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**“TIL O‘QITISH VA O‘RGANISHDA GLOBAL ISTIQBOLLARNI
O‘RGANISH” MAVZUSIDAGI XALQARO ILMIY-AMALIY
KONFERENSIYA
MATERIALLAR TO‘PLAMI
2024-yil 21-fevral**

**CONFERENCE PROCEEDINGS
OF THE INTERNATIONAL SCIENTIFIC AND PRACTICAL
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LANGUAGE TEACHING AND LEARNING”
February 21, 2024**

**СБОРНИК МАТЕРИАЛОВ
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ПРЕПОДАВАНИИ ЯЗЫКОВ”
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Samarkand 2024

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EXPLORING GLOBAL PERSPECTIVES IN LANGUAGE TEACHING AND
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**INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE
EXPLORING GLOBAL PERSPECTIVES IN LANGUAGE TEACHING AND
LEARNING**

ANJUMAN ISHTIROKCHILARIGA QUTLOV

Assalomu alaykum hurmatli professor-o'qituvchilar, anjuman ishtirokchilari!

Samarqand davlat chet tillar instituti faoliyati davomida 100 dan ortiq nufuzli xorijiy oliy ta'lim muassasalari, reyting agentliklari hamda dunyoning va respublikamizning yetakchi ta'lim tashkilotlari, xususan, UzTEA - Uzbekistan Teachers of English Association (O'zbekiston ingliz tili o'qituvchilari assotsiatsiyasi) tashkiloti bilan ham hamkorlik aloqalarini mustahkamlab kelmoqda. Ushbu hamkorlik doirasida Samarqand davlat chet tillar instituti hamda UzTEA tashkiloti bilan hamkorlikda xalqaro, respublika ilmiy amaliy anjumanlar o'tkazilishi belgilangan. Mana shunday anjumanlardan biri institutimizda UzTEA tashkilotining Samarqand filiali tashabbusi bilan o'tkazilayotgan "Til o'qitish va o'rganishda global istiqbollarni o'rganish" mavzusidagi xalqaro ilmiy-amaliy anjumanidir. Ruxsat bersangizlar, anjumanni ochiq deb e'lon qilaman.

Oxirgi yillarda zamonaviy tilshunoslikda lisoniy hodisalarni tilshunoslik va boshqa ilmiy sohalar bilan birgalikda tadqiq qilinishi dolzarb bo'lib bormoqda. Zero, bu kabi yondashuvlar til birliklarini bir turli sathlarda chuqurroq o'rganish, ilmiy bilimlar va yangi faktlar bilan boyitish orqali turli jihatlarini ochib berish imkonini beradi. Shuningdek, tilni o'rganish va o'rgatish nazariyasining umumiy qonuniyatlarini, metodologik asosini ishlab chiqishni ko'zda tutadigan zamonaviy lingvodidaktikaning muammolariga oid tajribaviy bilim va yechimlar ushbu fan rivoji uchun samarali "tajriba almashinuv"iga xizmat qilishi shubhasizdir. Tadqiqotlarga mana shu kabi yondashuvlar natijasida psixolingvistika, etnopsixolingvistika, sotsiolingvistika, lingvomadaniyatshunoslik, lingvodidaktika va boshqa ilmiy sohalar vujudga keldi va rivojlanmoqda.

Anjumanda xalqaro va respublika miqyosidagi oliy ta'lim muassasalarining professor-o'qituvchilari, tadqiqotchilari, magistrant va talabalari o'z maqolalari bilan ishtirok etishmoqda. Bu anjumanning ilmiy nufuzidan dalolat, albatta. Samarqand davlat chet tillar institutida ham ko'plab mustaqil izlanuvchi hamda doktorantlar o'z mavzulari bo'yicha ilmiy izlanishlarini olib borishmoqda. Ushbu anjuman albatta ular uchun foydali va natijali bo'ladi.

Mazkur anjuman tillararo aloqani mustahkamlash, til qonuniyatlarini aniqlash, jahon adabiyotshunosligidagi muhim o'zgarishlarni tadqiq va talqin etilishi, tilni o'qitishga oid muammolarga zamonaviy yondashuvlar orqali murojaat qilinishi bilan ham qimmatlidir. Anjuman doirasida yalpi majlis va quyidagi sho'balar ishi rejalashtirilgan:

- Global kontekstda til ta'limida strategiya va innovatsiyalar;
- Til pedagogikasi: o'rganish va muloqotni kuchaytirish;
- Til bilimini oshirish: turli xil ta'lim landshaftlari uchun strategiyalar;
- Til ta'limidagi yutuqlar: madaniyatlar va innovatsiyalar o'rtasida bog'lanish masalalari.

Amaliy anjumanimizning yalpi yig'ilishi faollar zalida boshlanib, alohida-alohida sho'balarda davom etadi.

Fursatdan foydalanib, barchangizga konferensiya ishida va ilmiy faoliyatlaringizda kattadan-katta muvaffaqiyatlar tilayman!

**SamDCHTI rektori v.v.b.
f.f.n., professor
F.Ruzikulov**

**GLOBAL KONTEKSTDA TIL TA'LIMIDA
STRATEGIYA VA INNOVATSIYALAR**

**EMPOWERING MULTILINGUALISM:
STRATEGIES AND INNOVATIONS IN
LANGUAGE EDUCATION**

**СТРАТЕГИИ И ИННОВАЦИИ В ОБУЧЕНИИ
ЯЗЫКАМ В ГЛОБАЛЬНОМ КОНТЕКСТЕ**

SECTION I

EMPOWERING MULTILINGUALISM: STRATEGIES AND INNOVATIONS IN LANGUAGE EDUCATION

**К ПРОБЛЕМЕ СОЗДАНИЯ «КОГНИТИВНОЙ СРЕДЫ» ДЛЯ
ФОРМИРОВАНИЯ «ШКОЛЫ МЫСЛИ» В СИСТЕМЕ ВЫСШЕГО
ФИЛОЛОГИЧЕСКОГО ОБРАЗОВАНИЯ***Ф. Рузикулов¹**Аннотация:*

В статье поднимаются проблемные актуальные вопросы современного филологического образования, подчеркивается важность создания «когнитивной среды», учета ментальности студента в постижении им специальных курсов. Проблема «понимания» рассматривается как главная психологическая и когнитивная составляющая успеха образовательного процесса и «точки роста» студента.

