizes this. The purpose of translation is to recreate an existing work of art in another language. In this case, the translator recreates the artistic means of another language in his own

language. We will consider the problems encountered when translating Uzbek national costumes into English through examples from the works.

“Tanchaning ikki biqinida ikki xotin: bulardan bittasi ichidan atlas ko‘ynak, ustidan odmi xon atlas guppi kiygan, boshig‘a oq dakanani xom tashlag‘an, o‘ttuz besh yoshlar chamaliq go‘zal, xush bichim bir xotin”.

“There are two women on both sides of the tancha: one of them is wearing a atlas shirt, a khan atlas vest, and a white scarf on her head. She is about thirty-five years old”.

“Turobjon do‘ppisini boshidan oldi va qoqmoqchi bo‘lganida ko‘zi yirtiq yengiga tushdi, yuragi achidi: endi uch-to‘rt suv yuvilgan yangigina yaktak edi!”.

“Turobjon took his skull-cap off his head and when he was about to shake out it, his eyes fell on the torn sleeve, his heart was broken: now it was a new yakhtak that had been washed three or four times!” Translation is a complex form of human activity-speech expression (text) created in one language, its form and while keeping the unity of content, based on language tools is a creative process of re-creation.

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DEVELOPMENT OF THE ENGLISH LANGUAGE IN THE USA

Kurbaniyazova Manzura Radjapovna

Masters student, TerSU

almaztaymuxabbat@gmail.com

English for the first time got into North America at the beginning of the XVII century. The first colony of British on the American continent was founded in 1607. Thus, the English history in America totals three and a half eyelids.

The early period (since the beginning of the XVII century until the end of the XVIII century) which is characterized by formation of the American dialects of English. (Dialect [greek. dialektos])

1) a local dialect, a dialect, differently – the territorial dialect serving a people at large; has the grammatical system and the fixed dictionary assets; in the course of formation of the nation can form the basis of national language and late (the XIX-XX centuries) which is characterized by creation of the American option of English. These are periods equal on time, but aren't equal on the value [1, 13] at all.

Early period. At the beginning of this period English in America, in the main, I met those standards which were accepted in England in the XVII century. The English pronunciation of the XVI-XVII centuries essentially differs a pronunciation of the modern language. Changes or didn't concern English in America at all, or were reflected in it in much smaller degree. Thus, by the end of the period considered by us essential deviations from brotherly norms of a literary pronunciation were already outlined in America [2,17].

Archaism – the ancient word or a turn of speech, obsolete. Sometimes passed the word into the category of archaisms in general, for example, loan verb, in value to lend, lend. The earliest example of the use of this verb in English given in the Oxford dictionary is dated the XIII century. In monuments of the XVII century it meets still very often.

Further in England there was a narrowing of value of this word and the use of a verb of guess at the specified value began to be considered as archaism. Meanwhile in

America the word guess didn't lose it at all values. Already at the end of XVIII – at the beginning of the XIX century British considered the similar word usage by an Americanism [3, 20].

However the greatest interest in the field of lexicon is represented by the divergences caused by replenishment of dictionary structure of English in America.

Neologism - greek. Logos – the word, - the new word, a language innovation (a turn speeches, grammatical feature), appearing in language.

Found the reflection in numerous neologisms of the XVII-XVIII centuries new living conditions of the first English colonists in America. Here we find the general group of the words designating an environment of the American continent, its flora and fauna, for example:

moose – the American elk,
live-oak – a virginsky oak,
hickoku – a North American hazel grove
gap – mountain pass
backwoods – backwoods.

In special group it is necessary to allocate lexicon which belongs to life the first settlers from England, to new ways of housekeeping, etc.

For example:

corndodger – a corn flat cake,
coleslaw – the shredded cabbage,
lot – a ground.

Emergence in language of colonists of considerable group of words who designated various realities connected with life and life of radical inhabitants of the continent – Indians.

For example:

moccasin – moccasins,
squaw – the Indian,
medicine-man – the shaman of an Indian tribe,

warpath – a campaign of North American Indians.

Replenishment of dictionary structure of English in America went two ways:

- a) due to formation of new words and set phrases and reconsiderations of the old;
- b) by method of loans from other languages.

Among the new words formed in the American colonies of England in the XVII-XVIII centuries, the majority is made by the compound words created by substantivation of "phrases an adjective + a noun" and "a noun + a noun". These transformations arose on the basis of those words which entered into lexicon of early new English.

For example:

The Bull-Frog – a bull which low reminds frog croaking [8,398].

The coexistence of old and new value is noted, for example, at noun of frontier which got the additional in America value: again developed or sparsely populated area, directly adjoining the desert or the uninhabited district.

This new value was evolved by a number of compound words and set phrases in which one of elements is frontier in its American value (For example frontiersman, frontier country, frontier town) [3,24].

Sometimes the reason causing development of the word of new value is the functional identity or similarity of the subjects designated by this word. This phenomenon is found, for example, in the English word store which in America gained value shop, a bench. Such reconsideration was caused by that at that time in colonies any shop owing to need at the same time was also a warehouse of goods. From there was a set phrase of keep the store (to have shop).

The special group is made by words which lexical meaning underwent full reconsideration. Here first of all it should be noted cases of so-called narrowing of value. This process is traced, for example, at an English noun of corn which in England means any grain crops. In America the word corn began to designate corn, i.e. that culture which the first settlers had to cultivate generally.

Thus, if before the word the different concept was the cornerstone, now it was replaced with concept specific. Here also cases of reconsideration as a result of which communication with a reference value was broken belong, and primary value of this word remained only in the British option, such semantic shift took place at the word lumber which in England means stuff, stuff. But at the beginning of the XVIII century the noun of lumber began to mean not only logs, boards and other subjects blocking a way to transport and pedestrians, but also forest products.

Further primary value was completely lost, and the word in its lumber new value to a certain extent forced out from American uses synonymous timber. One of sources of replenishment of dictionary structure during this period were served by loans from other languages and, first of all, from languages of the Indian tribes occupying North America. Here, the terms designating flora and fauna of the American continent generally prevail.

The characteristic of the late period, the covering XIX and XX centuries, is closely closed with the description of modern English in America.

For the late period those processes which took place in the field of lexicon are most characteristic.

First of all the proliferation of Americanisms attracts attention. The vast majority of the first examples of the use of the words and set phrases included in historical dictionaries of Americanisms of Kreygi and Matthews belongs to this period. Here, undoubtedly, close connection between language history (and mainly lexicon as its most mobile part) and history of society [3, 33] found the manifestation.

Education in the USA with their specific political and political system, with their new public institutions, political parties and public organizations – all this first of all found the reflection in emergence of political terminology [4, 95]. Intensive growth of the American industry, development of transport and agriculture – all this caused the necessity in creation of special terminology. New technological terms were developed by the private companies and about any unification or standardization of terminology between the USA and England, naturally, there couldn't be also a speech. Therefore it

isn't casual. That arising in the USA in the XIX century railway terminology so sharply differed from the English.

The processes taking place in the XIX century affected also other layers of the American lexicon. During this period there was a number of lexical features of the American informal conversation. So, for example, in the speech of Americans a wide circulation various steady combinations to right adverb (for example, right along – always, continuously, constantly, right up – immediately, right smart - is a lot of) [2,17].

Among words to them the set phrases which became current in the XIX century and lying outside the literary language, the considerable part falls to the share of so-called "slang". Here belong, in particular, a number in expressive way of the painted words and phraseological units reflecting many gloomy parties of "the American way of life", slush money – money for bribery of officials, bum – the tramp [1,37].

In one of the early works "Dissertations on the English language" the American linguist Webster introduced the idea of need careful studying of so-called "Americanisms" and reorganization of all systems of teaching English at the American schools. The greatest interest, undoubtedly, lexicographic activity of Webster which wreath was publication in 1828 of its known American Dictionary of the English language dictionary represents.

However even in America not all scientists met sympathetically Webster's statement about "equality" of the American option of English.

The American linguist John Pikerins urged the compatriots to put an end to "damage" of English in America (so it called any deviations from the British literary sample) and to restore its purity. But, despite counteractions of the purist ignoring the new facts of, tendency of live folk speech, the movement for revision of literary norms and development of a corresponding American sample won everything new supporters.

The special merit in this regard belongs to Washington to Earvin, Fenimore Cooper, Walt Uitmen, Mark Twain, O. Henry and Jack London – many of outstanding American writers of this period were hot advocates of deep studying of a treasury of

folk speech and the convinced opponents of the purist equating any Americanisms to varvarism.

However, along with process of isolation of both options of English, it should be noted that in the XIX century the known tendency to rapprochement of both options is planned. This tendency which gained strong development in the XX century was for the present shown only in insignificant degree and reduced, mainly, to penetration of separate Americanisms into the speech of British.

For example, names of flora and fauna, political terms (campaign). All this leads independent English to a conclusion that the American option of English is more archaic, than the British option. This point of view received the brightest embodiment at the English linguist Horuill who considered that from the linguistic point of view the American people are the ancestor of British [1, 19].

The term "Americanism" was introduced in use by John Uizerspun, the rector of Princeton University and the politician of the period of war for Independence, in one of articles written to them in 1781 as examples of Americanisms of Witherspoon for the first time, in particular, gives the use of either a case, if total of subjects more than two [5, 73].

The American school students were trained on the grammars made in England, and S. Johnson's dictionary was the only more or less reliable lexicographic grant. The majority of Americanisms was equated to mistakes and varvarizm. And this point of view was shared not only British, but also such outstanding figures America as Benjamin Franklin who was standing up for preservation of "purity" of English and fighting against "contamination" its Americanisms [1, 32]. Perhaps, the most hypertrophied image of peculiar features of A.E. took place at G. L. Menken, the author of the known book "American Language". Its work represents known interest as a collection of extensive actual material. The value of the facts collected by it considerably reduces their obviously tendentious selection subordinated to the goal which is earlier set it – to prove existence of special American language [6,7].

However absence of full identity characterizes not only various languages, but also various dialects and even idiolects (individual dialects) of one and the same language [7,8].

To be fair it is necessary to specify that Menken didn't apply for scientific character of the judgments stated to them at all. Menkin's critics (Bratus, 1948, Arnold, 1958) obviously overestimate his role, attributing him creation of "The theory of the American language" of actually any theory he didn't create and, strictly speaking, used the words "language" and "dialect" in relation to A.E. not as linguistic terms at all and without carrying out between them any distinction [8, 8].

Various layers of lexicon of English. The following layers of lexicon are emitted:

1. The lexicon entering territorial dialects of Great Britain and the USA;
2. The lexicon which is entering the literary language, but having territorial restrictions within one of English options;
3. The lexicon limited to a framework of one of options of the literary language and which doesn't have territorial restrictions in its limits;
4. The lexicon which is entering the literary language and not having territorial restrictions. The lexical units entering into the first group will be called as dialecticisms. The lexical units entering into the second and third groups will be called respectively as Americanisms and Britishism. The lexicon entering into the fourth group will be called is general the English – is the general center of lexico-semantic system of literary English.

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СПЕЦИФИКА САТИРИЧЕСКОЙ НОВЕЛЛЫ А. П. ЗЛОБИНА «ЭТОТ МЛАДЕНЕЦ АКОПЯН»

Халимова Нафосат Давронбек кизи

магистрант 2 курса направления «Литературоведение: русская литература»

Узбекский государственный университет мировых языков

khalimovanafosat98@gmail.com

Литературная деятельность Анатолия Павловича Злобина была насыщенной и разнообразной. Писатель выступал по самым острым темам своего времени, поднимал проблемы научно-технического прогресса. Его перу принадлежит ряд рассказов, повестей, очерков, романов. Прозу Анатолия Злобина характеризует документальность, остропроблемность, насыщенность яркими злободневными фактами. Они чётко указывают на то, что писатель занял и отстоял особое место в русской литературе XX века.

К документальной прозе А. Злобина относятся сатирические новеллы, которые печатались в «Литературной газете», начиная с 1970-годов. Цикл включает в себя такие произведения, как «Этот младенец Акопян», «По ту сторону прилавка», «Девятый вал», «Сколько весит тонна?..», «Всё спешат календари...», «Перпетуа люкс, или Вечный свет», «АСУ на 33 персоны», «Алло, ты меня слышишь?» и «Тайна моего шефа». Сам автор назвал их «современными сказками». Хотя это и является авторским определением жанра данных произведений, некоторые моменты дают нам право называть их сказками. Мы

можем рассмотреть их на примере новеллы «Этот младенец Акопян». Здесь сказочные элементы переплетаются с вполне реальными событиями из жизни рядового труженика. Строители создают «символические» 3 объекта – мост, склад для столярки, детский комбинат. Причём труженикам придётся «сотворить из воздуха детский комбинат на триста мест или на худой конец склад для столярки стоимостью в шестьсот тысяч» [1, С. 186]. Как и принято во многих сказках, эти небывальщины происходят в некоем безымянном регионе. Известно только то, что мост строят через сибирскую реку. В произведении имеются положительные (Иван Семёнович, начальник производства) и отрицательные (контролёры, Колотов, заместитель министра и др.) герои. В произведении встречаются постоянные эпитеты: неведомый берег, добрая душа, чёрный фрак и др.

«Сказка» начинается с образа мага и чародея – Арутюна Акопяна, обладателя Гран-При, чьё имя вынесено в заглавие. Автор использует его одновременно и для сравнения, и для создания комизма. Главный герой, Иван Семёнович, с иронией отмечает, что «чудеса», которые происходят на стройке, и известному Акопяну, магу и волшебнику, не смогли бы присниться в самом голубом сне, что для них, строителей, это «повседневные будни». Речь идёт о складе и детском садике на триста мест, построенные из воздуха. Как Акопян умело демонстрирует свои навыки при номере с платочком, так и строители стремительно создают свои «воздушные сооружения», но первому ещё нужно подрасти, он ещё «младенец» по сравнению с тружениками.

Рассматриваемое произведение создано в духе знаменитых щедринских сказок, но не стоит забывать, что сам писатель подметил их «современность». В произведении «Этот младенец Акопян» упоминаются такие реальные учреждения, как Стройбанк, Министерство финансов, комитеты. В гротескной форме поднимаются проблемы экономики, недостатки в системе планирования и материально-технического обеспечения, которые вынуждают руководителей производства идти в обход закона. Так, Иван Семёнович, чтобы сохранить пришедшую впереди срока столярку до конца года, строит склад и получает за

это выговор. Человек по доброте своей душевной пытается разглядеть ошибку начальства, но его не слушают и делают замечание. Герой не унывает, он настроен оптимистично: «Но ведь я и склад ради пользы строил, чтобы родную столярку спасти. Зачем же, спрашиваю вас, меня при этом все время в пятый угол загоняют? Чьей пользы ради? Ладно, за народное добро мне выговора не жалко. Зато теперь склад оприходован, сделался законным, можно творить дальше» [1, С. 187].

«Сатирические элементы присутствуют в творчестве многих писателей, они выполняют прежде всего оценочную функцию, нередко заменяя собой авторскую оценку» [2, С. 72]. Сатирическая новелла А. П. Злобина метко высвечивает недостатки не только отдельных руководителей, но и вышестоящих органов, системы управления в целом. В произведении используется приём гротеска с целью показать реальные экономические проблемы. Например, постройка «воздушных» сооружений: «Растет во дворе этакая элегантная воздушная коробочка. Это вам не шелковый платочек! Раз, два – коробочка готова. Заносим в нее столярку, и всем становится ясно, что у нас возник склад, его ведь не спрячешь в газетный кулек, хоть мы и пытаемся прикрыть его всякими бумажками» [1, С. 186]. Далее, молниеносное строительство моста: «Дадим мы ему не выговор, а дадим ему вне плана еще один мост с вводом в следующем году. И принялись мы возводить новый мост. Полгода сижу на объекте, стройка кипит, жена проклинает. Поднатужились – и сотворили! ... Доброхоты утверждают, что скоро сам Акопян к нам за опытом пожалует. Что ж, мы такое найдем, что и Акопяну показать не стыдно будет» [1, С. 189]. Хотя на самом деле стройка моста занимала целых пять лет: «Несколько лет назад получил я внеклассный мост через великую сибирскую реку. Красавец объект – на пять лет работы» [1, С. 186].

Таким образом, исходя из примеров, мы можем говорить о сатирической направленности рассмотренной новеллы и о наличии в ней сказочных элементов.

В совокупности они определяют особенность современной сказки А.П. Злобина как литературного произведения.

ИСПОЛЬЗОВАННАЯ ЛИТЕРАТУРА

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TRANSLATION GLOSS OF NAVOI'S GHAZALS

Abduvaliyeva Farida Salimjon qizi

2nd course master student

Uzbekistan State World Languages University

abduvaliyevafarida51@gmail.com

For several centuries, Navoi's ghazals and their deep meaningful lines have been surprising the whole world, and interest in Navoi's work is growing more and more. In every stanza of his ghazals one can discover a great meaning hidden. Ghazals are rarely referred to in the field of songwriting. This is because in the past, for example, the genre of aruz was considered completely unfamiliar and unacceptable to English speakers. The translation of Uzbek poetry into foreign languages was developing slowly. After the independence of Uzbekistan, Navoi's ghazals began to be translated in the form of free verse. Even English poets of Navoiism began to appear. Today, in Western Europe and America, great work is being done to study Navoi's work. "Real ghazals in English" was taught to students at Weislan University in the United States in 2000.

It is a proof that the ground has been formed to convey Alisher Navoi's works with all his eloquence and philosophy to the English reader in an artistic and beautiful way. In this situation, the poetry of Uzbek translator Alisher Navoi is beautiful to the extent that it fascinates the West and the East. Presenting this wealth with all its colors to a wide foreign audience is the urgent task of our translators.

Canadian Harry Dick Navoi, who came to Uzbekistan, studied the work of Alisher Navoi and translated his work "Lison-ut-Tair" into English, called Navoi "the gardener of the garden of the soul who can save the world from spiritual decline." gives a reef. In recent years, Navoi's works have been translated and published one after another by foreigners. Among these, Janusz Krzyzowski, the translator of Navoi's ghazals into Polish, and the translator into Ukrainian, the poet Nikolay Bajan's epic "Farhod and Shirin" can be included. However, this is only a prelude to the work of the great poet. The number of courageous Uzbek translators translating Navoi's ghazals into English is growing, in particular, Azam Obidov, Kasimboy Mamurov, Dinara Sultonova, Aida Bumatova are among them. However, the translations made now should be edited by a foreign editor and published as a collection, and most importantly, they should be promoted to foreign countries. After all, Uzbek translators can assess whether the original meaning and artistry of the ghazal have been recreated in the translation or not, but only a foreign language speaker can give the fairest assessment of the smoothness and readability of the translated language for a foreign receptor. A book called "Twenty one Ghazals by Alisher Navoi" translated by Denis Deli, a literary critic, writer and poet living in Salem, Massachusetts, and published in December 2016 by Cervena Barva Press, was released. This amazing collection is the author's fifth book. Denis Deli, who has been an editor in many prestigious newspapers and publishing houses, now publishes works of art and translations as a creator and translator. The collection was met with great interest by foreigners. The book is now available for review by foreigners on Amazon and other sites. It is known that in the ghazals of Alisher Navoi, the artistic image is colorful. Although you can find a lot of metaphors and images in the Delhi translations, the translations are very readable, and the most important thing is that foreigners are discovering Navoi, and through these translations, the poet's poetry is pleasing to them.

Interest in the poet's work increased over time. As a result of the development of translation, many peoples of the world began to read Navoi's fascinating works in their native languages. The English works of the poet have a long history. Navoi's works

entered the English language in various ways, especially the biographies in other European languages. Let's say that at one time Russian translations served as a direct mediator, and then the poet's works were translated into English from the original. It was of great importance in conveying the Uzbek way of life and oriental customs to the readers of other countries.

A book entitled "Twenty one Ghazals by Alisher Navoi" translated by Denis Deli, a literary critic, writer and poet living in Salem, Massachusetts, USA, and published by Cervena Barva Press in December 2016, was put on sale. This amazing collection is the author's fifth book. Denis Deli, who has been an editor in many prestigious newspapers and publishing houses, now publishes works of art and translations as a creator and translator. The collection was met with great interest by foreigners. The book is now available for review by foreigners on Amazon and other sites. It is known that in the ghazals of Alisher Navoi, the artistic image is colorful. Although you will find some idioms and a lot of imagery in the Delhi translations, the translations are extremely readable, and most importantly, foreigners are discovering Navoi.

Lolazor emaski, ohimdin jahong'a tushdi o't,
Yo'q shafaqkim, bir qiroqdin osmong'a tushdi o't.

Tarjima:

Tulip fields blaze the face of my soul's fire.

Sunsets sear across the sky, touch the earth with fire.

L. Kmetyuk translated the poem into English as follows:

That is no tulip field but a world set aflame by my sighs,

That is no sunset- the sky has caught fire where it touches the earth.

Both poets skillfully translated these lines and tried to convey the original meaning to the reader.

In the English translator, it is necessary to form the intuition of feeling Navoi. For this, it is necessary to carry out wide-ranging works (creating English annotated dictionaries of Navoi's works, the genesis of images in Navoi's works, oriental poetic

arts, scientific literature on melody and rhyme, and a large number of translations of famous Navoi scholars' comments on Navoi's ghazals). It is necessary for English translators to work in cooperation with linguists. Only then can Navoi's ghazals be fully promoted in a foreign language.

Based on the above, it can be said that the translator will not be able to make the Western reader enjoy the high Eastern philosophy if the philosophical burden, inner and outer meanings of the ghazal are not reflected in the translation. It would be an effective step in explaining the genius of Navoi if the essence of the arts in the ghazal was fully understood and an attempt was made to recreate it in translation.

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PRAGMATIC ASPECTS OF TRANSLATING ADVERTISEMENTS

Sa'dullayeva Shahnoza Ismatullo qizi

2nd year Master student

Uzbekistan State World Languages University

shahnoza.sadullayeva@bk.ru

Advertisement is a type of text that uses figurative language to convince readers to engage in a specific activity or to purchase and utilise specific items or services. Unlike other types of language, advertisement language is generally of the business type, and its purpose is to persuade customers to do what the advertiser wants. Thus,

comprehending the meaning of advertisement text entails comprehending both the sentence meaning and the advertiser meaning. The sentence meaning is what a sentence expresses, while the advertiser meaning is what the speaker means.

A text contains a secret power that can flatter the reader. A speech may be clearly comprehended by the reader if it is in accordance with four maxims: amount, quality, relevance, and manner. The illocutionary act is a speaking act that is used to say or do something.

Pragmatics is a science that studies the advertiser meaning connected with the situation. Pragmatics is connected with grammar and language utilization is connected with the certain social situation. The pragmatics connected with grammar is called pragmalinguistics, and that connected with certain social situation is called sociopragmatic [1].

Several scholars studied pragmalinguistics and contributed to the development of this field, such as Ch.U. Morristomon, V.Karasik, B. Russell, J. Austin, V. Humboldt, Sh. Balli, K.Buller, E.Benvenist, M.Bakhtinka, P. Grays and J. Sierra. In Uzbek linguistics, the study of pragmalinguistics started in the 80s of last century.

A.Nurmonov, M.Saidkhonov, U.Rakhimov, Z.Tohirov, M.Khakimov, Sh. Safarov and others contributed to the development of pragmatics through their researches to a large extent.

Translation is the communication of the [meaning](#) of a [source-language](#) text by means of an [equivalent target-language](#) text [2]. As regards the translation of advertisements, it is important to carry the meaning of the text to the target language considering the pragmatic aspects. An advertisement plays a crucial role in the market of a product and for this reason translators usually have a great responsibility while translating advertising texts. Advertising translation is a notoriously complex task, with many aspects to consider. More often than not, the advert will have both verbal and non-verbal parts to it. Translating commercials entails concentrating on the meaning rather than the language alone.

Consumers are often faced with the need to decode and comprehend advertisements that include some unfamiliar or shocking elements, which demand an extra processing effort, a higher degree of cooperation, which sometimes involve a reaction of strangeness, and therefore a concrete positioning for or against the consumption of the product [3].

In this circumstance, translators serve a dual purpose: first, they make the correct, or at least optimum, judgement regarding the vocal component so that the target text, created in a target language, conveys the message connected with the marketed product or brand. Second, because translators are not just language experts, but also cultural experts, they demonstrate their expertise while deciding whether components of the text are important or irrelevant to the target audience. As a result, we can assert that advertising translators do much more than replace words and communicate meaning: they strive to elicit the same effect and influence on recipients. This concept emphasizes the creative aspect of translation as well as the cultural orientation, requiring re-creating the text for a certain market.

In general, transcreation and advertising translation have a lot in common, especially in terms of applicability, because both concepts revolve around persuading the customer. As a result, there is a common requirement to stress cultural adaptability, local market specificities, and so on. Both advertising translation and transcreation appreciate the value of the brand and how it is presented in each target market.

The goal of translation is not always to match speech act for speech act. The reader's (client's or consumer's) interest must be continually matched against the communicative aim of the source text's provider. For example, if the producer of the ST intends to sell a product, any translation of the text as an advertising must be judged in terms of how effectively it fits the aim (i.e. the persuasive text act involved), rather than a mere linguistic comparison. If, on the other hand, a translation of advertising content is necessary merely for information, the output of the translator will be altered accordingly. The pragmatic theory cannot function in the field of translation without a text act theory, because both translators and theorists must locate and completely

appreciate the intended effects of original texts and target texts in order to replicate, discuss, and analyse them. If the translator intends to duplicate a target text in the target language exactly as the source text is written, retaining all linguistic and cultural hurdles, he or she should do it as a text act rather than a text. Both the illocutionary deed and the perlocutionary result should be preserved in practice and theory. Needless to add, it is difficult for both translation scholars and translators to identify each text act on its own, however this characteristic appears to be achievable in promotional texts and manuals since such writings have a specific purpose. Indeed, the illocutionary forces and perlocutionary impacts of a certain text are thought to be complicated, many, and difficult to pinpoint with precision. It is the translator's and/or theorist's responsibility to establish the weight of analysis to be performed with relation to the concept of text act. Because more than one meaning is frequently feasible, the interpretation will undoubtedly change from one translator/theorist to the next.

Translation, in view of relevance theory, is naturally classified within the interpretive use of language. In other words, translation is meant to reproduce the words uttered or written by a particular person in one language with the use of a different language. In crude terms, it is akin to speech-reporting in intralingual linguistic situations, though translation differs in that source text and translated text belong to two different linguistic and cultural settings [4]. It is important to note that not all issues experienced throughout the translation process are connected to translation. In reality, when a text is transported from its original context to a different context, it is undeniably altered by the transition, which would likewise influence its meaning, even if no linguistic change is involved.

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ПРОБЛЕМЫ ОРГАНИЗАЦИИ НАУЧНО-ИССЛЕДОВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ УЧАЩИХСЯ ВЫСШИХ ОБРАЗОВАТЕЛЬНЫХ УЧРЕЖДЕНИЙ

Усмонов Отабек Икболжон угли
студент факультета русской филологии УзГУМЯ
oi.usmanov@mail.ru

Научный руководитель: Султонова Шохиста Мухаммаджановна
завкафедрой русского и методики преподавания ФРФ УзГУМЯ,
доктор филологических наук, доцент
ms.sultana74@mail.ru

В статье рассматриваются проблемы организации научно-исследовательской деятельности учащихся ВОУ, учитывая их мнение и интересы, были выявлены основные причины проблем и возможные пути их решения, а также предлагается идея проведения конкурса статей, который поспособствует развитию интереса к научной деятельности у студентов.

Ускоренный темп социально-экономических изменений в стране и в системе общественных ценностей, растущий объём информации и тенденций к расширению и трансформации профессиональных функций обусловили изменение требований, предъявляемых обществом к системе высшего профессионального образования в вопросах подготовки будущих специалистов.

В связи с этим «приобретают практическую значимость умения специалиста адекватно воспринимать сложные ситуации жизни, правильно их оценивать, быстро адаптироваться к новым познавательным ситуациям, целенаправленно перерабатывать имеющуюся информацию, искать и дополнять её недостающей, знать закономерности её оптимального использования, прогнозировать результаты деятельности, используя свой интеллектуальный и творческий потенциал» [1, С. 380-383].

На каждом уровне обучения в ВОУ необходимо развивать у учащихся творческое мышление и исследовательские умения и навыки, активизируя их участие в научно-исследовательской деятельности.

В ходе данного исследования мы ознакомились со всеми видами организации научно-исследовательской деятельности студентов и можем сказать, что все они преследуют следующие основные цели:

1. Формирование и усиление творческих способностей студентов;
2. Развитие и совершенствование форм привлечения студентов к научной, творческой и внедренческой деятельности;
3. Обеспечение единства учебного, научно-исследовательского, воспитательного процессов для повышения профессионального уровня подготовки специалистов с высшим образованием.

Общепринятыми считаются следующие формы организации научно-исследовательской работы учащихся ВОУ:

1. Учебная НИРС, предусмотренная учебными планами: написание рефератов, курсовые, проектные и выпускные квалификационные работы (дипломные работы).
2. Внеучебная НИРС сверх тех требований, которые предъявляются учебными планами: подготовка докладов, выполнение заданий, содержащих элементы научных исследований, участие в научных конкурсах, написание научных статей и тезисов и т.д. [2, С. 12-20].

Хотя учащиеся каким-то образом выполняют обязательные формы научно-исследовательской работы исключительно ради положительной оценки, , но ни для кого не секрет, что почти ни в одном из видов вышеперечисленных работ большинство студентов не принимают участие по собственному желанию. Этому способствуют несколько факторов-проблем.

Нет интереса. Для учащихся ВОУ научная деятельность кажется скучным перебиранием примеров и копанием в книгах. Недостаточная пропаганда истинной сущности научно-исследовательской деятельности и отсутствие мотивации приводит к тому, что у студентов возникает ложное представление, что наука – это тёмный лес и ни в коем случае нельзя туда вступать.

Недостаточное поощрение. Доктор педагогических наук, профессор, член Российской академии образования Александр Сергеевич Запесоцкий говорил: «Все методы воспитания можно свести в три группы: поощрение, наказание, включение в деятельность. Ничего другого человечество не придумало» [3]. На наш взгляд, отсутствие конкретных поощрений активной научной деятельности учащихся приводит к низкой заинтересованности и неактивности студентов.

Некомпетентное руководство. В определенных случаях недостаточная компетентность или неопытность выбранного учащимися научного руководителя приводит либо к тому, что студент просто перестаёт заниматься научно-исследовательской деятельностью, либо продолжает ею заниматься с неправильной точки зрения, спотыкаясь на каждом шагу.

Ещё причинами можем назвать неосведомлённость, нехватка времени и т.д., но на наш взгляд эти проблемы легко ликвидируются, поэтому постараемся предложить две идеи для решения основных проблем.

1. Регулярное проведение семинар-тренингов, направленных на повышение интереса и ознакомление учащихся с истинной сущностью научной деятельности на базе Научно-исследовательских институтов УзГУМЯ. Эффективность подобных тренингов доказывается успехом проведённого в марте этого года семинар-тренинга тремя достаточно известными докторами – Бакиевой Г.Х., Ёрматовой Д.Ё. и Рашидовой Ф.М., после которого интерес к подобным семинарам и к научной деятельности у моих однокурсников значительно вырос. Организаторы, в свою очередь, совместители научную деятельность с такими интересными для молодёжи направлениями, как развитие лидерских качеств, мотивация и психология.

2. Проведение ежегодного конкурса научных статей на базе НИИ с изданием электронного сборника. Ключевым моментом является денежное вознаграждение обладателей призовых мест. При этом расходы будут покрываться поступлениями от участников конкурса. В связи с присутствием материального поощрения, успех этой идеи будет гарантирован. В результате

ежегодного проведения данного конкурса вырастит интерес учащихся к научной деятельности, ежегодно будет издаваться сборник статей студентов УзГУМЯ, что тоже является своего рода достижением, а также у студентов, желающих опубликовать статью или же выступить с докладом, появится постоянная площадка.

Мы очень надеемся на поддержку руководства в продвижении вышеупомянутых идей, они были предложены, учитывая реальные интересы и желания студентов.

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XORIJIY TILLARNI O'RGANISHNING INSON HAYOTIDAGI AHAMIYATI

Yaxyopo'latova Nilufarxon Botirjon qizi
O'zbekiston davlat jahon tillari universiteti
Ingliz tili 3-fakulteti 3-bosqich talabasi
nilufarbotirovna2@gmail.com

Hozirgi taraqqiy etgan davrda, insondan har sohada faol bo'lish talab etilmoqda aks holda, shiddat bilan o'zgarayotgan zamondan ortda qolib ketish xavfi mavjud. Butun dunyo yangiliklaridan xabardor bo'lish, iqtisodiy- siyosiy vaziyatlarga xolisona fikr bildirish, keng qamrovli ma'lumot bazasiga ega bo'lish, jahon standartlari asosidagi bilimlarni o'rganish uchun chet tillarini bilish muhim ahamiyat kasb etmoqda. Shu o'rinda aytish mumkinki, til o'rganishga avvallari hobby (sevimli

marshg'ulot) tariqasida qaralgan bo'lsa, ayni paytda har sohada hayotiy zaruriyat hisoblanadi. Bunga bir qancha asosiy sabablarni keltirish mumkin:

A) Dunyoqarashni kengaytirib, odamlar bilan muloqot qilishingizni osonlashtiradi.

"Til bilgan - el biladi" degan ibora ham bejiz emas.

B) O'z ona tili bilan bir qatorda ikkinchi tilni o'rganish aqliy salohiyatga ijobiy ta'sir o'tkazadi. Miyya faoliyatini yaxshilaydi, xotirani kuchaytiradi, tanqidiy fikrlashni o'stiradi. Bu esa o'z o'rnida boshqa fanlarni ham o'zlashtirishni osonlashtiradi.

I) Xorijiy tillarni yaxshi bilish bu - dunyo san'at, musiqa, raqs, moda, kino, falsafa, ilm-fani uchun kalit demakdir. Butun dunyoning betakror san'at asarlarini tushunib tinglash yoki bir nodir asarni o'z tilida yozuvchining kechmishlarini, hissiyotlarini huddi udek tuyib mutola zavq olishda ham til bilish muhim ahamiyat kasb etadi. Birgina misol "The moon and six pance" William Somerset Maugham tomonidan yozilgan inglizcha asarni o'zbek tiliga "Oy va sariq chaqa" deb tarjima qilingandagi variantini o'qigan kitobxon, uning asl ingliz tilidagi holida o'qigan kitobxondek ta'ssurot ololmaydi. Sababi asar sarlavhasini o'zidayoq, yozuvchi nazarda tutgan ma'no tarjima sababli, to'liq saqlab qolinmagan. Asarda shunday parchalar bo'ladiki, u faqatgina o'z ona tilida kerakli ma'noni ifodalay oladi. Birgina misol, Abdulla Qodiriy qalamiga mansub o'zbek adabiyotining shoh asari bo'lgan "O'tgan kunlar" dagi qahramonlardan biri Mirzakarim qutidorning quyidagicha tasviri bor: "... mosh-guruch soqolli..." Ya'ni soqoliga edi oq oralay boshlagan ma'nosida. Buni "grains" yoki "beard with rice" - guruchli, donli soqol deb tarjima qilinganda ma'nosi buziladi. Yaxshisi, asarni o'zi yozilgan tilda aynan o'sha so'zlar va hissiyotlar bilan mutolaa qilish kerak.