Ключевые слова: когнитивная среда, синергетика, креативное мышление, художественная литература, понимание, ментальность

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Проблема высшего гуманитарного образования стоит сегодня особенно остро, учитывая все больший набор студентов в институт, что негативно сказывается на качестве и престиже профессии. Следует отметить, что педагогический процесс решается вне учета ментальности студента с позиций кросс-культурной психологии. Считается, что студент первого курса факультета английской, французской филологии, отделения китайского или японского языка, который окончил школу с узбекским языком обучения, легко впишется в новую образовательную реальность и будет свободно воспринимать азы будущей профессии. Как показала практика, адаптация происходит непросто, а зачастую студент механически овладевает навыками языка, вне постижения культуры, без чего невозможно «погрузиться в стихию языка». Триада «Язык-культура-литература» востребована как никогда для утверждения синергетической педагогической парадигмы в образовании профессиональной личности филолога, для становления настоящего билингва (узбекский/английский, узбекский/ японский и т.д.)

Попробуем порассуждать над этой психологической и педагогической проблемой, опираясь на книгу Г.Д.Гачева «Ментальности народов мира»: «Уже в повседневной жизни мы разговариваем на языке сверхценностей, используем философские идеи и принципы, но не осознаем того, что

¹ Рузикулов Фазлиддин Шукурович, к.ф.н., профессор, и.о. ректора СамГИИЯ

употребляем их бессознательно...» (Гачев 2008:8). Ученый подчеркивает основные параметры Языковой личности (национальные воззрения на мир, национальную логику, склад мышления) и подчеркивает важность менталитета человека. Б.С.Гершунский приводит перечень ключевых слов и категорий, относящихся к психологической характеристике менталитета. Выделим некоторые из них, которые, на наш взгляд, необходимо учитывать в образовательном процессе: «... перцептивные и когнитивные эталоны», «взгляды на мир», «доминирующие мотивы», «национальный характер», «идеалы», «социальные установки», «мотивационная сфера» (Гершунский 1989:113). Все перечисленное и составляет выполнение необходимых усилий для решения образовательного процесса на факультете английской филологии СамГИИЯ, акцентированного на синергетические принципы.

Учебные Программы на всех факультетах СамГИИЯ не учитывают национальный менталитет студента, что негативно сказывается на процессе его обучения. Мы, естественно, далеки от мысли создания узко «национальных» программ, прогресс науки и техники XXI века сделали громадный рывок в сознании и мышлении каждого, всемирная сеть делает доступной любую информацию, на любом языке. Есть универсальные, традиционные филологические дисциплины, материал которых не должен подвергаться коррекции, кроме новаций, продиктованных в науке временем.

Но все-таки необходимо, чтобы в обучающем и воспитательном процессе доминировали в первую очередь национальные интеллектуальные ценности, что дает студенту изучение курсов «Истории узбекской литературы» и «Истории узбекской культуры». Считаем, что программа 1 курса на всех факультетах должна соответствовать «пропедевтическому» направлению, то есть необходимо поднять интеллектуальный уровень студента действительно до планки высшей школы. В этом нет ничего негативного, отметим, что специалисты, утверждающие программы, очевидно, уверены, что абитуриент уже обладает таким прочным запасом филологических знаний, включая языковые, что в пропедевтике нет нужды. Практика показывает обратный результат. Считаем, что именно на первом курсе студент должен пройти все ступени сознательного понимания профессиональных навыков, получить представление и закрепить на практике теоретическую, терминологическую базу, отметить собственную «точку роста».

«Понимание» — это понятие представляется настолько обыденным и как бы, не требующим разрешения и анализа с позиции педагогической практики. Однако, существует целый ряд исследований, которые опровергают «простоту» проблемы. Третье правило «Рассуждений о методе» Декарта оправдывает необходимость подобной «первой ступени»: «...придерживаться определенного порядка. Мышление начинается с предметов наиболее простых и наиболее легко понимаемых, и восходя постепенно к пониманию сложного». Понимание и объяснение начинается с того, что в новом материале студент будет пытаться отыскать известное, ранее знакомое. Это как бы «самостоятельная работа», индивидуальное погружение – понимание на своем уровне, видение собственной перспективы.

В контексте синергетического образования, на наш взгляд, проблема понимания является фундаментальной для выстраивания стратегии,

начиная с 1 курса обучения филолога. Первой педагогической и стратегической задачей становления профессионала будет следование утверждению: «Критическое мышление развивается только при чтении и письме». Как ни парадоксально это звучит, мы реанимируем значимость КНИГИ, как «номер один» в образовании филолога. К великому сожалению, сегодня у филолога нет «любви к слову».

Вторым важнейшим условием действенной педагогики является создание «когнитивной среды». Во-первых, В.М.Широнин подчеркивает «...знания накапливаются в виде текстов», то есть выделяет книгу, как основной источник информации. Во-вторых, обосновывает необходимость и продуктивность интеллектуальной среды: «...мы рассматриваем знания как единую большую систему, складывающуюся не только из специфических знаний и навыков отдельных людей. Мы выразили эту позицию методологического холизма с помощью понятия когнитивной среды» (Широнин 2013: 254). Итак, Книга – это та платформа, на которой можно выстраивать многоуровневые обучающие конструкции, вступать в продуктивный диалог с различными авторами, помимо ее эстетических функций. Старинный афоризм становится для нас руководством к действиям: «Ситом черпает воду тот, кто хочет учиться без книги». Если мы центрируем внимание на проблеме понимания художественного текста (в междисциплинарном дискурсе), если формируется когнитивная среда, как необходимое условие «нового обучения», то от того, как и что понимает первокурсник, зависит успех всего образовательного комплекса, рассчитанного на четыре года обучения. А.П.Егорова подчеркивает: «В процессе учебной деятельности и банальный текст может требовать когнитивных усилий и стать определенной ступенькой к пониманию» (Егорова 2013:183). Когнитивные усилия студента подпитывать должен преподаватель не тривиальными вопросами, на которые можно ответить однозначно, но «острыми», провокационными, тем самым стимулируя понимание и поднимая планку самооценки студента. Таким образом, в когнитивном процессе преподаватель обязан соответствовать уровню «информационного креативного процессора».