Bundan taxminan 40, 50 yillar avval biror chet tilini o'rganish uchun hozirgidek ko'p resurslar va malakali o'qituvchilar mavjud emas edi. Hozir esa til o'rganish uchun barcha qulayliklar mavjud, faqatgina o'rganish uchun xohish, harakat va zamonaviy gadjet kerak holos. U orqali internet tarmog'idan cheksiz til o'rgatadigan manbalarni topish mumkin. Ijtimoiy tarmoqlardagi xorijiy tillarni o'rganish uchun mo'ljallangan turli saytlar, programmalar, veb sahifalar, dasturlar orqali tilni uydan chiqmay turib

ham o'rganish mumkin. Oddiygina you tube ijtimoiy tarmog'iga kirar ekansiz, istalgan xorijiy tilni noldan boshlab o'rgatilgan dars materiallarini topish mumkin, o'zingizga yoqqan, o'rgatish uslubi sizga mos keladiganini tanlasangiz kifoya. Turli grammatika kitoblari, lug'atlar, so'zlashgichlarni ham e-version ya'ni elektron holatini bemalol topish mumkin. Shu o'rinda bir savol tug'iladi, til o'rganish uchun barcha imkoniyatlar mavjud ekan nega bundan foydalanmaslik kerak?! Axir bugungi zamon til bilganniki bo'lib qoldi-ku. Chet tilini bilmaslik, inson va uning maqsadlari o'rtasidagi devordir, o'sha tilni o'rganish va undan foydalana olish esa o'sha devorni olib tashlab, maqsadlar tomon shahdam qadamlar ila odimlamoq deganidir.

Xulosa o'rnida aytish mumkinki, chet tillarini, ayniqsa ingliz tilini o'rganish kishiga dunyo eshiklarini ochuvchi kalitdir. Iqtisodiyot, ilm-fan, texnika-texnologiya, tibbiyot, savdo-sotiq, sayohat kabi barcha sohalarda chet tillarini bilish muhim ahamiyat kasb etmoqda. Til bilish inson hayotini hamisha yaxshilaydi va unga foyda keltiradi.

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PARALLEL CORPUS OF LITERARY TEXTS IN THE CONTEXT OF TRANSLATION

Omonova Maftuna Bahadirovna

Bachelor student, UzSWLU

omonovamaftuna11@gmail.com

Inomjonov Osimjon Shuhratovich

Bachelor student, UzSWLU

osimjoninomjonov1112@gmail.com

One of the most important problems noted in the process of teaching foreign languages and translation is the lack of adequate pedagogical text materials and relevant vocabularies, while the daily workload of teachers in the ongoing preparation of new motivating materials for classes continues to be consistently high. There is a storm going on right now development of information and communication technologies and their penetration into all spheres of society. In this area, the use of corpus linguistics methods can provide significant assistance. The concept of “corpus of texts”, on the basis of which corpus linguistics develops, is increasingly included in the scientific circulation of linguists. Under the corpus of texts is usually understood “a unified, structured and a marked array of language (speech) data in electronic form, intended for certain philological and, more widely, humanitarian research. The corpus of texts can also be considered “as a complexly organized ontology of speech activity, reflecting all the genre diversity of the kind of literature represented in it”. Corpus linguistics in its modern sense as a science dealing with the creation and analysis of text corpora originated in USA and Western Europe in the late 1960s. With the growth of the capabilities of modern computer technology, since the mid-1980s. cabinet Linguistics is rapidly developing, corpus projects of various scales in different languages and for various purposes began to appear actively. Achievements in the field of corpus linguistics are widely used in the process of teaching linguistics. At the

world's leading universities it is becoming a daily practice to use corpus data as an empirical component of lecture courses, student assignments and independent projects.

What is parallel linguistics.

The term corpus linguistics refers to corpus-based linguistic studies in general [2]. The earliest attempts at word indexing and concordancing of the Christian Bible in the thirteenth century serve as an example of archetypical corpus work that existed long before the current digital era. However, the rapid advancement of computational technology and the expanding accessibility of digital content since the second half of the twentieth century have ushered in the discipline of corpus linguistics, which is closely tied to the availability of digital tools to record, store, and analyze corpora. The study of linguistic concerns and the use of corpora are the two key components in corpus linguistics, notwithstanding the critical roles that computational and statistical techniques play in the field nowadays [3]. Thus ‘computer-aided armchair linguistics’, the term Charles Fillmore fondly coined in 1992, still applies to corpus linguistics to the extent that both linguistic theories and argumentation are required to lay the foundation of corpus-based processing and analysis [5].

The first modern corpus is the Brown University Standard Corpus of Present-day American English “the Brown corpus” compiled at Brown University in the 1960s [6]. The Brown corpus was a milestone in corpus size and corpus design, with around one million words of text gathered from a wide range of balanced sources. However, the standard for corpus size quickly rose in the years that followed.

According to scientist Michael Stubbs “Corpus linguistics studies the relationship between frequency and typicality, instance and norm, a theory that has been confirmed. Also, corpus refers to the study of linguistic phenomena through a large collection of machine-readable texts, and corpus includes any text in written or spoken form. It is based on empirical evidence of how language is actually used. Corpus linguistics is of great importance in lexicography and vocabulary design,

grammar and second language learning and acquisition of English and other language through various methods “ [4].The connection of KL with linguistic sciences lays the foundation for the establishment of close relations between phonetics, lexicology, grammar and stylistics. We divide corpus linguistics methods into the following groups:

philological methods

theoretical and linguistic methods

mathematical (statistical) methods

information technology methods

The first group includes methods related to genres, authorship of texts, proportion of texts in a certain genre, and so on.

The second group includes methods and techniques related to general and specific linguistic problems of text selection and presentation of linguistic data in the corpus.

The third group consists of mathematical statistical methods, which are related to the quantitative aspects of the sample and ensure its participation.

The fourth group can include computer science techniques, with the help of which computer display and processing of body data is provided.

What is parallel corpus.

In recent years, the importance of corpora in the field of translation has increased significantly for trainers (educators of electronic translation programs) and researchers. For this reason, some researchers believe that corpus analysis should be combined with the field of translation. Currently, several types of corpora have been created, and they are used in the field of translation through different functions. For example, corpus such as parallel corpus, monolingual, bilingual, general, specialized corpus is functionally different from other types of corpus. For example, a number of studies have been conducted on the extraction of language compounds through a monolingual

corpus. A parallel corpus is a corpus of texts translated into different languages and processed in a special way, intended for learning, not for reading. A parallel text translation corpus is a large structured collection of texts translated between two languages. Machine translation algorithms are often trained using parallel corpora created by human translators to achieve high quality output. In other words, a parallel corpus is a corpus of texts consisting of texts in the original language and its translation. As a rule, such corpora are made only in two languages. There are several types of parallel corpus and they are as follows.

- Unilateral (for instance, English text translated into Russian)
- Bilateral (for instance, English text is translated into Russian and vice versa)
- Multidirectional (English text translated into Russian, German, French and other languages)

In addition, the parallel corpus serves to see the different structures, expressions and translations of words in a certain context. Parallel corpora have aspects related to translation memory, but the difference is that translation memory does not store the original text sequence, while parallel texts do.

Parallel corpus is used in the following situations:

- in comparative linguistics: in the comparative analysis of the structures of two languages
- in the field of translation: in finding the equivalent of the original text in another language
- in training machine translation mechanisms
- while learning language
- in compiling dictionaries.

The importance of parallel corpus in the context of translation.

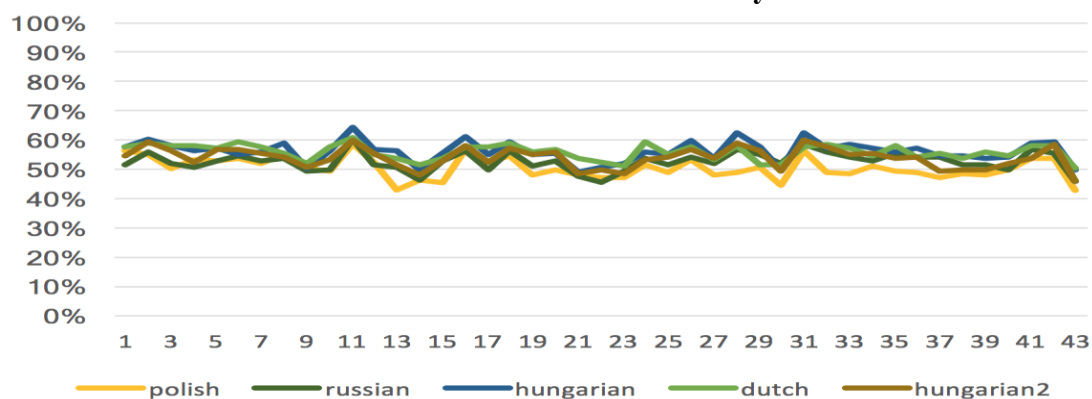
As it is widely known that by developing electronics and computers it had a great impact in teaching and learning language. In our everyday life we use a big amount of

dictionaries. We try to convey the meaning of one language to another one with its all/most features. The task of writing a bilingual dictionary might be conceived of as assigning the relevant language units of the target language (TL) to the relevant language units of the source language (SL). These language units ideally can be characterized as form-meaning pairs, and are usually referred to as lexical units [7].

Creating and using analytical corpora involve consideration both from a practical point of view and from the perspective of the development of corpus linguistics, one of the most promising linguistic areas. As the corpus and corpus linguistics gradually began to form, the scope of the corpus was regularly expanded, and it opened a new way for many aspects of applied linguistics, namely translation and the model of teaching foreign languages. As modern linguistics is constantly developing, new tools and methods for learning languages and improving existing skills will appear. One such new and currently important tool in the field of linguistics and translation is the parallel corpus. The corpus of parallel texts can be effectively used both in various linguistic studies of a comparative nature, and in studies on the theory of translation, comparative literature, cultural studies, automatic text processing.

By using parallel corpus, the creators of bilingual dictionaries get simple and effective tool for collecting materials and testing their hypotheses related to interlingual equivalence. The value of this tool is determined by the fact that in linguistics the stage of collecting material is the most time-consuming and least creative, and the corpus of parallel texts can significantly save time and effort for the creative part of work [8]. It is not an easy work to make bilingual dictionaries and translating fictional materials from one to another language. While translating parallel corpus will give alternative meanings of TL so that it could make the same effect as in SL. Translators of fictional works and creators of dictionaries will pay more attention to creative and constructive part.

Percentage of common words with the English version by language and chapter of Mark Twain's "Adventures of Huckleberry Finn".



As an example, there is given the table, which shows that the percentage of common words ranges between 43% and 64% according to chapters and target languages. Although these scores consider only literal and strict translation as common words, they show that the collected translations are similar and staying fairly to the original and could be considered as parallel in the strict sense of the term [1].

Corpus methods have proven themselves in the world practice of linguistic research and teaching of foreign languages, including profile-oriented, as highly effective innovative additions to traditional educational technologies. Thus, the linguistic corpus is a means for solving not only scientific, but also educational and methodological problems. The benefits of its application in various fields are beyond doubt, although the theoretical basis has not yet been fully developed. That is why scientists still cannot answer the question: "What is corpus linguistics: a new scientific discipline or just an information resource?" We hope that soon the answer to this question will be found and corpus linguistics will become an independent scientific discipline.

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ЯЗЫК И НАЦИЯ: ТЕОРИЯ ЛИНГВИСТИЧЕСКОЙ ОТНОСИТЕЛЬНОСТИ

Байкуватова Дилором Бурановна

Студентка

Узбекского Государственного Университета Мировых Языков

Pikadi57@gmail.com

На протяжении многих столетий великие умы человеческой расы пытались дать точное описание слову «человек». Чем именно *homo sapiens* отличается от сотни других видов, которые также нашли свое пристанище на этой планете? Существует многочисленное количество работ известных ученых, подробно, отвечающих на данный вопрос. Теория лингвистической относительности является одним из ярчайших примеров.

Язык, который мы создаем и используем, отвечает культурным и общественным потребностям. Другими словами, существует очевидная взаимосвязь между тем, как мы говорим и как мы воспринимаем мир. Один из важнейших вопросов, который задавали многие интеллектуалы, - как язык нашего общества влияет на его культуру.

На сегодняшний день феномен антропоцентрической парадигмы занимает все более устойчивые позиции в лингвистике. Концепт парадигмы основан на перемещении фокуса внимания с объекта на субъект: язык в человеке и человек в языке. На первый план исследования выходят не столько структурные языковые системы, сколько то, как человек воспринимает мир через язык и как его восприятие влияет на язык.

Эта мысль началась с изложения учеными XIX века, такими как Вильгельм фон Гумбольдт и Иоганн Готфрид Хердер, которые рассматривали язык как выражение духа нации. В начале XX века яркие представители американской школы антропологии Франц Боас и Эдвард Сепир поддержали точку зрения немецкого ученого. [1]

Студент Сепира, Бенджамин Ли Уорф, стал рассматриваться как главный защитник в результате его распределённого восприятия фонетических контрастов, имеющих результаты в познании и поведении человека. Несмотря на тот факт, что два исследователя никогда официально не прогрессировали ни одной из таких гипотез. Гарри Хойджер в дальнейшем ввёл новый термин – «гипотеза Сепира-Уорфа». [2]

Теория рассказывает, что структура языка имеет непосредственное влияние на восприятие мира и на когнитивные процессы его носителей. Существуют два основных определения этой гипотезы:

1. Строгая версия: язык определяет мышление, и, соответственно, лингвистические категории ограничивают и определяют когнитивные категории.
2. Мягкая версия: язык только влияет на мышление, и наряду с лингвистическими категориями мышление формируется также под влиянием традиций и некоторых видов неязыкового поведения.

В самом начале своей работы «Язык. Введение в изучение речи» Эдвард Сепир сравнивает два человеческих умения как ходить и говорить. Казалось бы, два базовых навыка каждого человека. Однако между ними существует огромная разница: первое, в отличие от второго не зависит от общества. [3]

Если новорожденный ребенок попадет в другое общество, отличающееся от того, где он был рожден, он так или иначе научится ходить. Если его изолировать от социума, переместить в джунгли, он все равно начнет ходить. Когда дело касается речи, само ее наличие зависит от социума. Человек настолько адаптировался к любому виду коммуникации, что представляет ее чем-то неотъемлемым от себя. Однако, если вернуться к вышеупомянутому младенцу, и также переместить его в другое общество, возможно, он и освоит определенный способ коммуникации, но он будет разительно отличаться от того языка того, общества, где он родился.

В этом сочинении прямо поставлен вопрос: существует ли у языков характер, и если да, то каковы его границы. Разумеется, в своем полном и очищенном виде его прежде всего следовало бы искать «в живой речи», но так как речь исчезает вместе с говорящими и слушающими, приходится связывать характер языков с его неживой частью, со строем языка. Однако характер — это то же самое, что и своеобразие, индивидуальность, которую до определенной степени можно лишь «ощущать», но невозможно дать точное определение, представить с помощью понятий. [4; с. 433]

Люди, коммуницирующие на различных языках, видят мир по-разному. Из этого истекает, что каждому языку присуща своя логика мышления. И только изучив иностранный язык, человек получает возможность увидеть картину происходящего, картину мира с другой точки зрения.

Однако влияние нации на язык, происходит в той же степени, как и влияние языка на нацию. Особенности времен и народов так тесно переплетаются с языками, что языкам порой незаслуженно приписывают то, что полностью или большей частью принадлежит эпохам и народам и что языки сохраняют лишь поневоле. [5; с. 372]

В качестве примера представляется сравнения двух языков: английского и русского. Фразы и идиомы со словами «word», «so‘z».

В английском языке «word» в основном соотносится с ветром, подчёркивая признаки: пустоты, бессодержательности, бессмысленности слов.

Words are wind; words and feathers the wind carries away

В узбекском языке преобладают паремии, выражающие соотношение «so‘z -suv», что объясняется особенным отношением узбекского народа к воде, являющейся источником жизни.

Suv o‘z yo‘lini topar, so‘z egasini.

Сегодня широко распространено мнение, что некоторые аспекты восприятия зависят от языка. Одна большая проблема с первоначальной гипотезой Сепира - Уорфа проистекает из идеи, что если язык человека не имеет слова для конкретного понятия, то этот человек не поймет этого понятия.

Честно говоря, идея о том, что родной язык может ограничивать понимание, в основном не принимается. Например, во французском языке есть термин «les retrouvailles», означающий очень теплые эмоции при встрече с любимым человеком после разлуки. Даже если в английском языке нет

переводного эквивалента, это далеко не значит, что носители данного языка не поймут значение этого слова, так как никогда не испытывали такое чувство.

По этой причине вытекает острая потребность внедрения таких дисциплин как социолингвистика, психолингвистика, лингвокультурология, этнолингвистика в образовательную систему высших учебных заведений Республики Узбекистан. Данное событие позволит молодежи вносить огромный вклад в изучении, обогащении и развитии узбекского языка.