Известно, что В.К. Нишанов выделяет три основных направления исследования понимания/непонимания: философское, лингвистическое и психологическое. Назовем их глобальными направлениями, в рамках образовательного процесса осмелимся добавить (микронаправление) – фактическое непонимание художественного текста, которое связано с отсутствием навыка работы с текстом у студента первого курса, неумением анализировать. Текст воспринимается на уровне пересказа вне когнитивного процесса. Необходимо так выстраивать занятия, чтобы ликвидировать эти пробелы непонимания, а не накапливать их. Студент первого курса, существуя в когнитивной культуро-центрированной среде обязан сознавать, что понимание есть его личный ключ к настоящему филологическому образованию.

Стратегической идеей повышения эффективности образовательного процесса является «...гуманизация, гуманитаризация, индивидуализация.... Эти категории могут быть с достаточной полнотой осмыслены лишь на междисциплинарном, интегративном уровне» (Гершунский 1989: 93). Первые две категории формально существуют в учебном процессе вуза, но с проблемой «индивидуализации» дела обстоят не лучшим образом. Сегодня процесс высшего образования – «поточный метод», при котором важно

количество «специалистов». Создание «штучного» производства, на которое пригоден только эксклюзивный, особый инструмент, супермастерство, профессионализм и «клеймо» мастера - вопрос «идеального» будущего Мы же помним с благодарностью имя первой учительницы, сколько бы не было нам лет, или старательно вычеркиваем ненавистное имя из памяти. Цивилизация другого метода не знает, кроме получения информации из рук Учителя. Великий Навои в поэме «Фархад и Ширин» создает всеобъемлющий образ Учителя, в котором сплелись и мудрость Аристотеля, мастерство Карена и многие другие навыки, что необходимо постичь будущему прогрессивному правителю. Навои подчеркивает, что Учитель научил Фархада логическому мышлению, «все приводить в связь», то есть учил креативно мыслить. Хороший учитель учит мыслить, вот его главная задача. Метафорически обобщим, что высшее филологическое образование призвано стать «школой филологической мысли», трамплином для будущей творческой педагогической деятельности, должно внушить идею бесконечного процесса самообразования.

Современная научная парадигма утверждает «когнитивизм» в качестве главного, составляющего гуманитарных наук: когнитивная психология, когнитивное литературоведение, когнитивная лингвистика и т.д. Но в когнитивной педагогике как бы нет необходимости. Но еще К.Д.Ушинский определил креативную функцию филологического образования: «Читать — это еще ничего не значит; что читать и как понимать читаемое — вот в чем главное дело». Можно резонно возразить, что время изменилось, что актуально для образования XXI века прорыв в «IT» технологиях, но директор Челябинского физико-математического лицея А.Попов заканчивает интервью «несовременной» программой: «...моя самая главная работа в школе – учить чтению. При этом педагог сам должен быть Колумбом, должен сам открывать свою Америку. Новое в своем предмете открывать» (Попов 2023:23). Поэтому, как ни тривиально сегодня звучит, но в основе индивидуального подхода филологического образования должна лежать КНИГА: «...креативная функция художественного текста оказывается функцией становления мысли, а не сообщения мысли как таковой» (Тюпа, 2001:28). Отметим, что исследователь подчеркивает принцип интерпретации, то есть второй или следующий уровень работы с текстом, что достигается планомерной работой. Мы далеки от мысли, что студент первого года обучения с необыкновенной легкостью постигнет данный когнитивный процесс, но уже поурочная практика создаст такой прецедент в будущем: «Интерпретация — это обогащение собственного мира путем постижения чужого способа познания действительности, это постоянное обновление идей, мыслей...» (Кухаренко 1988:189). Начитанность измеряется не количеством страниц, не перечнем прецедентных имен, а тем индивидуальным креативным багажом, который следует использовать. Известный философ В.Ф.Асмус образно сравнил процесс чтения не с «водой, переливающей из кувшина в другой кувшин», а с мощным результатом, «определяемым умственной, душевной деятельностью человека».

Примечательно, что Л.В. Максимов в книге «Когнитивизм как парадигма гуманитарно-философской мысли» подчеркивает комплексное учебно-воспитательное значение работы с художественными текстами: «Когнитивизм соответствует определенным стадиям развития сознания и самосознания... Специфическим объектом гуманитарного познания

является внутренний мир человека, мир переживаний, мотивов, интересов...» (Максимов 2003:46,138). Автор указывает явно на художественный текст, в недрах которого заключен ключ с самосознания человека, способного на интерпретацию прочитанного. Если принять во внимание, что «новое-это хорошо забытое старое», только в современной терминологической упаковке, то, думается, следует заложить в первокурсника все филологические пропедевтические знания, учитывая проблему «понимания» КНИГИ в первую очередь: « В рамках гуманитарного знания понимание интересует ученых не только в контексте общения (межличностных, межкультурных), но и ...в процессе обучения и воспитания, в связи с такими феноменами как мышление, знание, общество, культура...» (Абрамова 2013: 96).

Значит, необходимо создать на каждом занятии такую когнитивную среду, в которой формируется каждый студент и преподаватель, инициативный, творчески-активный, способный на продуктивный диалог со студентом. Научно-методической задачей преподавателей-предметников является создание внушительного списка художественных произведений, материала по Истории культуры, театра, живописи, кинематографа Англии и США для предметов всего блока дисциплин. Данная материальная баз, состоящая из художественных и культурно-прецедентных текстов (страны изучаемого языка) и коллекции видеороликов отвечает законам синергетики: «Когнитивные науки...это междисциплинарный подход, объединяющий исследователей познания, главным фокусом внимания которых является проблематика закономерностей приобретения, преобразование, представления (репрезентации), хранения и воспроизведения информации» (Баксанский, Кучер 2005:81). По поводу учебной поурочной информации, которая, на наш взгляд, должна быть переформатирована под ментальные потребности студентов конкретной страны и конкретного вуза. Это звучит трюизмом, но необходимо сделать процесс обучения интересным, полезным, профессионально нацеленным, способствующим развитию и самоутверждению Личности. Когнитивная среда – необходимое условие для развития студента: профессионализм, креативность преподавателя, инновационная методика и мотивация студента к самосовершенствованию. Известно, что до сегодняшнего дня продуктивен театральный принцип Софокла: «Важно не что происходит, а как». Представляется, что инновационная методика должна работать по этому принципу, важно так интересно организовать подачу материала, такими культурно значимыми фактами проиллюстрировать его, чтобы разбудить мысль студента. Не случайно, проблема познания является доминирующей для многих исследователей, особенно психолого-педагогических наук: «Когнитивный подход понимает под информацией не любые данные или сведения, но только те из них, которые могут быть интерпретированы человеком» (Баксанский, Кучер 2005:88).

Повторим, что данное утверждение не касается теоретических предметов, материал которых не подлежит интерпретации или корректировки под «национальный зонтик».

В заключении можно суммировать:

1. Изменение в методике всего образовательного комплекса- не есть революционная глобальная перестройка, шумная и видимая глазу, она принципиально новая парадигма преподавания каждого предмета. В этом случае, по закону домино, падение одного фрагмента неумолимо обрушивает

всю систему, поэтому важны все компоненты общего комплекса: «Многообразие связей, лежащих в основе комплекса, составляет его главнейшую, отличающую его черту от понятия, характеризующегося единообразием лежащих в основе связей.... Каждый элемент комплекса может быть связан с целым, выраженным в комплексе...» (Выготский 2017: 167).

2. Считаем, что создание системных связей на практической и методологической основе не противоречит кардинальной линии образовательной политики страны, а создает инновационное понимание синергетическому направлению процессам высшей школе.

3. Научно-методическая работа преподавателя должна быть центрирована на создании ценностного и прагматического блока культурологических и художественных текстов; такой перспективной комплексной программы на все годы обучения, чтобы студент ощущал цели и задачи «школы мысли» на каждом занятии.

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ИНГЛИЗ ТИЛИ БАДИЙ МАТНИДА PAST SIMPLE ШАКЛИНИНГ ФУНКЦИОНАЛ ҚЎЛЛАНИШИ

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Аннотация:

Ушбу мақола инглиз бадий адабиётида ўтган содда замоннинг функционал қўлланилишини ўрганади. Ҳикоя контекстида муваққат шакллардан фойдаланиш хусусиятлари кўриб чиқилади, семантик ва услубий жиолар аниқланади, муваққат тузилмаларнинг адабий асарларни идрок этиш ва талқин қилишга таъсири таҳлил қилинади.

Калит сўзлар: темпорал, процессуалли, имперфективлик, референция, инхотативлик, микроситуация

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Матн – нутқ ҳаракатининг оғзаки ёки ёзма равишда амалга оширилишидир. “Семантик бирлик бу – таркибий ва семантик яхлитлик билан ажралиб турадиган ижтимоий аҳамиятга эга, вазиятли шартли коммуникатив бирликдир.” (Москальская О.И. Грамматика текста, 1981. - 175 с).

Матн расмий, композицион, семантик ва мазмун жиҳатларда чегараларга эга. Бошқача қилиб айтганда, ҳар қандай матн реал воқеъликнинг бошланиши, ривожланиши ва охири билан боғлиқ бўлган якунга эга. Ҳақиқий жараённинг уч босқичини объективлаштириш турли лисоний шаклларда, жумладан, матннинг темпорал ва ўзига хос структуравий кўринишда амалга оширилади. Матннинг ўзига хос тузилиши оғзаки ва оғзаки (яъни вербал ва новербал) бўлмаган лингвистик воситаларнинг лексик маъноси билан ифодаланган, турли номга эга ҳаракат усуллариининг корреляцияси кўринишида тасаввур қилиш мумкин. Бундан ташқари матн семантик хусусиятларининг бинар оппозицияси – процессуаллик, яхлитлиги, билан ифодаланиши мумкин. Бунда биз ривожланаётган ёки тўлиқ ҳаракатни ифодалашга қодир бўлган тугалланмаган оддий ўтган замонларининг, давомли замон шакллари расмий-семантик қарама-қаршилигини назарда тутмоқдамиз. Берилган оппозициянинг матн ҳосил қилувчи хусусияти ривожланаётган иш-ҳаракати инглиз тилида Past Simple (ўтган ноаниқ замон) замон шаклдаги феъл ёрдамида номоеън бўлса, ўзбек тилида эса сўзловчи томонидан етқарилаётган маълумотни сўзлаши вақтига нисбатан яқин ёки олдин солир этилганлигига қараб яқин ва узоқ ўтган замонлари танланади. Бу каби феъл шакллари танланиши матндаги воқеа-ҳодисалар ифодаланиши темпорал жиҳатдан, аспектual томонлама таҳлилини амалга ошириш имкониятини кенгайтиради. Инглиз тилида Past Simple да ифодаланган бадий матндаги воқеа-ҳодисалар семантикаси бевосита феълнинг лексик маъносидан келиб чиққан ҳолда перфектив ёки имперфектив бўлиши мумкин. Масалан: Не

¹ Кудратов Лазиз, СамДЧТИ Инглиз тили лексикологияси ва стилистикаси кафедраси ўқитувчиси

wanted things patched up.’ She plodded to within a yard of him and stopped. Wexford was reminded of an illustration in a storybook belonging to one of his grandsons, a picture of a cabinet with arms and legs and a surly face. ‘I’ll tell you one thing,’ she said. ‘If that Angela was nervy, it was shame that did it. She was ashamed of breaking up his marriage and making him a poor man. And so, she should have been, she ruined three people’s lives. I’ll say that at your inquest. I don’t mind telling anyone that.’ ‘I doubt,’ said Wexford, ‘if you will be asked. I’m asking you about last night.’ (Ruth Rundell, 27)

“He wanted things patched up” микроситуацияси бошидан охиригача тўлиқ ифодаланади. Past Simple (оддий ўтган) замондаги wanted феъли субъектнинг бутун истак-хохишларини бир бутун ҳодиса сифатида тақдим этган. Кейинги гаплардаги ҳаракатнинг иккала қисми бир-бири билан узвий боғланган, аммо “ҳаракат истиқболи” мавжуд эмас. Фақатгина матндаги ‘I’ll tell you one thing,’ кириш гапнинг коммуникатив истиқболини юзага келтирган. Матн давомида воқеялар ривожини “it was shame” предикати темаси орқали эмас, балки ўзида батафсил қўшимча семантик белгиларни номоён этган ифода ёрдамида акс эттирилган “she was ashamed of breaking up” микро-ситуациялардаги ҳам “his marriage” темаси ривожлантирилади.