В заключение данной статьи хотелось бы еще раз подчеркнуть важность изучения таких понятий как теория лингвистической относительности. Глубокое изучение в данной сфере деятельности поможет поднять связь между языком и нацией на новый уровень, позволяя носителям осознать, что такое чувство языка и как оно влияет на их мировоззрение и восприятие мира.

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METHODS OF TEACHING ENGLISH USING MODERN EDUCATIONAL TECHNOLOGIES

Umarkulova Diyora Sanjar qizi

Student, Uzbekistan State World Languages University

umarkulova04@mail.ru

At present, such alternative approaches, such as the development of communication, technical skills, interpersonal skills, ICT literacy, are becoming increasingly important. The need for successful graduates who are able to compete in the tough survival environment of the global market is very much in demand today. Nowadays the introduction of information and communication technologies (ICT) and interactive methods in the learning process is a priority in the methodology of teaching foreign languages. ICTs make it possible to involve pupils and students in dialogue, increase their interest in learning, enrich the educational process with various latest teaching methods, develop students' communicative competence and linguistic and cultural knowledge.

Computer training programs have a number of advantages over traditional teaching methods, being, first of all, means of direct audiovisual interactive interaction. Using them in the classroom in combination with traditional teaching methods allows you to train various types of speech activity, realize the nature of linguistic phenomena, form linguistic abilities, create communicative situations, automate language and speech skills and ensure the implementation of an individual approach and the intensification of independent work of the student, as well as contributes to the increase of cognitive activity, motivation and the quality of students' knowledge.

Web-based learning is one of the fastest growing areas. Web classes are remote lessons, conferences, seminars, business games, laboratory work, workshops and other forms of training sessions conducted using telecommunications and other Internet capabilities. There are many different web classes for learning a foreign language.

In addition, with the development of technology, various free online courses appear.

Let's consider learning a foreign language using the example of English. English is one of the international languages that is used almost all over the world. A modern teacher should use the following methods to effectively learn English:

- **The use of information and communication technologies.** The use of ICT at various stages of the lesson allows you to optimize the educational process, effectively use time. When explaining the new material for clarity, I use computer presentations in Microsoft Power Point (including those created by the students themselves, after a preliminary check by the teacher), videos from the site www.Youtube.com, educational films, video clips, excerpts from animated films.

- **Using the technology of project training and research activities.** I consider the project method to be one of the leading ones in the formation of students' speech competencies, the ability to use a foreign language as an instrument of intercultural communication and interaction. They talk to their comrades, firstly, they

become more open, and secondly, they use their knowledge and skills in English in new non-standard situations.

- **Games.** Games allow for a differentiated approach to students, to involve each person in the work, taking into account his interests, aptitude, level of training in the language. Exercises of a playful nature enrich students with new impressions, activate vocabulary, perform a developmental function, relieve fatigue.

Information and communication technologies are a powerful means of teaching, monitoring and managing the educational process, as it is the most important parameter of the modern socio-cultural system. Internet resources are a familiar and convenient means of getting acquainted with the culture of other countries and peoples, communication, obtaining information, an inexhaustible source of the educational process. That is why a systematic approach to the reform of foreign language teaching methods using new information technologies is based on the concept of an information and learning environment, which is considered in close connection with the system of developing learning. The information and learning environment are a set of conditions that not only allow you to form and develop language knowledge, skills and abilities, but also contribute to the development of the student's personality.

ICT contributes to the activation of students' cognitive activity, increases interest in the study of specific academic disciplines, students have the opportunity to master the content of subjects in a bright, interesting way, as well as test their skills in interactive activities. But in order to learn any foreign language, a person must have a specific goal.

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CODE-SWITCHING: A USEFUL FOREIGN LANGUAGE TEACHING TOOL IN EFL CLASSROOM

Valieva Nargizakhon Zamir kizi

Student, Uzbekistan State World Languages University
rakhmankulovanargizakhon@gmail.com

These days special attention is paid to the improvement of the learning and teaching process of foreign languages, and the introduction of various kinds of teaching methods and techniques is increasing day by day. Presidential Decree No. 5117 of 19 May 2021 “On measures of popularizing the study of foreign languages to a qualitatively new level in the Republic of Uzbekistan” can serve as evidence [1]. In our opinion, this kind of state’s attention to teaching foreign languages serves the constant self-development of teachers in this area and the constant introduction of the latest teaching methods and technologies into the local education system.

One such method is code-switching which is one of the most actual and widely discussed topics in modern linguistics and methodology in recent times. In our opinion, for a complete understanding of code-switching, first of all, it is necessary to consider the meaning of the term.

Longman Dictionary of Language Teaching and Applied Linguistics defines **code-switching** as a change by a speaker or writer from one language or language variety to another one. It is said that code-switching can take place in conversation when one speaker uses one language and the other speaker answers in a different language. A person may start speaking one language and then change to another one in the middle of their speech, or sometimes even in the middle of the sentence [2].

For example, from the speech of a German immigrant in Australia: “*Das handelt vo einem secondhand dealer and his son*” - “*This is about a secondhand dealer and his son*” (German + English) Code-switching can be a sign of cultural solidarity or distance or serve as an act of identity [2].

According to F. Genesee, J. Paradis, and M. Crago *code-switching* is the “use of elements from two languages in the same utterance or the same stretch of conversation” [3].

For example:

- *Quiero jugar outside. - I want to play outside.* (Spanish + English);
- *This is not what I want to comer. - This is not what I want to eat.* (English + Spanish); [3].

We would like to provide examples of code-switching that we have faced in our daily university life:

- *I like cooking and I will bake an apple pie in the evening, kelinglar! - I like cooking and I will bake an apple pie in the evening, come to my house!* (English + Uzbek);

– *I am so sorry, I cannot talk about my test failure, ajoyib bo'lib ketyapman.* - *I am so sorry, I cannot talk about my test failure, it is painful for me.* (English + Uzbek);

– *Thank you for the lesson, ustoz!* – *Thank you for the lesson, teacher!* (English + Uzbek);

– *The book was about a guy, who had no parents, он был сиротой.* - *The book was about a guy, who had no parents, he was an orphan.* (English + Russian);

– *Could you tell which of Djadids said the words “Uxlama o‘zbek eli asri taraqqiy vaqtida”* - *Could you tell which of Djadids said the words “Do not sleep, Uzbek nation, during the development of the century!”* (English + Uzbek);

– *Ты выходишь замуж?* *Are you serious?* – *Are you getting married? Are you serious?* (Russian + English).

Seckin Esen writes “**Code-switching** refers to the use of two languages within a sentence or discourse. It is a natural conflation that often occurs between multilingual speakers who have two or more languages in common. **Code-switching is when a speaker alternates between two or more languages (or dialects or varieties of language) in one conversation**” [4].

For example:

– *If you have an exam next week, şimdiden çalışmaya başlamalısın.* - *If you have an exam next week, you should start studying now* (English + Turkish);

– *Gracias for the lovely gift. Está awesome!* - *Thanks for the lovely gift. It is awesome!* (Spanish + English);

– *Pwede ba tayo mag dinner sa Barney's Burgers later? I want protein!* - *Can we have dinner at Barney's Burgers later? I want protein!* (Tagalog + English);

– *Are we eating chez ta mère demain?* - *Are we eating at your mother's tomorrow?* (English + French);

– *Saweyti l-homework tabaa'ik?* - *How do you do homework?* (Arabic + English);

– *Nó còng đang celebrate cái sinh nhật.* – *He is celebrating his birthday.* (Vietnamese + English);

– *Ní yào qù get pizza with me ma?* - *Do you want to get pizza with me ma?* (Mandarin + English) [4].

There are several possible reasons for switching from one language to another defined by Seckin Esen:

– **to fulfill a need:** A speaker who may not be able to express himself in one language may switch to another to compensate for this disadvantage. As a result, the speaker may speak another language for a while. This type of code-switching usually occurs when the speaker is upset, tired, or distracted in some way, or when he is less fluent in one language [4].

– **to express solidarity:** Switching also usually occurs when an individual wishes to express solidarity with a particular social group. Mutual understanding is established between the speaker and the listener when the listener responds with a similar switch [4].

– **to exclude others:** Code-switching can also be used to exclude other people who do not speak a second language from the conversation. For example, if two people in an elevator in an English-speaking place spoke Spanish, then not only other people in that elevator who do not speak Spanish would be excluded from the conversation but also a certain degree of comfort and intimacy would be established between Spanish speakers because not everyone present in the elevator can listen to their conversation [4].

Seckin Esen **classifies the following types of code-switching:**

– **inter-sentential is the type of code-switching** when the language switch is done at sentence boundaries—words or phrases at the beginning or end of a sentence. This type is seen most often in fluent bilingual speakers [4].

For example: *If you are late for the job interview, işe alınmazsın - If you are late for the job interview, you won't be hired [4].*

– **intra-sentential -is the type of code-switching** when the shift is done in the middle of a sentence, with no interruptions, hesitations, or pauses to indicate a shift. The speaker is usually unaware of the shift [4].

For example: *You are sleepy çoğu zaman because you spend a lot of saat in your bed. - You are sleepy most of the time because you spend a lot of hours in your bed [4].*

– **extra-sentential or tag-switching** is the switching of either a single word or a tag phrase (or both) from one language to another. This type is common in intra-sentential switches. It involves the insertion of a tag from one language into an utterance in another language [4].

For example: *Él es de Oaxaca y así los criaron a ellos, if you know what I mean. - He is from Oaxaca and that is how they were raised, if you know what I mean [4].*

As previously assumed, most teachers do not speak English all the time when they teach an English subject to their students. They also use the native language of their students, for example, Uzbek or Russian in our country, to supply the gaps, that is, the teacher's use of code-switching in the classroom.

And we would like to provide the benefits of using code-switching in the EFL classroom below:

- establishing a less formal relationship with students or asserting the authority of the teacher;
- providing essential meaning to create lessons across the curriculum and work with texts that are mostly written in English;
- learning new vocabulary in the classroom;
- learning new grammar in the classroom;
- increasing the inclusion, participation, and understanding of students in the learning process;

- providing a positive environment and friendly atmosphere in the classroom;
- clarifying the meaning of instructions [5].

Due to our view, the use of code-switching during foreign language lessons gives good results in the form of a friendly atmosphere in the classroom and greatly increases the level of understanding of students of all levels.

There are also some of the drawbacks available:

- code-switching in a multilingual classroom may cause problems because students do not always share the same native language;
- obstructing learners' ability of language acquisition;
- hinder learning the target language in the classroom [6].

We agree with the list of disadvantages of the given method, but in our opinion, mentioned shortcomings are not a strong predictor of code-switching usage in the EFL classroom.

As the government pays attention to foreign language teaching, lots of modern techniques and methods are used during EFL lessons. Following the positive and negative aspects of using code-switching above, we can conclude that code-switching provides a number of advantages to the teacher and learners of foreign languages for creating a friendly atmosphere in the classroom, controlling understanding of the material, and can help improve all aspects of speech activity.

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СОВРЕМЕННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ: МЕТОД БЕРЛИЦА

Иманбердиева Маликабону Алишер қизи
Студент, Узбекский государственный университет мировых языков
imonberdievam@gmail.com

Прежде чем описывать различные методы и методологические подходы, используемые в классах, было бы полезно прояснить концепцию термина «метод». С греческого термин метод обозначает “путь”, “процесс”, упоминаемый в рамках преподавания языка. В этом смысле понятие “Методика преподавания” - методы обучения - до сих пор имело самые различные толкования и определения. Одним из них может быть то, что они, в контексте процессов преподавания/обучения, то есть, пути обучения формируются систематически и методично. Также неоднозначной является концепция “подхода”, часто используемая в качестве синонима “метода” в смысле “методологической перспективы”. В этой связи, следуя некоторым руководящим принципам, установленным в этой области Ричардсом и Роджерсом (1986/1998) [3], Мелеро Абадиа (2000:15) [4], в одной из работ, которые касались этого аспекта на испанском языке, предупреждает, что:

То, что на самом деле представляет собой подход, который берет за основу теоретические размышления над языком и/или обучением, часто называют “методом”, и в нем мы находим больше места для индивидуальной интерпретации и вариации, чем позволяет метод. Именно поэтому сегодня мы более уместно называем “коммуникативный подход” методологическим течением, которое в его начале называлось, например, “коммуникативным методом”.

Для Ричардс и Роджерсом [3] метод - это уровень, на котором теория реализуется на практике и на котором принимаются решения о конкретных навыках обучения, содержание и порядок представления данного содержания.

Ввиду полисемического характера обоих терминов мы считаем целесообразным дать методу только первое значение, а именно “методологическое текущее значение”, оставив концептуальную ценность “учебника” для термина “руководство” и значение термина “методологический подход”. Определить конкретную перспективу или теорию в методологическом контексте, с тем чтобы конкретный “метод” мог иметь различные “подходы”, выраженные в различных “справочниках”. Поэтому мы будем понимать по “методу” процесс или способ достижения определенной цели, поскольку “подход” состоял бы из точки зрения, занятой для представления определенного вопроса.

Сходство между процессом изучения родного языка и иностранным языком не было указано как нечто новое от естественного метода, но это с 1860 года с основания школы Л. Совера, когда эта параллель выделена; Ведь именно он начинает с этого метода. Этот и другие сторонники этого типа преподавания отстаивали теорию о том, что нет необходимости прибегать к L1 для изучения другого языка, поскольку смысл может передаваться через его представление и пример в LE. Этот метод также основан на повторении и до тех пор, пока ученики

не овладеют достаточным знанием устного языка, они не перейдут на письменный язык и грамматику (ср. Словарь ключевых терминов ELE, Естественный метод).

Наиболее известными представителями этого метода являются прямой метод и метод Берлица. Кроме того, последним из предложений, основанных на натуралистических теориях, является естественный подход, предложенный С.Д. Крашеном и Т. Террелем (1983 год) [1], хотя он и представляет собой ряд отличий от этого.

Источники “прямого” метода, традиционно называемого “естественным” или “индуктивным”, уходят своими корнями в времена, столь же старые, как и “традиционный” метод, поскольку он возник как реакция на него. Раньше это можно было даже продемонстрировать, хотя это сознательно не рассматривалось как методологическая процедура, потому что мы знаем, что натуралистические стратегии применялись интуитивно в отдаленные времена для изучения некоторых языков (это, например, случай молодых римлян, которые изучали греческий язык вместе с рабами из Греции).

Однако только в первой трети XVI века французский эссеист Монтайг-не, убежденный, что эта процедура была наиболее подходящей для изучения языков, возразил репетиторам, которые учили его сына латыни дома и “естественно” Он стал одним из первопроходцев, предложив этот “естественный” подход в качестве возможного метода преподавания языка. Таким образом, “прямой” метод является продолжением этого традиционного “естественного” метода и является результатом попытки отмежеваться от методологии, используемой для классических языков, для разработки новой процедуры, в большей степени соответствующей “живому” разговорному языку. Таким образом, во второй половине XIX века стали появляться многие теоретики и критики языковой дидактики, защищавшие отказ от математики и перевода и

предлагавшие более “естественный” метод. Кроме того, несколько лет спустя, в 1878 году, немецкий Берлиц впервые применил эту новую методологию на практике, создав в Соединенных Штатах языковую школу, основанную на этом методе, крещенную им самим как “метод Берлицца”. Мы также должны упомянуть работу французского лингвиста Гоуин, «Искусство в области языков»(1880), в котором автор защищает изучение языков через игру и движение и статья “ Уроки языка должны измениться!” опубликованный в 1882 году немецким фонетистом Виетором [2], в котором он сильно критикует ситуацию с преподаванием языка в то время. С этого момента профессор английской филологии Марбургского университета разрабатывает концепцию, в соответствии с которой приоритет отдается разговорному языку и “ Усвоение естественного языка “ перед грамматикой и переводом, так называемым “Phonetische Methode” или “Reformmethode” (Нойнер, 1989: 148). Следует также отметить, что вскоре после публикации своей противоречивой статьи, Виетор основал Германская ассоциация современных филологов в 1889 году, немецкую ассоциацию “новых филологов”, а годом позже журнал «Фонетические исследования», который в 1893 году стал благоустроенным «Новые языки: Журнал для нового языка», орган выражения, который обозначил реформу, что ее же автор провозгласил. Многочисленные переиздания его статьи демонстрируют его важность в истории “современного курсы иностранного языка “ (Batz/Bufe, 1991: 4).

Популярность прямого метода в Европе привела к появлению лингвистов. В США. М. Берлиц, из Германии, основал первая школа на основе этого метода в Род-Айленде в 1878 году (ср. Санчес, 2009 г.: 56-58). Прибыв в США он обнаружил, что французский учитель Н. Джоли преподавал этот язык без Английский, конечно, основан на идеях Л. Совера. М. Берлиц воспользовался

этим методом и применил его ко многим другим языкам и открыл больше школ по всей Америке, на основе того, что вскоре стало известно как метод Берлица.

Что касается метода, пропагандируемого Л. Совюром, то он привнес мало новинок, за исключением более рациональной и упорядоченной организации материалов, которые она продвигает. Таким образом, этот метод был более доступным для учителей, которые в меньшей степени подготовлены к преподаванию этого предмета и, как правило, занимаются другими областями (тел. Санчес, 2009: 57). Следуя линии предыдущего метода, который отрицал все предложенное методом грамматика- перевод для преподавания языка, наиболее выдающимися особенностями этого может быть (ср. Санчес, 2009: 56-57):

- Преобладание устного языка над письменным языком;
- Отказ в переводе;
- Грамматика не преподается до тех пор, пока вы не будете владеть языком;
- Использование техники разговоров и ответов на вопросы;
- Преподаватели должны быть носителями языка, который они преподают.