Имперфект замон шаклидаги “was ashamed” феъли ёрдамида биринчи ва иккинчи гаплардаги ифода воситаси коммуникатив жиҳатдан “I’ll say”, “I doubt”, предикатлари семантикасига асосланади. Ушбу вазиятда имперфект шаклидаги “say”, “doubt” феъллар матн давомийлиги истиқболи семаси туфайли воқелик тасвири мувафаққиятли амалга оширилган. Воқеялар ривожини акс этган ҳаракат бир бутун кўринишда бошқа ҳаракат билан тугайди. Past simple замон шаклидаги феъл иштирок этган инициал гап, воситали тўлдирувчи ҳамда эга темалари воситасида жорий матнда кириш вазифасини ўташи мумкин: Мисол учун: She had been furious when he’d told her that her father had hired him. And even then, she’d had an inkling of what his life entailed. She had accused him that first night of being without honor, without purpose. (Susan Law, 45)

Бош гапдаги “had been furious” предмети “he’d told” билан боғланади. Бунда “told” предикат тема “had hired” предикати рема бўлиб бевосита ва билвосита матн билан боғланади. Иккинчи гапдаги “entailed” предикати матннинг кенгайтирилган тавсифи учун хизмат қилса, учинчи ва тўртинчи гаплар эса матн мақсадини очиқ бериш учун хизмат қилган.

Бош гап предикати темаси кичик матннинг семантик структурасида такрорланган ҳолатларда интродуктив гапнинг предикати (кесими) ўтган оддий замон шаклига эга бўлса, матннинг коммуникатив ривожланишидан кўра нарратив мазмун касб этади. Масалан: It took a moment for a Sam to collect himself enough actually to register what was on the paper. His head was swimming, caught up in that potent and completely unexpected jolt of heat from when she had brushed up against him (Susan Law, 22) ҳақида гап бўлиши мумкин эмас:

Ушбу лавҳадаги “took” предикатининг темаси “caught up” предикатига ишора қилади ва шу тарзда матн бўйлаб ҳаракатланади. To take феълнинг Past simple (оддий ўтган замон) шакли ҳаракати темпорал хусусият билан бирга дуративликни англатади. Бу ҳодисалар бир-бири билан чамбарчас боғланган. Past simple грамматик шаклда берилган воқея-ҳодисанинг яхлитлиги мана шу каби матнларда шундай номоён бўлади. “Вақт сарфламоқ” семаси – ҳаракат ҳақидаги хабарни тугаллайди. Предикатнинг

темаси айнан ўша феъл шаклида якун топади. Биринчи микро вазият интродуктив ориентация маркази “to take” денотатидан “what was on the paper” денотациясига ўтади. Кейинги вазиятларда “when she had brushed up” предикати қолган вазиятларга темпорал референция вазифасини бажаради.

Шунинг учун суперфраза бирликларининг ўзига хос синтактик тузилиши билан алоқадор параллел конструкциялар, кетма-кет келадиган, “бўлиниш”га қурилган, конкретлашган феъл қурилмалари маънолари орқали амалга оширилади. Бинобарин, матндаги маъно айланиши ҳар доим ҳам схемага мос келавермайди. Тугалланмаган замон шаклидаги предикат □ семантик ривожланиш оддий ўтган замон шаклидаги предикат темаси билан уйғунлашади. Интродуктив функция гапнинг бошқа лингвистик таркибий қисмлари учун ҳам амалга оширилади, шу жумладан лексик семантикаси таркибида “инхоативлик” семаси мавжуд бўлган оддий ўтган замондаги предикат темаси билан ҳам ушбу ҳол содир бўлади. Мазкур ҳолатда, интродукция ва интеграция, семантик ривожланишни якунлаш функцияларини амалга оширадиган оддий ўтган замоннинг синкретик табиати ҳақида гапириш мумкин. Имперфективлик функцияси ҳар доим темпораллик билан боғлиқ бўлади. Чунки матндаги Past continuous шакл past simple шакли билан темпорал жиҳатдан мослашади, яъни маълум вақт кечимида содир бўлади.

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TUGALLANGANLIKKA ALOQADOR TEMPORAL VOSITALAR*M. Saloxiddinov¹**Annotatsiya:*

Ushbu maqola tildagi tugallanganlikka aloqador (vaqt munosabatlari bilan bog'liq) zamon iboralarini o'rganishga bag'ishlangan. Muallif vaqtinchalik konstruksiyalarning tuzilishi va funktsiyalarini, shuningdek, lingvistik aloqa kontekstida semantik idrok etishga ta'sirini tahlil qiladi.

Kalit so'zlar: temporal birlik, dinamik aspect, transformasiya, aspektual semantika, freym

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Kirish. Har bir tilda tugallangan qurilmalarni hosil qiluvchi qator sinonimik guruhlar mavjud bo'lib, ular sirasiga temporal birliklarni kiritish mumkin. Temporal birliklar ko'pgina tillarda voqea-hodisa, harakatlarni boshlanishi, davriyligi, kechimi, takroriyligi, paytini anglatish bilan bir qatorda, tugallanganligini ham ifodalab keladi. Mazkur qurilmalarning sinonimik guruhi hosil bo'lishida ko'makchi fe'llarning o'rni muhim.

Temporal birliklarning tugallanganlik mazmuni ularni fe'l bilan modifikatsiyasi emas, balki kognitiv jarayonlarda tugallanganlikni ko'p ma'noliligiga murojaat etishga, ularning turli ma'nolar kategorizatsiyasi va konseptualizatsiyasida muhim o'rin tutadi. Fe'l leksikasida dinamik aspekt zamon va makonda voqelanadi, ular gapda kesim vazifasida predmet, obyektни paytga bog'lab kelishi orqali propozitsiya yadrosini hosil qiladi. Propozitsiya bilimning namoyish etuvchi vosita hisoblanadi. Mazkur bilim zamon va makon bilan uzviy aloqador bo'lib, voqea-hodisalarga nisbatan munosabatni anglatadi.