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INGLIZ TILINI MUSTAQIL O‘ZLASHTIRISH SAMARADORLIGINI OSHIRISH METODLARI

Isroilova Jasmina Yusub qizi

O‘zbekiston davlat jahon tillari universiteti 2-bosqich talabasi

Ilmiy rahbar: **Toshboyeva Munojat Erkinovna**

sjasmine1126@gmail.com

Xorijiy tillarni, ayniqsa ingliz tilini, bilish hozirgi kunda zamon talabiga aylanib ulgurdi. Endilikda ingliz tilini o‘zlashtirish kishilik jamiyatida nihoyatda muhim ahamiyatga ega sohalardan biriga aylanib, turli kasblarning yetuk mutaxassislari uchun kadrlar yetishib chiqarishda muhim omil sifatida ahamiyat kasb etmoqda. Zamonaviy jamiyatda ingliz tili o‘rganuvchilari, odatda, mazkur xorijiy tilni avvalambor umumiy o‘rta ta’lim muassasalari, litsey hamda kollejlarda, keyinchalik esa oliy o‘quv yurtlari, yakka holda (mustaqil ravishda) yoki o‘quv markazlarida o‘rganishadi. Yuqorida sanab o‘tilgan variantlar orasida ko‘pchilik til o‘rganuvchilar aynan mustaqil ravishda o‘zlashtirish jarayonida bir qancha qiyinchiliklarga duch keladilar. Bu, o‘z navbatida, til o‘rganuvchi mustaqil ravshda chet tilini o‘rganishning zamonaviy metodlaridan foydalanish ehtiyojini keltirib chiqaradi.

Tadqiqot jarayonida ingliz tili o‘qitilishining zamonaviy usullaridan hamda internet manbalaridan foydalanildi. Maqola yozishda nazariy-deduktiv xulosa chiqarish, analiz-sintez qilish va mantiqiy fikrlash tamoyillaridan foydalanildi.

Zamonaviy jamiyatda xorijiy tilni bilish kasbiy ta’limning muhim qismini tashkil etadi. Xalqaro munosabatlar avj olayotgan bir paytda chet tilidan xabardorlik juda muhim ko‘nikma sanaladi. Demakki, xorijiy tilda so‘zlashish hamda kommunikatsiya qila olish qobiliyati kishilik jamiyatida o‘z o‘rniga ega bo‘lishda katta ahamiyat kasb etadi.

XXI asrga kelib, ingliz tili butunjahon miqyosida eng keng qo‘llaniladigan (ham yozma, ham og‘zaki) tilga aylandi [1]. Dunyoning aksariyat davlatlarida ushbu tilni

o‘rganish majburiy bo‘lib qoldi. Natijada mazkur tilni samarali o‘zlashtirish bo‘yicha til mutaxassislari, psixolog va pedagog olimlar tomonidan turli zamonaviy metodlar ishlab chiqildi. Bunga asosiy sabab zamon talabiga ko‘ra til o‘rganuvchilarga qulayliklar yaratish hamda dars materiallarini yanada tushunarliroq qilishga bo‘lgan ehtiyojlardir.

1. The immersion method / Sho‘ng‘ish metodi.

Ushbu metodning qandayligini nomidan kelib chiqqan holda ham taxmin qilish mumkin, ya‘ni “immersion” – tamomila sho‘ng‘imoq. Bu metod til o‘rganuvchining atrofini o‘rganilayotgan til bilan o‘rab olish asosiga quriladi. Bu metod, odatda, mazkur tilda so‘zlashiladigan mamlakatdagi (bizning holatda bu ingliz tili, shu tufayli keyinchalik ingliz tili haqida so‘z ketadi), ingliz tilini iloji boricha tezroq o‘rganish istagidagilar, tilning grammatik qismida muammolarga ko‘p duch keluvchilar va/yoki eshitish orqali o‘rganuvchilar (Auditory learners) uchun tavsiya etiladi. Bu metoddan quyidagi ko‘rinishlarda foydalanish mumkin:

- a) mobil aloqalar, ijtimoiy sahifalar va saytlardagi interfeys tillarini ingliz tiliga o‘tkazish;
- b) ingliz tilida so‘zlashuvchi havaskor guruh yoki klublarga onlayn/oflayn a‘zo bo‘lish hamda suhbatlashish;
- c) agar ma‘lum bir ta‘lim muassasalarida tahsil olinayotgan bo‘lsa, guruhdoshlar bilan iloji boricha ingliz tilida so‘zlashish;
- d) ingliz tilining mahalliy so‘zlashuvchilari (Native Speakers) ishtirokidagi kino va seriallarni ko‘rish hamda ularga taqlid (Imitation) qilish [2].

Mazkur metodning yagona kamchigi uning faqat eshitish orqali o‘rganuvchilar (Auditory Learners) uchun effektivligida.

2. Pimsleur Method / Pimsleur metodi.

Pimsleur metodiga ko‘ra ingliz tili 3 bosqichda o‘rganiladi:

A. Birinchi bosqich, keyingi har bir bosqich kabi, umumiy hisobda 30 ta darslardan tashkil topgan. Uning asosiy xususiyati shundaki, ingliz tili o'rganuvchisi uchun eng oddiy monologlar takrorlanish qoidasi asosida ishlab chiqiladi hamda har bir tovush muvaffaqiyatli ishlab chiqilgunga qadar qismlarga bo'linadi;

B. Ikkinchida bosqichga o'tilganda, 2 yoki 3 jumlagacha kengaygan monolog yoki dialoglar o'rganiladi. So'nggi, o'ttizinchi, darsga kelib, talaba chet ellik sayohatchilar bilan so'zlashish imkoniyatiga ega bo'ladi;

C. Oxirgi bosqichda dars jarayoniga ingliz tilining nutqda keng qo'llaniladigan asosiy idiomalari kiritiladi. Bu, o'z navbatida, til o'rganuvchisiga talaffuz va intonatsiyalarni to'liq o'rganish sharti bilan ingliz tili mahalliy so'zlashuvchilari bilan hech qanday qiyinchiliksiz so'zlashish imkoniyatini taqdim etadi [3].

Ushbu metod asosida hozirgi kunda ko'plab til o'rgatishga mo'ljallangan mobil ilovalar ishlab chiqilgan. Ularning yorqin namoyondasi sifatida "Duolingo" dasturini olish mumkin. Mazkur metodning yana bir yutuqli tomoni shundaki, u o'z ichiga audio yozuvli mashqlarni ham olib, ingliz tilini o'zlashtirishni endi boshlaganlar uchun tovush ni to'g'ri talaffuz qilish imkonini beradi.

Yuqorida berilgan takliflardan birinchisi eshitish orqali o'rganuvchilar uchun nihoyatda qulay va samarali uslub bo'lib, butunjahon ekspertlari ushbu usulni (Immersion method) til o'rganuvchilariga tavsiya qiladilar. Agarda ingliz tili shunchaki so'zlashish emas, balki chuqurroq ko'nikma hosil qilish uchun o'rganilmoqchi bo'lsa, Classroom Method dan foydalanish tavsiya etiladi. Mazkur usul "Traditsion metod" deb ham nomlanib, dastlab asosiy grammatik qoidalarni o'rganish asosiga quriladi.

Ikkinchi metod (Pimsleur method) esa boshqacha nom bilan aytganda "superfast metod" deb ham nomlanadi. Buning asosiy sababi darslar soni qat'iy raqamlangan (har biri 30 darsdan iborat 3 bosqichda) holdagi 3 oy uchun mo'ljallangan tizim bo'lib, shu kungacha eng produktiv usullardan biri bo'lib kelmoqda.

Xulosa qilib aytganda, ingliz tilini mustaqil o‘zlashtirishda o‘quvchi o‘z ustida ishlashi asosiy tayanch vazifani bajaradi. O‘qituvchi yoki o‘qilayotgan dasturning vazifasi esa uni to‘g‘ri yo‘naltirish hamda/yoki maslahat berish. Ingliz tilini o‘rganishdan avval shaxs o‘zining imkoniyatlari hamda qulay usullarini aniqlashi (misol uchun, qaysi usul o‘rganuvchisi ekanligini aniqlash – eshitish, ko‘rish, kinestetik yoki o‘qish/yo‘zish) ham tavsiya etiladi.

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ВЛИЯНИЕ АНГЛИЦИЗМОВ НА РУССКУЮ СПОРТИВНУЮ ТЕРМИНОЛОГИЮ (НА ПРИМЕРЕ КИБЕРСПОРТА)

Садиртинова Диана Ринатовна

3- курс бакалавр

Узбекский государственный университет мировых языков

dsadirtinova@bk.ru

В эпоху глобализации, когда идет интенсивная интеграция и унификация в политической, экономической, культурной, социальной сферах жизни человека, это не могло не отразиться и на языке. Новые реалия требуют новые понятия, поэтому огромное количество слов иноязычного происхождения проникают в русский лексикон. Заимствование слов - естественный и необходимый процесс языкового развития.

Ученый лингвист Л. П. Крысин выделяет следующие причины заимствования:

- 1) необходимость в номинации новых предметов, новых явлений; 2) потребность

специализации понятий - в той или иной сфере, для тех или иных целей; 3) стремление к цельному нерасчленённому наименованию объекта; 4) экспрессивность и новизна слова. [2]

В последнее время киберспорт (командное или индивидуальное соревнование на основе компьютерных видеоигр) становится все более популярным и приобретает международное признание. Сам термин киберспорт образован с помощью присоединения префиксоида кибер, который восходит к греческому «кюбернао» - «управлять кораблем» [6], наряду с этим термином в английском языке также используется термин esports, но в русском лексиконе нет такого широкого употребления. Терминология в таком виде спорта весьма специфична. Практически вся терминология киберспорта состоит из английских заимствований и имеет сленговый характер. Помимо этого, у каждой видеоигры имеются, как и обобщённые понятия, так и уникальные.

К обобщённым терминам относятся такие понятия, которые обозначают типы соревнований, разновидности компьютерных игр, какие-либо действия игрока, мастерство игрока; понятия, связанные с IT- сферой и т.д.

К уникальным терминам относятся такие понятия, которые используются, в основном, только в одной игре. Рассмотрим это на примере двух разных игр Dota 2 (моба) и Counter-Strike: Global Offensive (шутер). Термин, обозначающие наименования оружия или предметов, которые увеличивают навыки персонажа или же дают преимущество, в этих играх разный: артефакт термин в Dota 2, а девайс (от англ. device) - в CS: GO. Мастерство игрока в Доте обозначаются англицизмами дабл килл (double kill), трипл килл (triple kill), монстр килл (monster kill) (то есть количество убитых персонажей – игроков, не npc), в CS: GO – хедшот (headshot – выстрел в голову), то есть здесь помимо количества убитых учитывается еще и точность. Firstblood (дословно «первая кровь») – термин в Доте, самое первое убийство в матче, открывающее счет, такого

понятия нет в игре CS: GO, а вот аркада (arcade) — агрессивный стиль игры, выражающийся в быстрой и постоянной атаке противника – уникальный термин в CS: GO. Стрик (streak - полоса) в Доте — серия убийств, с каждым убийством за одну жизнь повышается ваш стрик и золото за убийство противника, и также для игрового баланса, награда за «вашу голову» тоже повышается. Пример употребления: “У меня стрик из 10 убийств/10 выигранных игр на Pudge”. В CS: GO такое явление называется винстрик (winstreak). Нюк (англ. nuke- ядерная бомба) – заклинание в Доте, моментально наносящее большое количество урона, в шутерских играх нет такого понятия, присуще только РПГ, МОБА и ММОРПГ.

В киберспорте ярко выражена тенденция к аббревиации: Npc (от англ. Non-Player Character) – неигровой персонаж в ролевых играх, которым управляет не игрок, а компьютер; CS: GO – название игры, часто употребляемая аббревиатура от Counter-Strike: Global Offensive; HP от HealthPoint – уровень здоровья игрока.

Некоторые английские заимствования испытывают влияние грамматики русского языка, то есть иностранные заимствования образуют словообразовательную парадигму, при этом однокоренные слова от них образуются с помощью исконно русских префиксов и суффиксов. Например, *Дроп* (англ. drop- сброс) – дропать, дропнуть; *раздамажить* (damage – повреждение, урон) – нанесение серьезного вреда здоровью соперника, но еще не убийство.

Нечетко разграничены понятия «игровой сленг» и «термины в киберспорте», возможно, это связано с тем, что эта отрасль в спорте новая и малоизученная.

Игровой сленг – условный язык, при помощи которого игроки в различных играх обмениваются информацией [6]. Игровой сленг используется либо в устной речи игроков, либо в чате во время игры. Игровой сленг в отличие от терминов выражает емкую, содержательную и, самое главное, экспрессивно окрашенную информацию, чаще всего субъективно-оценочного характера: *ГГ* –

сокращение от английского *good game* – «хорошая игра» – констатация факта при коллективной хорошей игре, используется для похвалы сопартийцев, может использоваться и в ироничном ключе. Есть и расширенная версия этой аббревиатуры – *GGWP* (*good game well played*); *Изи* (от английского *easy*) – «легко». Используется для обозначение легкого прохождения задания или убийства босса. Часто встречается в словосочетании «изи катка» – легкая игра.

Новые реалия требуют новые понятия, поэтому огромное количество слов иноязычного происхождения проникают в русский лексикон. Заимствование слов – сложный многоплановый, но естественный и необходимый процесс языкового развития. Лексическое заимствование обогащает язык и обычно нисколько не вредит его самобытности, так как при этом сохраняется основной, «свой» словарь, а кроме того, неизменным остается присущий языку грамматический строй, не нарушаются внутренние законы языкового развития, а, даже наоборот, заимствования сами испытывают влияние грамматических особенностей русского языка. Таким образом, заимствования ассимилируются и адаптируются под правила грамматики русского языка, могут образовывать деривационные парадигмы, морфологические парадигмы, в частности, падежные парадигмы. Происходит некий лингвистический синтез двух языков: из английских элементов образовывается новое русское слово. Язык – социальный феномен, то есть он неразрывно связан с социумом, его основное назначение заключается в том, чтобы обслуживать нужды человеческого общества и прежде всего обеспечить общение между членами большого или малого социального коллектива. Таким образом, можно сказать, что заимствования в языке являются отражением определенной исторической эпохи.

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РОЛЬ ИННОВАЦИОННЫХ ТЕХНОЛОГИЙ В ПРЕПОДАВАНИИ ИНОСТРАННОГО ЯЗЫКА

Кутбиддинова Зульфия Илхом кизи

2-курс бакалавр

Узбекский государственный университет мировых языков

zulfiyakutbiddinova@gmail.com

Новые технологий, о которых говорится в статье, относятся как к методике, так и к материалам, используемым в преподавании языка. В статье рассматриваются тенденции образования, новые и уже существующие методы, новый дизайн преподавания, современные устройства, необходимые для изменений, роль ИКТ в преподавании иностранного языка (английский язык). Преподавание английского языка претерпело огромные изменения за эти годы, особенно за последние десять лет. Ранее ученики и студенты были обременены изучением и усвоением материала в рамках лекций с подборкой соответствующей информации из предписанных текстов. В настоящее же время такие альтернативные подходы, как освоение коммуникативных, технических навыков, навыков межличностного общения, ИКТ-грамотность, приобретают все большее значение. Потребность в успешных выпускниках, способных

конкурировать в жесткой среде выживания мирового рынка, сегодня очень востребована. Времена, мода, отношения людей меняются, но обескураживает тот факт, что за последнее столетие учебная программа английского языка практически не претерпела никаких изменений. Много изменилось в отношении людей к тому, что они воспринимают как язык. Все же жесткие учебные программы и огромные учебные планы продолжают угрожать ученикам и студентам.

Педагогика течение предыдущего десятилетия, полагались исключительно на черную доску как подходящий инструмент для передачи коммуникативных навыков и нюансов английского языка, все еще преподают. Над проекторами, выступающими еще одним медиумом для учителя, все еще доминирует классная комната. Такие учителя верили в изречения учения и практики. Ранее исследователи уделяли большое внимания аутентичному и содержательному контекстуализированному дискурсу. Затем они сосредоточились на успешном изучении второго языка взрослыми как параллельном процессе обучения иностранному языку. Другими словами, преподаватели излагали содержание лекции, а студенты слушали ее. Режим обучения имел тенденцию быть пассивным, и учащиеся играли незначительную роль в процессе обучения. Со временем многие преподаватели и студенты обнаружили, что традиционный лекционный подход в классе имеет ограниченную эффективность как в преподавании, так и в обучении. Этот метод оставался на практике в течение длительного периода времени из-за его ориентации на функциональное использование английского языка. Но, тем не менее, этот метод был неэффективным. Потребовалось много времени, хороший бюджет и небольшой размер класса для того, чтобы ситуация начала меняться. Но даже этого было недостаточно. Проблемы привели к другому методу, который называется аудио-

лингвистическим. Затем появился прямой метод обучения иностранному языку с использованием аудиовизуальных средств.

Современные тенденции преподавания английского языка. Метод коммуникативного обучения более ориентирован на ученика и отнимает меньше времени. Качество преподавания лучше, и прикладное общение студентов на английском языке может быть эффективно культивировано, а это означает, что коммуникативная компетентность студентов будет успешно развиваться. Язык в образовании в идеале обычно и строится на такой естественно приобретенной языковой способности, которая обогащаясь грамотностью превращается в инструмент для абстрактного мышления и приобретения академических знаний. Учителя используют различные тексты на английском языке для перевода, аудирование и грамматические тесты. С распространением планшетов и смартфонов считается, что учебник исчезнет через несколько лет. Осознавая необходимость преобразований: преподаватели английского языка созывают различные типы конференций и семинаров, чтобы создать платформу и познакомиться с предстоящими идеологиями в ELT, а также повысить свой профессиональный уровень. Академическая квалификация сама по себе не может помочь учителям расти профессионально, с другой стороны, они должны быть оснащены современными материалами. Существовало слишком много методик преподавания английского языка. Мировая глобализация неотделима от преподавания английского языка – это развитие информационно-коммуникационных технологий. Новые тенденции в преподавании английского языка, такие как интерактивный подход, развиваются в результате постоянных исследований.

Таким образом во всем мире информационные технологии кардинально меняют способы обучения и деятельность студентов, преподавателей и сотрудников. Поскольку спрос на технологии продолжает расти, колледжи и

университеты предоставляют различные виды услуг для студентов, от прачечной до доставки еды онлайн. Технологии также меняют и методы работы в аудитории. Планшетные ПК, компактные компьютеры, позволяющие писать заметки прямо на экран специальной ручкой, заменяют архаичный проектор.

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THE PRODUCTIVE USAGE OF TECHNOLOGIES TO DEVELOP PRODUCTIVE SKILLS OF ESL STUDENTS

Oblakulova Dinora Jamshid kizi
Bachelor student, UzSWLU
dinaraoblakulova49@gmail.com
Bozorova Sarvinoz Bekzod kizi
Bachelor student, UzSWLU

It is appropriate to define several terms before touching the core task of the paper. The terms we need to give overall notions are online classes, introduction of new technologies, social media types, productive skills. We are all aware that, continental lockdown forced us to introduce technology to our education system. We have experienced online classes, online video materials, teachers became aware of using zoom, you tube and other types of media. We have experienced both of its advantages and disadvantages. *“The COVID-19 pandemic has triggered new ways of learning, all around the world, educational institutions looking toward online learning*

platforms to continue with the process of educating students” [1]. After experiencing something brand-new that we had never seen before, we came to the conclusion that our educational system required an upgrade to increase efficiency. Since 2020, numerous educational facilities have improved their access to technology, wi-fi has been implemented, and students are now permitted to carry devices to class and institutions. The main goal of classroom technology is to assist educational institutions in running at their most technologically effective. We, the students, are permitted to bring our phones to class, we have access to the internet to look up information relevant to our subject, and we are free to travel the world to become highly qualified professionals in our industry. It provides us with multiple opportunities to improve learning methods. We have been getting the advantage of you tube as we watch tutorials to learn themes. It helps to broaden our perspectives on various subjects and we are aware of any kind of new information related to our profession. *“Students are using various online tools to cater to different requirements. It will not be wrong to say that social media and education goes hand in hand in the modern world”* [2]. Social media types, like Telegram, you tube, Facebook are being considered as the most efficient way to learn. It also helps us to communicate with students all over the world, collaboration will arise among students. With all of these pros, ESL learners of English language are benefiting from social media to develop their productive skills.

What we must identify are the practical abilities that encompass two challenging facets of learning English as a second language. These abilities require some sort of language output because they include producing words, phrases, and sentences. These are the skills that are deemed to be the most challenging to measure and analyze. They serve as a gauge for language proficiency at various levels. *“Productive skills are means of a person's proficiency in language”* [3]. According to Jason, productive talents are those that help us develop language, which facilitates communication and

helps people comprehend what we mean when we speak. *“Productive skills are important because they are the observable evidence of language acquisition”* [4].

Videos and handouts (cards and appropriate materials) were selected as the primary sources for this paper's research. The pre-intermediate level students' handouts were specifically chosen for them to use in a group. The highly competent IELTS tutors and teachers selected the materials in accordance with the level and age of the pupils. ESL students at the B1 level were chosen to participate in this study. Lessons were conducted in fully equipped classroom to provide e-materials during the class. We intended to use the brainstorming technique in order to achieve productivity and progress. Speaking and writing demand solid comprehension as well as the horizon, which is the major reason why we chose to employ it. IELTS examiner satisfaction primarily results on your ability to provide succinct, insightful, and accurate responses. Some students struggle to come up with ideas for the IELTS speaking task 2 and writing task 2 part 3 questions. We thought that encouraging pupils to collaborate and come up with immediate solutions for the circumstance at hand helped the trend go up.

Productive skills, writing and speaking, requires good level of comprehension and horizon. Unless we achieve these both it would not be easy for us to crack it in the exam. In order to develop speaking skills, I have prepared video materials beforehand, the first day topic was “environmental issues”. I had countless possibilities thanks to YouTube, and it was up to me to pick and use one. The knowledge they gained about the subject inspired my students, and they came up with ideas to fix these problems. They were instructed to sit down and collaborate since we employed the brainstorming method, and this helps more than you might have imagined. Writing sessions were performed using e-materials from Telegram, including several channels that broadcast daily podcasts on contemporary problems. The topic assigned was the benefits and drawbacks of using technology in the classroom. At first, it was difficult for them to

explain technology properly, but when I heard the results after I had shared BBC podcasts on this subject, I was astonished.

We successfully conducted our class thanks to the methods and materials we used, and the outcomes are incredibly great. I once assured someone that technology holds the key to our advancement. Technology access is the first pressing issue to be resolved because it is crucial to a nation's future. Future educators who will instruct the next generation of learners have these duties on their shoulders, and we must learn about all of the technologically linked procedures.

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DEVELOPMENT OF ORAL SPEECH IN ENGLISH LANGUAGE

Akramaliyeva Bakhtigul Isroiljon qizi

2nd year student

Uzbekistan State University of World Languages

[xalilovashahnoza6@gmail.coms](mailto:xalilovashahnoza6@gmail.com)

One of the most basic tasks in teaching and educating students is to teach students the native language, as well as to teach foreign languages, from this point of view, to teach English. It is to get the student interested in the English language, to develop his speech in English, to teach speech attitude, manners. the main purpose of cultivation: is to develop the oral speech of students in the English language, the formation of the skills of conversational communication with the surrounding people. Speech integrative function includes many special functions: 1. To introduce students to

classrooms and surroundings, to develop their speech, to enrich their vocabulary 2. Formation of the grammatic side of speech. 3. Nurturing the sound culture of speech. Working on the dictionary is also carried out by introducing visual weapons from the images in the classroom, as well as introducing them to the environment. In the process of acquaintance of readers with the objects on the sides, phenomena, plants, animal world, etc., we will tell their names, attributes, characteristics in English words. For example: the name of the items means: (things) mirror (Mirror) comb (comb), soap (soap), carpet (carpet), cupboard, (traumatic) bad (Kirov), tablecloth (tablecloth). Vegetables: (carrot(carrot), cabbage (cabbage), turnip (turnip), cucumber (cucumber), which means vegetables. Fruits: (fruits) apple (apples), pear (pears), cherry (Cherry), peach (peach), banana (banana), grape (grapes) domestic animals (pets) rooster (Rooster), hen (Chicken), horse (Horse), cow (Cow), dog (dog), cat (Cat), goat (goat). Verbs (representing action) washing (wash), cleaning (clean), doing iron (iron), cooking (brew) and others. Adjectives: words (adjectives) big (large), small (small), red (red), green (green), hot (hot), cold (cold), etc. are included in the dictionary of pupils in the process of acquaintance with the classrooms and environs of the students, as a result of which their dictionary is enriched, speech develops.

In English lessons, it is very important to work with a dictionary, the teacher, with the help of a selective and dialogical speech, which will help the students to enter into a conversational dialogue with their partner in English, will be able to enter into their speech. They not only teach students to understand the translation of words, but also become accustomed to actively practicing these words in speech. Dictionary is the building material of the language. Grammatics, however, determines the change of words in the sentence and their way of connecting. In addition, grammatics determines the construction model of the language (word-building, word-changing). The more early the reader mastered all the grammatical forms of the English language, the faster it develops both intellectually and in colloquial terms. If the grammatic side of speech

is incorrectly formed in the reader, the development of the mind is delayed. The teacher must correct the grammatic mistakes in children's speech in each type of training and game. Not corrected in time, the grammatical error is strengthened in the child's speech, which also causes the appearance of grammatical errors in the speech of other children who listen to it.

However, in specially organized games in child speech, it is necessary to timely eliminate thematikmatic errors that arise in the speech of the child by working on warning him or her of these negative aspects. In special organized games and classes, the child's attention is attracted only to the necessary grammatic forms. A word, a change in its form, a word combination or sentence, they remain the content of their mental activity. As a result of taking such classes consistently and consistently, children begin to understand how to speak, try to speak competently beautifully. Classes organized in the spirit of comfortable workmanship prevent the child from distracting attention, they carefully listen to the teacher's explanations, instructions, observe the speech of their comrades. They take a sample of speech in training and use it in their speech. Many students become the closest assistant of the teacher in correcting the mistakes of their fellow students. In carrying out special exercises, which are organized for the purpose of warning, correction of grammatical errors in children's speech, it is necessary to follow the following methodological instructions. Gram training on the formation of the right speech from the point of view has an instructive game character, in which visual materials or visualmasiz are conducted. For each initial class is selected instructional games, exercises corresponding to the program content. For example: for the first classes "English alphabet", "Numbers", "Domestic animals", "Family" and others. For the second class and higher classes, use Verbs, Jobs, Body, Seasons, Months and weeks, and so on. It is necessary to correct the mistakes in the child's speech with a friendly, kind attitude. Never repeat the mistake in the child's speech is naughty, it is permissible to repeat the words, educational games in which the

good is correct, the teacher during the lesson is obliged to monitor the child's speech and correct the grammatic mistakes during the yakiturly homogeneous games. In the reader's speech, it is necessary to correct thematikmatic mistakes in the course of the lesson in a sufficient tone of voice, making them more auditory to other students. In addition to teaching students how to speak correctly, it is also necessary to teach the sound culture of speech. Students will exchange some sounds because the English language has grown to the Latin alphabet. For example:” school “[sku:l] the word” school“;” book “[this:k] the word book,”bag " [ba: g] bag. It is of great importance to teach colloquial speech (dialogue) in teaching knowledge and education to students. The formation of colloquial speech in a child is the ability to listen and understand the speech of others, to support colloquial speech, to answer and ask questions (ask questions). The degree of development of colloquial speech in a child depends on his vocabulary, on the possession of the grammatic side of the language. The appearance of school classrooms also occupies a special place. That is, the light should be enough, the tables, equipment should be suitable for the height of the pupils. There should be a constant sitting position of the students and the teacher, when the students are sitting at the table, the teacher should clearly see, the students should sit on the teacher, and the teacher-on the students. The air in the classroom should be constantly updated. In conclusion, I can say that the foundation of any strong-willed building is immortal. To some extent, this falsification also relates to the sphere of Education. Therefore, the more thorough the knowledge the student has in the class, the easier it will be to study in the upper classes. After all, the importance of kindergartens and schools, which serve as both a kindergarten and a primary school, can not be overemphasized for future students to adapt to school lessons, to be aware of the initial aspects of their cognitive skills. The teacher should pay special attention to students whose speech in the lesson is not well developed. Especially indecisive, one should approach the talkative pupils singly, not wanting to be polite, not being able to behave.

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THE DISTINCTIVE FEATURES BETWEEN WORD AND TERM

Abdullaeva Shoxida Norqulovna

Doctor of philosophy (PhD)

UzSWLU

+998 97 424 44 66

shohi66@mail.ru

The word term dates back to Medieval Latin ‘terminus-term’ in the meaning of “limit in time, set or appointed time”, and ‘end, boundary’ (Dictionary Reference, 2016). Naming principles in the area of natural sciences; chemistry, zoology, botany, medicine and mathematics was started in the late nineteenth century. Then industrialization is the first reason of terminology creation and standardization of technical and scientific terminology.

The activity concerned with the systematization and representation of concepts or with the presentation of terminologies on the basis of established principles and methods is called terminology as Helmi and Kurt quoting the definition of said: ‘A terminology is a set of terms representing the system of concepts of a particular subject field’ (1). Lynne Bowker mentioned the emergence of terminology resources as term bases prepared by translators, term banks produced by terminologists, electronic dictionaries, and online dictionaries of special terms in a specific discipline (1).

Word and Term

A term is a word that contains linguistic characters, and systems. Carolina defined ‘term’ as sign closely linked to a specialized conceptual content. Modern time ‘systematic terminology’ is based on an idea of science because of being a well formed language.

The dictionary of Linguistics and Phonetics defines it: “A unit of expression which has universal intuitive recognition by native-speakers, in both spoken and written language”. Then the dictionary points out to the problems that cannot be solved by regular definitions like “units of meaning” or “idea” due to the vagueness. It can be orthographic for writing and the phonological for speech. An influencing definition presented by Bloomfield as “minimal free form” that means the smallest unit capable to constitute a complete utterances (2). Jennifer Pearson defining term according to traditional terminologists as “labels for concepts which are abstract entities isolated from text. The term which is agreed upon may be a single word or a multiword unit.” (3).

The main difference between a term and a word is the nature of reference. Term is characterized as mono-referential in a very specific concept at high degree relating to a specific area or field or discipline. It involves linguistic (lexical, syntactical and semantic) as well as concepts (generic, portative and casual) restrictions. Scholars

worked out and made clear the distinction between ‘word’ and ‘term’ quoting the renowned scholars of the fields.

Scholars working in the field of terminology mentioned the kinds of terminology:

Classical terminology: in which terms must be univocal (monosemous), its value defined by external, nonlinguistic reference points,

Descriptive terminology: Terms can be called the special use of polysemous words defined in the dictionaries.

Socio-cognitive terminology: it discusses the cognitive aspect of terminology in domain-specific language related to verbal, situational and cognitive contexts of various discourses.

The function of terminology is to identify the precise association between the term and concept, while the term exists already. Jennifer Pearson mentioned two kinds of terminologists (4) ; “Traditional Terminologists” who study terms in isolation without its context, and “Modern Terminologists” who keep in view its usage determining its meaning according to textual variations. She further added that both ‘traditional and modern’ terminologists shared same view that is rooted in theoretical terminology of Eugen Wuster in early 19th century .

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**THE CONTENTS AND PLAN OF KOREAN PHONOLOGICAL RULES
EDUCATION FOR UZBEKISTAN STUDENTS
PHONETIC RULES EDUCATION CONTENT AND SEQUENCE**

Kim Yun Hoe

Korean language lecturer

Yeoju Technical Institute in Tashkent

Contact: +998 95 040 30 57

E-mail: whkimbest@gmail.com

'Linking → Nasalization of a hindered sound → Hardening after a hindered sound → /̃/ dropout → Aspirated → Simplifying a group of consonants → Hardening after a tubular ending -(으)ㄷ → /̃/ Weakening → Nasalization of a voiced sound → /ㄴ/ addition → liquidization → palatalization → glottalization of Chinese characters → glottalization after nasal consonant at the end of the stem → elimination of the same articulation position-disrupted sound'. If we propose a way to implement these contents in the integrated textbook,

Formal composition plan,

- 1) All levels (beginner to advanced) configuration,
- 2) Independent 'pronunciation' area composition,

- 3) Unit composition using the spiral learning principle;
- 4) Present-Explain-Practice

Content organization plan,

- 1) ‘Thematicization of phonological rules education content’
- 2) Matching of content of phonological rules education
- 3) Prosody unit of application of phonological rules: phonological words and phonological phrases
- 4) Linking with other language skills and knowledge
- 5) Development of various educational methods and materials

The table below compares the phonological rules of the three textbooks in Uzbekistan

Analysis Items	서울대한국어	재미있는 한국어	이화한국어
Order of the Presentation	liaison glottalization dropout ‘ㅎ’ nasalization weakening ‘ㅎ’ aspiration pronunciation of the 겹받침	Liaison Pronunciation of ‘ㅎ’(weakening ‘ㅎ’ weakening ‘ㅎ’, aspiration, dropout ‘ㅎ’) nasalization	nasalization liaison glottalization pronunciation of the 겹받침 palatalization aspiration dropout ‘ㅎ’ ‘ㄴ’ addition

	‘ㄴ’ addition liquidization	pronunciation of the 겹받침 glottalization ‘ㄴ’ addition liquidization initial rule	
Method of the Presentation	Preparation (listening) → Explanation of rules →Practice (listening and speaking) Auditory materials provided	presentation (sentence) → Explanation → Practice (reading sentences/dialogs) No auditory material	Explanation (English) → Practice (reading sentences/dialogs) No auditory material
Notation of the Pronunciation	Korean	Korean	Korean
Description of the Rules	Explanation in Korean and English Use of terminology in Syllabus, not in Text Syllabus in Korean and English	Explanation in English Use of terminology in Syllabus and text Syllabus in 12 books in English, 3 books in Korean	Explanation in English Use of terminology in text not in syllabus Syllabus in Korean

Due to the nature of Korean, where there are differences in pronunciation and notation, systematic phonological rule education is required, and considering the efficiency and practical limitations of learning, it would be desirable to cover all stages in an independent area within the integrated textbook.

Lastly, considering that pronunciation education in connection with the various language knowledge or language skills acquired through the integrated textbook can foster both accuracy and fluency, we also need to conduct a study on the relevance to the topic of the unit and practice problems.