Asosiy. Dinamik sinfga tegishli fe'llarning ichki tuzilishida namoyon bo'ladigan qarama-qarshiliklarga qo'yishlardan biri - bu ularni jarayon (events) va harakat va hodisaning natijasi (achievements) kabi turlarga ajratish hisoblanadi. Ular o'rtasidagi farqlanish zamon-vaqt tushunchalari bilan bog'liq bo'lib, hodisa ma'lum qisqa vaqt davomida bir holatdan ikkinchi holatga o'tishni anglatish uchun qo'llanilsa, jarayon holatning rivojlanishi va asta-sekinlik bilan o'zgarishiga nisbatan qo'llaniladi. Jarayon-events guruhiga tegishli fe'llarga to run (yugurmoq), to play (o'ynamoq), to work (ishlamoq) kirs, hodisaga (achievements) esa to jump (sakramoq), to fall (yiqilmoq) kabilar xos hisoblanadi. Events guruhiga tegishli fe'llar, o'z navbatida, chegaralanmagan (atelic) predikatlarni hosil qiladi. Ta'kidlab o'tilganidek, fe'l(predikat)ning aksional xususiyati uning obyekt bilan birikuvi, kontekstdagi til vositalarining qo'llanilishiga asoslanib aniqlanadi. Xususan, chegaralanmaganlik harakat yoki jarayonning uzluksizligi ifodalanishi bilan izohlanadi. Masalan: Henry, Sophia and Professor Phindikles rode donkeys up to the Lion Yate. (Ch. Friezer, 403); "Why do not you ride with the transport?" I asked (Ch. Friezer, 54).

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Chegaralanganlik esa dinamik harakatning qisqa vaqt oralig'ida tugallanishi, bir holatdan ikkinchi holatga o'tishi bilan bog'liq hisoblanib, va achievements aspektual hodisasini ifodalaydi. Masalan: The hens had abondened the little chicken house and roosted in trees and dropped their eggs wherever the mood struck them (Ch. Friezer, 29). He stepped away, keeping the pistol leveled at the man, who hopped up to his feet, his eyes never leaving the barrel ends (Ch. Friezer, 115).

Chegaralangan predikatlar harakat yoki vaziyatning transformasiyasini, holat o'zgarishini anglatishi bilan bir vaqtda, tugallanganlik konseptini yuzaga keltiradi.

Fe'llar har qanday tildagi ifoda mazmunida eng muhim o'rinda turadi. Fe'llarning leksik-semantik ma'nolari boshqa turkum so'zlariga nisbatan boyroq va egiluvchan hisoblanadi. Bir xil vaziyatda bir shaklga ega komponentning leksik ma'nosi kontekst ta'sirida o'zgarishi mumkin. Ko'pgina holatlarda fe'l birliklari boshqa turkumlar bilan birikib, o'ziga xos ma'nolar hosil qilishi mumkin. Bu ma'nolar turli tillarda turlicha, turli birikmalarda namoyon bo'lishi mumkin. Paydo bo'ladigan ma'nolar sintaktik birliklarning vazifasidagi komponentlarning harakat, holat va boshqa belgilarning mazmuni, xususan, sub'ekt bilan bog'liq bo'lgan vaziyatlarga namoyon bo'ladi. Kontekstdagi birliklar chegaralangan predikatlarining aspektual semantikasini boyitish uchun ham xizmat qiladi. Ular muqum vaziyatni ifodalamasdan, balki bir holatdan ikkinchi holatga o'tish, tugallanganlikni anglatadi. Tugallanish ma'nosi nutq vaziyatiga, turli temporal birliklarning qo'llanilishiga qarab farqlanishi mumkin. Masalan: She went to the other room and finally came into mine (Hem, 132); She went in and using her hands to funnel her voice, called the "stop work" (E. Hem. 245). Keltirilgan misollarda fe'l semantikasi temporal birliklar ta'sirida tugallanganlikni anglatib kelgan. Ma'lum tugallangan harakatlarning takrorlanishi (iterativligi) yuzaga kelgan.

Kichik vaziyatlarda yuzaga keladigan tugallanganlik mazmuni hosil bo'lishida temporal vositaning leksik-semantik xususiyati va fe'lga tegishli bo'lgan aksional semantikaning o'rni muhimroq hisoblanadi. Masalan: Sophia moved up last, slowly, for her long woolen dress was having its woven threads pulled by briars (Stone, 130). Aravakash qo'l siltab, yana Boboqulni chaqirdi. (L. Mahmudov "Jasur bolalar" Toshkent 1973 Yosh gvardiya nashriyoti. B. 31)

Semantik strukturada hosil bo'ladigan tugallanganlik aspektual konseptining ifodalanish usullari quyidagicha ko'rinish oladi: subyekt uning harakati va shu harakatning obyektga yetganligi, subyekt holatining o'zgarishi, subyekt harakatining obyektini parchalashi. Predikat doirasida tugallanganlik aspektual hodisasi subyekt va uning faoliyati, subyekt harakatining miqdori ifodalovchi temporal birliklar yordamida hosil bo'ladi.

Tugallanganlik konsepti semantik jihatdan ikkiga, ya'ni tugallanganlik va natijaviylik turlariga ajratiladi. Mazkur konseptlarning struktur tuzilishi ham murakkab va sodda vaziyatlarning ifodalanishida, turli temporal birliklarning faollashuvida yuzaga keladi. Masalan: With the commencement of the rain the lightinning gradually ceased (Cronin, 56). Throughout the interview she kept her temper perfectly, laughing and jesting in a slightly patronizing way at her husband, whereas Mor by the end of it was reduced to almost speechless anger (Murdoch: 104). All the walk was delightful and though it ended too soon its conclusion was delightful too (Austen, 403). Keltirilgan misollarning birinchisida faza fe'li biror vaziyatning yakunlanishini bildirgan bo'lsa, gradual temporal

vositasi uning tugallanishiga bo'lgan yo'lni anglatgan, ikkinchi misoldagi faza fe'li esa, natijani ifodalagan.

Xulosa. Ingliz tilidagi perfekt shakli bilan ifodalanadigan tugallanganlik grammatik shaklga bog'liq bo'lsa-da, bunda fe'lning dinamik xususiyati ham o'z o'rniga ega. Faqatgina dinamik fe'llar perfekt shaklida tugallangan ma'noni anglatadi. Shuning uchun ham, vaziyat, hodisa yoki jarayonlar hozirgi noaniq zamonda muqobil tahlil uchun majburiy qo'llanilish sifatida talqin qilish mumkin. Bu kabi jarayonlar tugallangan va ba'zi hollarda natijaga yetaklovchi tugallangan aspektual vaziyatning yuzaga kelishiga sabab bo'ladi.