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USING CORPORA IN FOREIGN LANGUAGE TEACHING

Ibrokhimova Markhabo Ulugbek kizi

Student of the 3rd English faculty, UzSWLU

E-mail: marhaboibrohimova008@gmail.com

Supervisor: **Shukurova Shokhsanam Kakhramon kizi**

In the age of globalization and information technologies, where the country's level of development is determined not only by socio-economic, cultural indicators, strength and power, attention to the field of education is becoming especially relevant

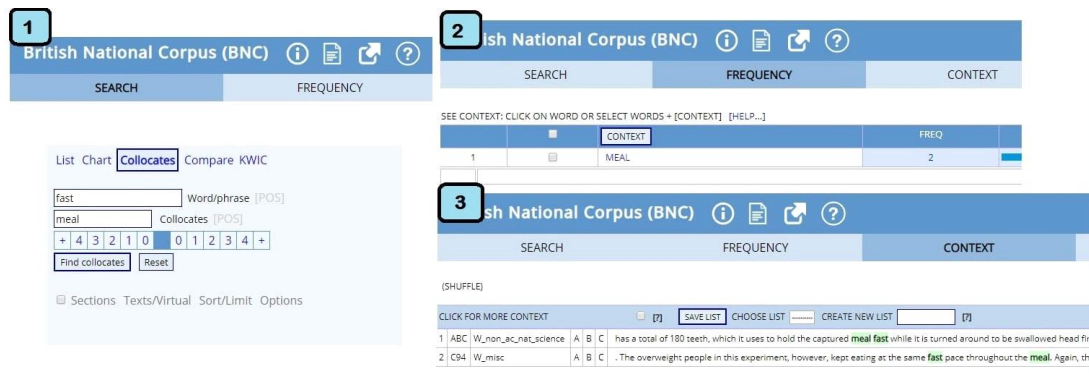
all over the world, especially in Uzbekistan there are many new laws to improve educational system. In accordance with Presidential Decree No. 5117 of May 19, 2021 “On measures to bring the promotion of foreign languages in the Republic of Uzbekistan to a qualitatively new level” organization of the creation of video, games, entertainment shows, films and other teaching content for the thorough mastery of foreign languages are suggested and the formation of the basic skills of the language, in addition, creation of methods of professional translation from the state language into foreign languages and from foreign languages into the state language and assistance in the professional development of specialists in this direction are found to be improved [1].

There are eight ways to use corpora in language lessons:

1. To inform about the program. Teachers can use the different corpus to learn more information about the language. If the dictionary contains enough information about the vocabulary you are going to teach, check out the online resources of the corpus. Moreover, nowadays many textbooks are modern, corpus-based textbooks contain the language used in real life. However, some teachers have to use rather outdated textbooks, so they have to check the information mentioned in the books if they want to make sure that the facts they teach about the language are true, teach common patterns before rare ones, and use authentic examples of patterns [2].

2. Check if there are phrases that students use. When you first start working with new students and ask them to write an essay, most of them tend to write down phrases without even checking if they exist, simply because they sound right. Therefore, the first thing you should pay attention to is that they should not use Google to check phrases, but should teach them how to use dictionaries and corpora to find out if they can do it or not. What you do is go into the British National Corpus and type in the right words. For example, your student wrote “fast food” by analogy with “fast food”. Having checked the phrase in the British National Corpus, we see that it does

not exist.



3. Ask students to guess the top phrases of this word. It is always very useful to learn not just words, but fragments. Do the students know the phrases they are currently studying? Ask students to write down 5 basic words that are combined with the word, i.e.? + tactics. Then ask the students to check them against the corpus. Any answer in the top 20 is counted.

4. Find the missing word. The corpus can also display all examples of a word in context. This is called reconciliation.

Teachers can use authentic contexts found in buildings to create a gap-filling sheet that students will work on. Here’s a useful way to create an exercise for the “Using English” task — create a search for any word you want to learn, select sentences, then delete that word and ask students to guess the missing word.

I just used to smile and laugh	say	"I know - but it'll be fun!"
I could equally	say	that not all atheists believe the same
About his team's bowling, he did	say	thing that he had expected more from them.
Can you	say	whether they were killed by the army?
Let me	say	this: I am fine.

<http://corpus.byu.edu/>

 CAMBRIDGE UNIVERSITY PRESS or

You can show phrases and ask students to guess the word. Show the phrases one by one. Students have to guess what the word might be. The fewer phrases it takes to get the correct answer, the more points the group gets. For example,

man + ?

legal + ?

civilian + ?

voting + ? [3] Which word could fit in all 4 spaces? These are the ‘rights’. Students can get extra points if they name other words that are combined with this word’.

5. Finding out how words are used in the language. In addition to memorizing words and their definitions, use a more active learning process — force students to deduce the meaning themselves. After looking through the correspondence, students can find all the meanings of the word and phrases in which it is contained. Ask students to find a word, read the sentences and find out its meaning.

6. Ask students to guess the upper suffixes of the word. In the case of BYU-BNC, you can search for suffixes using an asterisk. By typing *read, you can get the prefixes of the word listed in order of frequency, for example, “incorrectly read”, “reread”, “subtracted”, etc. Typing read* will give you suffixes of the word “read”, including its morphological inflections, for example, “reading”, “reader”, “reading”, etc.

7. The word is used to check the case and content. Besides the fact that the corpus shows the context of the word and phrases, you can also see the source, and this gives additional information about the registry. One day my students used the phrase “no way” in their essay while preparing for the State Exam in Russian (she wasn’t sure about the register), so I asked her to investigate using BNC corpus, and she found out that it was an unofficial colloquial phrase (of course, the dictionary shows the same thing, but a little research helped to develop [4]).

British National Corpus (BNC)			
SEARCH	FREQUENCY	CONTEXT	OVERVIEW
FIND SAMPLE: 100 200 500 1000 PAGE: << < 1 / 25 > >>			
CLICK FOR MORE CONTEXT <input type="checkbox"/> [?] <input type="button" value="SAVE LIST"/> <input type="button" value="CHOOSE LIST"/> <input type="button" value="CREATE NEW LIST"/> <input type="text" value=""/> [?] <input type="button" value="SHOW DUPLICATES"/>			
1	D95	S_meeting	A B C then they reclaim from the R S P C A, so it, no way that they haven't got any funds. (SP:D95PSUNK) Oh, see, so that
2	D97	S_meeting	A B C walk (pause) slowly in the middle of the road. So that there's no way they can take overtake on the right or on the left. That's the
3	F7A	S_meeting	A B C (SP:P51L8) The trouble is er (SP:P51L8) But strangers don't (unclear) (SP:P51L8) there is no way there is no way (SP:F7APSUNK) (unclear) (SP:P51L8) there is no way of er
4	F7A	S_meeting	A B C er (SP:P51L8) But strangers don't (unclear) (SP:P51L8) there is no way there is no way (SP:F7APSUNK) (unclear) (SP:P51L8) there is no way of ensuring that our (SP:P51L8)
5	F7A	S_meeting	A B C (SP:P51L8) there is no way there is no way (SP:F7APSUNK) (unclear) (SP:P51L8) there is no way of ensuring that our (SP:P51L8) No no. (SP:P51L8) this requirement is ev
6	F7A	S_meeting	A B C fact of the matter. (SP:P51LA) Mm. (SP:P51L9) And I'm afraid there is no way you can (pause) you, if you try and force the caf to be more
7	F7C	S_meeting	A B C person I mean I thought about this long and hard and there's just no way . It can not be done by committee it would not work cos then (SP:P51LK)
8	F7E	S_meeting	A B C (SP:P51LT) Mm. (SP:P51LS) the first, I mean (pause) there's (SP:P51LV) Mm. (SP:P51LS) no way that we could (SP:P51LT) Level one I think are we, are we ignoring (SP:P51
9	F7F	S_meeting	A B C (SP:F7FPSUNK) Absolutely! (SP:F7FPS002) As long it is joint, I mean there's no way that yo-- that you could (pause) have something sent home to parents (SP:F7FPS001)
10	F7F	S_meeting	A B C bit. (SP:F7FPSUNK) There's got to be a pupil input, there's no way you can do this (SP:F7FPS000) Why, why do you say that? (SP:F7FPS001) I
11	F87	S_meeting	A B C Board will need to find the money to do. I, I in no way want to resist Dr (---)'s erm er addendum, I hope that the
12	F8U	S_meeting	A B C Mhm. (SP:P51RA) Colin (---) rang Colin (---) rung back and said erm (pause) no way Jose. (SP:P51R8) Oh. (SP:P51R7) In regards to what? (SP:P51RA) Erm (pause) to
13	F8U	S_meeting	A B C reminds me (unclear). I asked my father about his answerphone. There's no way of removing the erm tape. (SP:P51RA) Right. (SP:P51R7) So (unclear)2. (SP:P51RA) (unc
14	FUJ	S_meeting	A B C What the (unclear)? (SP:P51UK) Or (SP:P51UH) A C E documents. (SP:P51UJ) No way . You get paid on final costs. (SP:P51UH) Well. It depends which clause
15	FUJ	S_meeting	A B C which I see is at (SP:FUJPSUNK) (cough) (SP:P51UM) extreme risk. Now there's no way I'm gon na talk to tha-- he-- they are our major client. It
16	FUJ	S_meeting	A B C go. We want your people to be trained in them. There's no way I'm gon na turn round to them and say, Get stuffed. I
17	FUJ	S_meeting	A B C have to train down to a certain level within our group, there's no way can we afford five man-days of lost fees and fifteen hundred pounds (unclear)2. (SP:FUJPSUNK) (u
18	FUL	S_meeting	A B C mean we're paying (SP:FULPSUNK) I mean (SP:P51V3) forty five percent (SP:P51V2) There's no way we'll sit back and let him continue in this way. So we've
19	G59	S_meeting	A B C advance. (SP:G59PSUNK) (unclear) (SP:P527U) But it's getting now there's there's no way they're gon na take you. I mean I had the same problem when
20	HYY	S_meeting	A B C for this, one hundred and ten pounds (SP:HYYPSUNK) Mm (SP:P35L1) and there's no way I would have paid that. The opera was great, but I wouldn't

8. Create your own enclosure. If the class is currently dealing with a certain topic, it would be nice for them to look at the English language of that topic. Thus, you can create any fence you want. The Sketch Engine has an instant corpus tool, with which the text on the topic is collected from the Internet in a few minutes, and then it is data for a mini-research project.

Development of an online database of resources based on corpora.

The future direction of the use of buildings in high school in Korea was would create an online database of resources based on the buildings and make these resources available to teachers. You can invite teachers to explore existing corpus-based resources on the Internet and use them for their students in the classroom. For example, a number of case tools for DDL are available in Complete Lexical Tutor (<http://www.lextutor.ca>) and numerous ready - made DDL actions are also featured on Tim Jones ' website (<http://web.bham.ac.uk/johnstf/hompage.htm>) [5]. In addition, it may be necessary to create an online community for teachers who want to use corpora in their classrooms, in which they could share their experience of implementing and using corpora in their classrooms. This type of collaboration will eventually help create

a culture of collaboration between teachers and enrich the database by providing practical advice on integrating buildings into the classroom. It is argued that teaching discovery using corpora may be most appropriate for advanced learners who fill in gaps in their knowledge rather than laying the foundations. However, due to a certain level of pedagogical mediation, the benefits of using buildings can be extended to intermediate or low-level students who have limited language skills, in which case the pedagogical mediation of buildings is critically important.

Indeed, the correct and effective use of buildings in the classroom is partly a technical issue, but primarily a pedagogical one. If the use of corpora in the classroom is not widely discussed and researched to develop a pedagogical plan for integrating corpora into the classroom, the intended educational result, which many corpus linguists simply expected, will not be achieved by students and teachers. As an example, this article presents a wide range of linguistic and pedagogical applications of corpus research. Although this article does not provide an exhaustive overview of the corpus-linguistic impact on language teaching and the entire scope of corpus-based activities, there is no doubt that the corpus can be used for various purposes in linguistic pedagogy: for dictionaries and other materials for the ELT class.; as a database and an instrument in the ELT classroom itself; as representative samples of the students' language. The study of student buildings in particular can offer much more potential for future classroom-based buildings than has been realized so far.

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XXI ASR YOSHLARI ORASIDA CHET TILI VA ADABIYOTINI O'RGANISHDAGI INTELLEKTUAL SALOHIYATNI OSHIRISH

Isroilova Jasmina Yusub qizi

O'zbekiston davlat jahon tillari universiteti 2-

bosqich talabasi

sjasmine1126@gmail.com

Annotatsiya

Mazkur maqolada chet tilini o'zlashtirishdagi intellektual salohiyatni oshirishga bo'lgan ehtiyojlar masalasi o'z ifodasini topgan. Muallif bu borada o'quv jarayoni samaradorligini oshirishga xizmat qiluvchi zamonaviy ta'lim metodlarini keltirib o'tgan.

Tayanch so'z va birikmalar: zamonaviy metodlar, sho'ng'ish metodi, eshitish orqali o'rganuvchilar, noan'anaviy metod, traditsion metod

Аннотация

Данная статья посвящается вопросам интеллектуального улучшения в сферах обучения иностранного языка. Также автор предлагает несколько современных методов, которые могут улучшить эффективность процесса изучения.

Ключевые слова: современные методы, метод погружения, слуховые учащиеся, нетрадиционный метод, традиционный метод

Abstract:

The article is devoted to the issues of improving the intellectual productivity of foreign language learners. The author also mentioned several modern methods that could enhance the efficiency of language learning process.

Key words: modern methods, immersion method, auditory learners, untraditional method, classroom method

Endilikda xorijiy tilni o'zlashtirish kishilik jamiyatida nihoyatda muhim ahamiyatga ega sohalardan biriga aylanib, turli kasblarning yetuk mutaxassisleri uchun kadrlar yetishib chiqarishda muhim omil sifatida ahamiyat kasb etmoqda. Zamonaviy jamiyatda chet tili o'rganuvchilari, odatda, mazkur xorijiy tilni avvalambor umumiy o'rta ta'lim muassasalari, litsey hamda kollejlarda, keyinchalik esa oliy o'quv yurtlari, yakka holda (mustaqil ravishda) yoki o'quv markazlarida o'rganishadi. Shu borada yurtimizda chet tillarini o'zlashtirish uchun yetarli shart-sharoitlar mavjud. Jumladan, O'zbekiston Respublikasi Vazirlar Mahkamasining 12-dekabr 2012-yildagi "Chet tillarini o'qitishni yanada takomillashtirish" haqidagi qarori asosida davlatimizda tillarni o'rganish va ularni isloh qilish uchun qator yo'llar ochildi.

Tadqiqot jarayonida ingliz tili o'qitilishining zamonaviy usullaridan hamda internet manbalaridan foydalanildi. Maqola yozishda nazariy-deduktiv xulosa chiqarish, analiz-sintez qilish va mantiqiy fikrlash tamoyillaridan foydalanildi.

Zamonaviy jamiyatda xorijiy tilni bilish kasbiy ta'limning muhim qismini tashkil etadi. Xalqaro munosabatlar avj olayotgan bir paytda chet tilidan xabardorlik juda muhim ko'nikma sanaladi. Demakki, xorijiy tilda so'zlashish hamda kommunikatsiya qila olish qobiliyati kishilik jamiyatida o'z o'rniga ega bo'lishda katta ahamiyat kasb etadi.

Misol tariqasida ingliz tilini olsak, XXI asrga kelib, ingliz tili butunjahon miqyosida eng keng qo'llaniladigan (ham yozma, ham og'zaki) tilga aylandi. [1] Dunyoning aksariyat davlatlarida ushbu tilni o'rganish majburiy bo'lib qoldi. Natijada mazkur tilni samarali o'zlashtirish bo'yicha til mutaxassislari, psixolog va pedagog olimlar tomonidan turli zamonaviy metodlar ishlab chiqildi. Bunga asosiy sabab zamon talabiga ko'ra til o'rganuvchilarga qulayliklar yaratish hamda dars materiallarini yanada tushunarliroq qilishga bo'lgan ehtiyojlardir. Yoshlarga tillarni o'rgatish uchun turli interfaol, traditsion va noan'anaviy dars metodlari ishlab chiqildi. Ayniqsa, chet tili metodisti, Professor J. Jalilovning "Chet til o'qitish metodikasi" kitobida tillarni o'qitish borasidagi zarur bir qancha metodlar ishlab chiqilgan hamda hozirgi kunda ham til o'rganuvchilarining yetuk mutaxassis bo'lib yetishishlariga xizmat qilib kelmoqda. [2]

Butunjahon standartlari qatoriga qo'shilgan eng mashhur metodlardan biri – "the immersion method" ni tahlil qiladigan bo'lsak, u til o'rganuvchilarining intellektual salohiyati hamda mantiqiy fikrlash qobiliyatini rivojlantiradi. Ushbu metodning qandayligini nomidan kelib chiqqan holda ham taxmin qilish mumkin, ya'ni "immersion" – tamomila sho'ng'imoq. Bu metod til o'rganuvchining atrofini o'rganilayotgan til bilan o'rab olish asosiga quriladi. Bu metod, odatda, mazkur tilda so'zlashiladigan mamlakatdagi, mazkur tilni iloji boricha tezroq o'rganish istagidagi, tilning grammatik qismida muammolarga ko'p duch keluvchilar va/yoki eshitish orqali o'rganuvchilar uchun tavsiya etiladi. Bu metoddan quyidagi ko'rinishlarda foydalanish mumkin: a) Mobil aloqalar, ijtimoiy sahifalar va saytlardagi interfeys tillarini

o'rganilayotgan tilga o'tkazish; b) o'rganilayotgan tilda so'zlashuvchi havaskor guruh yoki klublarga onlayn/oflayn a'zo bo'lish hamda suhbatlashish; c) Agar ma'lum bir ta'lim muassasalarida tahsil olinayotgan bo'lsa, guruhdoshlar bilan iloji boricha ana shu tilda so'zlashish; d) mazkur chet tilining mahalliy so'zlashuvchilari ishtirokidagi kino va seriallarni ko'rish hamda ularga taqlid qilish. [3]

Mazkur metodning yagona kamchigi uning faqat eshitish orqali o'rganuvchilar (auditory learners) uchun effektivligida.