O'zbek tilidagi tugallangan tuzilmalar va grammatik ko'rsatkichlar sifatida –gan, -gan edi, tuzilmalari, bo'lmoq, tugatmoq, nihoyasiga yetkazmoq, kabi fe'l va murakkab fe'l qurilmalari, shuningdek, chiqmoq, qolmoq, olmoq, yetmoq, tushmoq ko'makchi fe'llarining chegaralangan xususiyati yetakchi fe'llar bilan birikishida hosil bo'ladi. Ta'kidlash joizki, o'zbek tilida tugallanganlikning ushbu vositalarda ifodalanishi vaziyatga qarab maqsadli, natijali, ma'lum hatti-harakat mahsuli, tasodifli, boshqaruvli kabi semantik farqlanishlarga ega.

Shunday qilib, harakat yoki holatning miqdoriy determinasiyasini aniqlab keladigan tushunchalar ikki holatda namayon bo'ladi. Ulardan birinchisi ma'lum bir cheklangan mazmundagi tugallanganlikni namoyon etsa, ikkinchisi esa sub'ektning ma'lum hatti-harakatlari natijasida yuzaga keladi. Ushbu tushuncha asosan temporal vaziyatlarning qayta-qayta yuzaga kelishi natijasida hosil bo'ladigan tugallanganlikni bildiradi. Mazkur tugallanganlik sodda, qo'shma gaplarda va matn ta'sirida yuzaga kelib, sintaktik, semantik, tematik freymlar bilan aloqador ravishda shakllanadi. Tugallanganlik aspektual belgilari esa, ushbu vaziyatlarni aniqlashtiruvchi temporal birliklarda namoyon bo'ladi.

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GAME EDUCATIONAL TECHNOLOGIES IN TEACHING RUSSIAN AS A FOREIGN LANGUAGE

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Abstract:

The article is devoted to innovative educational technologies using the example of the use of didactic games in the lessons of Russian as a foreign language. Particular attention is paid to varieties of language and speech games. The author focuses on creative and role-playing games in the lessons of Russian as a foreign language.

Key words: innovative technologies, didactic games, types of games, educational technologies

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Introduction. Play as a method of learning and transferring social experience has been used since ancient times. In modern schools, play activities are used by teachers:

- as an independent technology for mastering a concept, topic, and even a section of an academic subject;
- as an element of a more general technology;
- as a lesson or part of it (introduction, control);
- as a technology for extracurricular activities.

G.K. Selevko gives the following definition of gaming technology: “this is a type of activity in situations aimed at recreating and assimilating social experience, in which self-government of behavior is formed and improved” [1]. The concept of “game innovative technologies” includes a fairly broad group of methods and techniques for organizing the pedagogical process in the form of various pedagogical games. Unlike games in general, a didactic game has an essential feature - a clearly defined learning goal and a corresponding pedagogical result, which can be justified, identified explicitly and characterized by an educational-cognitive orientation [2]. The place and role of gaming technology in the educational process, the combination of game and learning elements largely depend on the teacher’s understanding of the functions of didactic games. Of particular note are the following:

1. Entertaining. Strategic game, organization of a cultural space of entertainment for the student, in which he goes from entertainment to development.
2. Communicative. A game is a communicative activity that allows the student to enter the real world of human communications.
3. Self-realization. The game allows the student to assert himself and identify his shortcomings.
4. Diagnostic. The game provides an opportunity for the teacher to diagnose the student’s acquired knowledge (intellectual, creative, emotional, etc.).

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5. Interethnic communication: the game allows the student to assimilate universal human values and the culture of representatives of other nationalities.

Materials and Methods: The use of methods for performing creative tasks in lessons creates psychologically comfortable conditions for students: the task is perceived not as a test, but as a game, and ensures the emotional stability of the student.

Voluntary nature, the opportunity to choose and elements of competition, satisfaction of needs, self-affirmation and self-realization provide motivation for the student's gaming activity. Educational games are a very effective means of mastering a lesson.

One of the most important problems of teaching the Russian language is teaching oral speech, which creates conditions for revealing the communicative function of the language and makes it possible to bring the learning process closer to the conditions of real learning, which increases motivation for learning the Russian language. Involving students in oral communication can be successfully carried out during gaming activities. Games can be divided into two main groups:

1. Didactic games, which include grammatical, lexical, phonetic and spelling games that contribute to the development of students' speech skills. Unlike games in general, didactic games have a significant difference. In the process of didactic games, a connection is made with a specific educational goal; it can be repeated, interrupted and started again.

The main difference between didactic games and other educational games is that

There is no set pattern of behavior in the game, and the participant himself chooses a possible variant of verbal interaction and evaluates the result of its implementation. The game, as a rule, is of an adversarial, competitive nature. A student, entering into relationships with playing partners, evaluates his strength not only in comparison with other players. The game allows him to objectively assess his capabilities.

2. Creative role-playing games are one of the ways to teach foreign languages. Role play is a very flexible learning activity with a wide range of possibilities for variety and imagination. Role-playing games make extensive use of various communication techniques, thereby developing language fluency, interaction in the classroom and increasing motivation.

Role-playing games can be divided into the following types:

1) Short-term role-playing game, which is the simplest and fastest type of game, lasting from 10 to 30 minutes. It can be based on text or dialogue. An example of this game can be presented in the form of an interview.

2) A full-fledged role-playing game in which students are provided with a description of the situation and their roles. The duration of this type of game takes on average one or two lessons. As an example, consider verbal role-playing games. This type of game occurs through verbal interaction between participants describing the actions of their game characters.

3) Long-term role-playing games are a more complex type of games, lasting from a series of lessons or more. When preparing long-term role-playing games, the teacher must provide students with handouts and provide students with a clear definition of the game situation. The goal of this game is to force students to act together, solving problems and puzzles that the teacher sets for them in the process of exploring the world of the game.

Role-playing improves students' speaking skills in any situation because almost all of the class time in role-playing is spent on speaking practice.

Conclusion. Thus, gaming technologies occupy an important place in the educational process. The wide range of role-playing games allows them to be used in any part of the curriculum [3]. At the same time, they are a very useful tool that makes learning the Russian language interesting and memorable. Role-playing games provide a positive emotional state for students and a communicative focus of the lesson. Gaming activities are the most attractive for schoolchildren, which affects the effectiveness of teaching the Russian language. Games have a positive effect on the formation of students' cognitive interests and contribute to the conscious development of the Russian language. They promote the development of such qualities as independence, initiative, and the ability to work in a team. Students work actively, enthusiastically, help each other, listen carefully to their comrades, and the teacher only manages their learning activities.