Yuqorida berilgan taklif eshitish orqali o'rganuvchilar uchun nihoyatda qulay va samarali uslub bo'lib, butunjahon ekspertlari ushbu usulni (the Immersion method) til o'rganuvchilariga tavsiya qiladilar. Agarda ingliz tili shunchaki so'zlashish emas, balki chuqurroq ko'nikma hosil qilish uchun o'rganilmoqchi bo'lsa, Classroom Method dan foydalanish tavsiya etiladi. Mazkur usul "Traditsion metod" deb ham nomlanib, dastlab asosiy grammatik qoidalarni o'rganish asosiga quriladi.

Xulosa qilib aytganda, bugungi kunda yuksak bilim va malakaga ega bo'lgan zamonaviy yoshlarni chet tillarini bilmagan holda tasavvur qilish imkonsiz. Negaki, bugungi davr talabi yoshlarni o'z mutaxassisligidan tashqari qo'shimcha ravishda til bilishga undaydi. Shunday ekan, prezidentimiz Sh. M. Mirziyoyev ham shu qatorda yoshlarning til bilish darajasiga alohida e'tibor beryapti va biz, yoshlar, mazkur imkoniyatdan foydalanishimiz kerak.

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APPLYING AN INTERCULTURAL COMPETENCY CURRICULUM IN THE ENGLISH CLASSROOM

Oblakulova Dinora Jamshid kizi

Bachelor student, UzSWLU

dinaraoblakulova49@gmail.com

INTRODUCTION

Today, people have more opportunities to communicate with people from other countries. The success of such communication undoubtedly depends on both certain linguistic and intercultural competencies of the participants in the dialogue.

Undoubtedly, language and culture are inextricably linked with each other, so language cannot be taught without culture.

The importance of the development of intercultural competence in the process of language teaching is emphasized by many researchers, as well as in the document "Common European Framework of Reference for Languages (Common European Framework of Reference, CEFR)", used in countries of the European Union.

The document states that one of the main goals of teaching a foreign language today is "to promote mutual understanding and tolerance, respect for identity and cultural diversity through effective international communication" and the development of students' "ability" to communicate with each other across linguistic and cultural boundaries".

DISCUSSIONS

Indeed, at the present stage of education, intercultural communication is becoming a new pedagogical concept that penetrates into all aspects of language teaching. Unfortunately, not all foreign language teachers are ready to be competent intercultural communicators with sufficient experience. The reason for this, in our opinion, is the disintegration of interdisciplinary connections in the classroom, the limited or complete absence of communication between teachers themselves and native

speakers of the target language (they do not encounter different intercultural contexts, do not have interpersonal contacts with foreigners, do not improve their intercultural competence through real intercultural practice). All these factors hinder the development of intercultural competence of foreign language teachers.

By learning a foreign language, students learn about the cultures of the peoples who use that language. In turn, by teaching a foreign language, teachers themselves can truly master the language, thereby mastering the cultural contexts through which the language is taught. The lack of knowledge about the cultural values of the language being studied and the local culture leads to negative consequences.

The development of intercultural competence in the lessons of a foreign language can be due to a number of activities in which students first discuss their own experience with the culture of the peoples of the language being studied based on listening or reading about it, and then compare a foreign culture with their own.

For the development of intercultural competence, content and integrated language learning should go in parallel, complementing each other, since the focus of students on topics of interest to them stimulates the analysis and comparison of two cultures. All sorts of authentic texts, audio and video materials, most of which can be found on the Internet, can serve as materials that can be used to bring a foreign language culture into the classroom. True stories written by native speakers can provide contexts that invite discussion, analysis, and comparison.

We will offer a description of our own work in this direction. Before starting it, we had conversations, debates in English among the students. Here are the questions they discussed:

- What are you interested in, and can knowledge of the foreign language you are studying (English) help you in your hobby?
- What topics would you like to discuss in English lessons?
- What texts and types of work in English do you like?

- In which class was it more interesting for you to learn a foreign language?
- What prevents you from learning a foreign language?

Conversations, disputes and answers to questionnaires were analyzed, data were written out for use in further work. We would like to talk about the statements of students, about some practical conclusions.

But, unfortunately, not everyone is of this opinion. One of the students noted that it is enough to know one's native language well, that there are translators, so there is no need to know a foreign language. The second expressed the opinion that the content of the textbooks is of little interest.

CONCLUSIONS

Thus, through the prism of intercultural dialogue, students developed not only the skills of types of speech activity (listening, reading, speaking, writing), but also formed their intercultural competence.

Taking into account the results of our work, we came to the conclusion that the importance of culture in language learning should not be neglected and the focus should be only on the language being studied. Although the use of cultural and country studies material in the educational process ultimately requires certain efforts from the teacher, it has a positive effect on increasing intercultural competence and the teacher himself. This allowed us to reveal that the widespread use of such teaching methods and teaching aids containing a cultural component in the process of classroom and extracurricular work contributes to the activation of the mental and cognitive activity of students.

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IMPORTANCE OF PUBLIC SIGNS AND THEIR TRANSLATION FOR TOURISTS

Davronova Sevarakhon Ulug‘bekovna

Master student

Uzbekistan State World Languages University

+998 90 400 06 14

mirzayevasevara71@gmail.com

Abdullayeva Feruza Suyunovna

Senior teacher, PhD

Uzbekistan State World Languages University

We are living in the era of technologies, we use technological items every-day, we vacuum the flat, cook in the microwave oven, watch TV, make a coffee, look at our mobile phone many times a day. We look at the signs while using our technics. Signs

are all around in our lives. A sign is an article that proposes the nearness of an actuality. It can be a shown structure bearing letters or symbols, used to recognize something or publicize a business. It can also be a posted notification bearing a warning, safety advisory, or command, etc. Signs are great examples in regular habitats that have high data content. They make our lives simpler when we can read and follow them, but they posture issues or much threat when we are most certainly not. For instance, a traveler won't have the capacity to understand a sign in local language that indicates notices or risks. In this work, we concentrate on recognizing text on signs. "Public signs" is the new general popular vocabulary. But, it is not used widely for the translation industry and the foreign sector. Few people know this new vocabulary, so we come to know it. "Public signs" means the text language for people in public. There are many similar expressions, including "sign language", "logo", "signs", and "slogans" and so on. It is widely used in transportation, tourism, transport and other public areas in the combination of sign language and signs. In the field of tourism one can across the touristic signs which shows us the right way to follow them. Touristic signs may be a route direction, eating direction, showing some allow to do something or not allow the tourist doing some action. This kind of signs can be seen on the ways where tourists walk and at the entrance of touristic attractions in Uzbekistan's touristic spots. Sometimes, It makes tourists some difficulties to get the real meaning of the sign and it's a real challenge for interpreters also. So what is the more suitable way of translating and getting the right meaning of them. There are some ways of translating them. The public signs use the noun, verb, gerund, phrase, abbreviations, combination of text and logo, present tense, imperative sentence, and normal and standard vocabulary. It is simple and concrete vocabulary with local characteristics.

1 Great Deal of Noun or Gerund

The English public signs sometimes use a great quantity of noun or gerund. Thus, it can reflect special information directly and bring concrete content by simple forms.

Meanwhile, Chinese use verbs corresponding to these public signs. Such as Food & Beverage (Taom va Ichimlik) Safety First (Diqqat qiling!).

2. Use of Abbreviations

The public and tourists access to public signs in most public facilities and services with abbreviations, such as DXA (Davlat Xizmatlari Agentlgi)

3. Strictly Banned Uncommon Words

Considering the knowledge level of public and tourists, public signs strictly avoid the use of rare words, the old saying, slang, and terminology. Such as: NO LITTERING (Axlat qilmang). The effect is more obvious that text are used in most public places with logo, such as: EXIT(Chiqish),

4. Application of Present Tense

Signs give the instructions, tips, and limits of actual behavior of public in specific areas. Therefore, public signs only. Public Signs apply to all aspects of daily life, and it also directly affects our lives. Public Signs in practical applications has indicative, suggestive, restrictive, mandatory application of the four prominent functions.

5. Indicative Public Signs

Indicative public signs reflect the thoughtful service of information without any restrictions and mandatory meaning. For example, INFORMATION(Ma'lumot), CAR RENTAL(Mashina ijarasi), TRAVEL SERVICE(Sayyohlik xizmati). Suggestive public signs have not any specific relation, but it is widely used. RESERVED(Band qilingan),

6. Restrictive Public Signs

Restrictive Signs put restrictions, constraints or requirements for relevant people. The application of this language is straightforward, but it will not make people feel strong, violent or irrational. Such as KEEP RIGHT (O'nga buriling), TICKET ONLY(Chipta bilan).

7. Mandatory public signs demands public to be taken or not taken any action. Language application is straightforward, tough, no question. NO SMOKING (Chekilmasin), NO Entry (Kirish yo'q) Readers of public signs are common people who understand the public signs without any professional training. It is not the problem of public signs when readers can not understand the signs. So, it is chief principle of translation that can make readers understand the signs.

Appropriate Tone

We should grasp the Uzbek tone before we translate the public signs. In general, the tone of public signs can be classified into four types, such as prohibited, warning, command and suggesting.

1. Prohibited: it refers to prohibiting or stopping something that people want to do. For example, "Iste'mol uchun emas"(Don't eat!),

2. Warning: it refers to warning people the danger that would happen, such as "Yong'in xavfi bor"(Danger of fire!) "Xavfli"(Danger!)" Portalsh xavfi bor" (Danger of explosion!)

3. Command: it refers to complying with what it commands. For example, "Masofa saqlang""(Keep distance!) "Ehtiyot bo'ling" (Handle with care!) Suggesting: it refers to suggesting the target information of location and direction. "Ochiq"(Open)

4. Sugesstion. There is an example to show the importance of the appropriate tone. "Yuqoriga"--this is a sign on a refrigerator, it is translated into "Upright". It belongs to command. As we all know, compared to other upright goods, refrigerator needs to be completely upright not only during the transporting, but also when it is static. Here, "upright" can not express the special command enough. So, it will be more appropriate--Never Slope!

Translators also should realize the normalization of public signs. The so-called normalizatization is that the emergency exits in case of emergency situation from the building, but domestic public signs that express "Favqulotda chiqish" are almost

translated into “exit”. In fact, some “Chiqish” are not used for emergency evacuation, and some are simply just a way-out only. According to the requirements of international standards ISO 700-ADD Public information graphical symbols, those “Chiqish” which are not emergency exit should be signed as WAY OUT rather than EXIT. Especially for some industries, such as tourism, public transport and construction should be translated in accordance with international common words.

Language is the carrier of culture and every nation has rich cultural heritage. There exist differences between different nations by different culture, social background, habits, thinking styles. So the language also has great deal of diversity. Translation of public signs means properly convert the source language into target language, in this process translates should not only maintain the information in the source language, but also take into account cultural differences. In our specific historical environment, often with Uzbek characteristics, some words such as “Oq yo’l” means have a nice journey.

Conclusion

Translation of public signs is a large and trivial project, involving all aspects of life. In order to solve the difficulties, it requires great attention by translators even the whole community. The survey of this paper is only a tip of the iceberg. The process of translation is a long way. On the one hand, it requires translator to improve language training and knowledge, knowing about the cultural convention and way of behavior in the English-speaking countries. At the same time in the translation process, translator need to scrutinize carefully of each word, be careful to treat every sentence without any arbitrary. On the other hand, many expressions are the conventions in different cultures, which is the principle of translation that can not be ignored. This also requires translator to pay more attention to the accumulation of expression. Translator may take records when they have opportunity to go abroad. Thus, translator can avoid unnecessary mistakes by borrowing foreign vocabulary. It is believed that people can

create a clear language environment through eliminating the wrong language from each word by all people engaging in translation work.

Uzbekistan has developed a new standard for tourist information signs, the State Committee for Tourism Development said in a statement. Signs with a brown background are designed to be installed on routes that are used by foreign tourists. The inscriptions on the signs indicating the infrastructure (city, street, museum, stadium, etc.) and geographical objects are written in the Uzbek and English languages. When choosing international examples of the use of tourist information signs, emphasis was made on studying the experience of countries whose tourist market is characterized by a high level of development. In particular, an analysis was conducted of international standards and experience of the CIS countries, as well as the European Union.

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СВЕДЕНИЯ О ЛИЧНЫХ ФОНДАХ УЧЕНЫХ КОНЦА XIX – НАЧАЛА XX ВВ. В НАУЗ

Мамасадикова Дилафруз Рустамжон кизи

Соискатель

+998 99 434 53 58

shahi7575@mail.ru

Среди ученых, активно изучавших историю Узбекистана конца XIX – начале XX вв. особо следует отметить русского и среднеазиатского ученого-краеведа Николая Гурьевича Маллицкого. Множество ценной информации о жизни и деятельности, о богатом научном наследии ученого хранится в настоящее время в фондах Национального архива Узбекистана. Из материалов данных фондов можно представить достоверные сведения по изучаемой тематике. Ровно сто лет назад, 29 декабря 1912 года, по Ташкенту пошел первый электрический трамвай. Городской головой (мэром) в ту пору был Николай Маллицкий, известный русский ученый, журналист и педагог. Судьба же Николая Маллицкого была трудной, но счастливой. По воспоминаниям его дочери, он ушел с поста градоначальника, когда в Ташкент приехал Александр Керенский и потребовал переизбрать Думу. Малицкий слишком хорошо знал своего бывшего ученика еще по гимназии, где преподавал историю с географией,

и к тому же не доверял эсерам, взявшим власть. Блестящий знаток узбекского, таджикского и арабского языков, журналист (возглавлял «Туркестанские ведомости»), он был в числе первых преподавателей Ташкентского университета, также преподавал в Высшей военной школе востоковедения, и в 1926 г. Получил звание Красного профессора. Он известен как талантливый ученый географ, историк, краевед, педагог, активный государственный деятель. В НАУз личный фонд Н.Г.Маллицкого называется, как «Л/ф Н.Г.Маллицкого» и нумеруется №Р-2231. Документы фонда Р-2231 описаны двумя описью №1, №2. В научно-исследовательской деятельности ученый изучал г.Ташкент и его окрестности, совершал самостоятельные экскурсии и походы. В 1895-1901 гг. им было опубликовано 53 работы. Данный личный фонд считается одним из содержательных личных фондов ученых-историков в НАУз.

Ценная информация содержится в личном фонде ученого-ориенталиста, государственного деятеля, этнолога [1], востоковеда[2], педагога Н.П.Остроумова, и данный фонд хранится в НАУз. Н.П.Остроумов является одним из первых российских ученых, изучавших Туркестанский край. Его деятельность в плане изучения истории Туркестана многогранна: этносы, традиции, религия, самобытность, культура, вопросы местного традиционного воспитания, светского образования, ассимиляции народностей в Средней Азии, развитие государственности в период генерал-губернаторства и др. Надо отметить роль Остроумова в первом издании на русском языке «Уложения Тимура»[3]. Он организовал перевод с французского издания Лянгле (1787), и издал его в Казани. В 1905 и 1907 годах Остроумов как знаток вопроса участвовал в петербургских совещаниях по вопросам инородческого образования. Остроумову принадлежит ряд работ о традиционных мусульманских учебных заведениях — мактабах и медресе.[4] Николай Петрович не создал собственной научной школы, но как педагог и ученый оказал

глубокое влияние на многих ставших в последствии известных деятелей науки — М. Андреева, Н. Маллицкого, В. Наливкина, Е. Бетгера, А. Семенова и других. Также Н.П.Остроумов известен своими исламоведческими работами. Ряд авторов скептически оценивает эту часть его наследия. Причем, как правило, все критики, и прошлые, и нынешние, лишь повторяют слова академика В.В.Бартольда, действительно несколько критически отозвавшегося о некоторых исламоведческих студиях Остроумова.[5] Но тот же Бартольд весьма похвально отзывался о других его работах подобной тематики. В НАУз данный фонд включен в ряд наиболее значимых, и ввиду этого его дела отмечены знаком ОЦ – «особо ценный». Изучение материалов личного фонда позволят раскрыть малоизученные аспекты жизни и деятельности известного ученого и по-новому взглянуть на важность вопросов личных архивных документов известных ученых[6].

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O‘ZBEKISTON DAVLAT JAHON TILLARI UNIVERSITETI
ILMIY INNOVATSION ISHLANMALARNI TIJORATLASHTIRISH
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INNOVATSIYA 2022: DOLZARB MUAMMOLAR VA ZAMONAVIY YECHIM mavzusidagi Respublika miqyosidagi ilmiy-amaliy anjuman 2022-yil 8-oktabrda O‘zbekiston Respublikasi Vazirlar Mahkamasining 2022-yil 7-martdagi 101-F sonli Farmoyishi bilan O‘zbekiston Respublikasida respublika miqyosida 2022-yilda o‘tkaziladigan ilmiy tadbirlar rejasiga asosan O‘zDJTU Ilmiy innovatsion ishlanmalarni tijoratlashtirish bo‘limi tomonidan tashkil etildi.

Tahrir hay‘ati «FILOLOGIYA MASALALARI» elektron ilmiy-metodik jurnali muharrirlari umumiy tahriri ostida.

To‘plamdan o‘rin olgan maqolalarning saviyasi, sifati va ilmiy dalillarning haqqoniyligi hamda mazmuni uchun mualliflar mas‘uldirlar.