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PRETSEDENTLARNING FRAZEOLOGIZMLAR TARKIBIDA UCHRASHIG. A'zamova¹*Annotatsiya:*

Bugungi kunda tilni lingvokulturologik jihatdan qiyosiy tadqiq qilish dolzarb masalalardan biri bo'lib, bunda pretsedent birliklar taxlili alohida ahamiyat kasb etadi. Ushbu maqolada pretsedent birliklarning frazeologizmlar tarkibida uchrashi va ularning tarjimasi haqida so'z borgan.

Kalit so'zlar: pretsedent hodisalar, lingvokulturologik aspekt, frazeologik birliklar, ekvivalentlik, tarjima.

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Pretsedent - (lot. praecedens – oldingi, oldinda ketuvchi) — o'tmishda bo'lib o'tgan va hozirgi vaqtda ana shunday harakatlar qilish uchun namuna yoki asos bo'lib xizmat qiluvchi hol, ish, voqea. Masalan: sudning biror murakkab ish yuzasidan qarori sud pretsedent bo'lib xizmat qilishi mumkin; keyin shunga o'xshash ishlarni ko'rayotganda ana shu qarorga amal qilinadi [1]. S.L. Kushnerukning fikriga ko'ra, pretsedentlik tushunchasi ma'lum bir til madaniyati muloqotining milliy va madaniy o'ziga xosligi [2] bilan bog'liq bo'lgan intertekstuallik hodisasining bir qismi sifatida tushuniladi. Yu.N. Karaulovning so'zlariga ko'ra, pretsedent matn ma'lum bir shaxs uchun kognitiv va hissiy jihatdan ahamiyatli bo'lgan matn, g'ayritabiiy xususiyatga ega bo'lgan matn, ya'ni. ushbu shaxsning keng doirasiga, shu jumladan uning o'tmishdoshlari va zamondoshlariga yaxshi ma'lum, ushbu lingvistik shaxsning nutqida qaytaqayta yangilanadigan matn hisoblanadi [3]. Pretsedent matn deganda nutq va tafakkur faoliyatining to'liq va o'zini-o'zi ta'minlovchi mahsuli, (poli)predikativ birlik tushuniladi; komponentlari qiymatlari yig'indisi uning ma'nosiga teng bo'lmagan murakkab belgi; pretsedent matn milliy-madaniy hamjamiyatning har qanday o'rtacha a'zosiga yaxshi ma'lum; kognitiv asos uning aks ettirilishini o'z ichiga oladi.

Pretsedent birliklar nutqda tayyor bo'lgan voqea, hodisalar, mashhur yoki tarixda ma'lum faoliyati bilan iz qoldirgan shaxslarga, ularni ibratli so'zlariga nisbatan ishora tarzda qo'llaniluvchi birliklar tushuniladi. Hadislar, badiiy asarlar, ommaga ma'lum qo'shiq matnlari, reklamalar, mashhur iqtibosliklar pretsedent matn hisoblanadi.

Pretsedent birliklar orasida pretsedent matnlar muhim ahamiyatga ega. Y.N. Karaulov pretsedent matnlarga shunday ta'rif beradi: "Birdan ortiq shaxsga tegishli bo'lgan, ularning bilish va hissiy munosabatlarida u yoki bu shaxs uchun ahamiyatli bo'lgan, ya'ni mazkur shaxs bilan aloqador odamlarga juda yaxshi tanish bo'lgan va nihoyat, til egalari diskursida qayta-qayta murojaat qilinadigan matnlar "pretsedent matnlardir". Pretsedentlikni o'rqnash, uning turlari, struktur semantik xususiyatlarini tadqiq etish bugungi kunda tilshunoslar oldida turgan dolzarb masalalardan biridir. Pretsedent birliklarni

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tadqiq etar ekanmiz, ularning frazeologizmlar tarkibida keng uchrashi guvohi bo'lishimiz mumkin. Frazeologizmlar tarkibida pretsedent antroponimlar, toponimlar qo'llanilishi tahlilini ko'rib chiqamiz:

Pretsedent shaxs nomlarining frazeologik birliklar tarkibida uchrashi:

- Être fier comme Artaban - Artabandek mag'rur bo'lmoq (burni ko'tarilgan ma'nosida) - Artaban - XVII asr Calpenèdening "Cléopâtre" asaridagi mag'rur qahramon ;

- Être tranquille comme Baptiste - Baptistedek tinch bo'lmoq (umuman tashvishlanmaydigan odamga nisbatan – Baptiste - fransuz komedeyalarida bir telbaga berilgan nom. Unga nisbatan berilgan zarbalar, kaltaklarni quvonchiga ko'maklashuvchi omil sifatida qabul qilgan.

- La femme de César ne doit pas être soupçonnée – Sezarning xotinidek shubhalardan xoli bo'lmoq kerak ;

- Rendre à César ce qui est à César – javobgarlikni aybdorni gardaniga yuklamoq (Sezarniki bo'lgan narsani Sezarga qaytaring kalka t.a.)

- Beau comme Apollon – c'est un vrai Apollon – Apollondek chiroyli - yunon mifologiyasidan olingan bo'lib, unda Zevsning o'g'li Apollon quyosh, aql, san'at, musiqa, she'riyat xudosi bo'lib, go'zallik ramzi sifatida til korpusida saqlangan, miflarga ko'ra u xudolarning eng go'zali bo'lib o'zining qaddi-qomati va tana tuzilishi tufayli ajralib turgan.

Pretsedent joy nomlarning frazeologik birliklar tarkibida kelishi:

- Ce n'est pas le Pérou – Ahamiyatsiz (bir chaqaga qimmat) - Le Pérou - ispan mifologiyasida oltin, boylikka to'la yer;

- Faire un travail d'Hercule - Qiyin, mashaqqatli ishni amalga oshirmoq - Hercule - fransuz mifologiyasida o'zining kuchli xarakteri bilan ajralib, kuch quvvat ramzi bo'lib qolgan;

- Faire du bruit dans Landerneau - Landerneau shovqinini qilmoq (arzimagan narsa uchun shov- shuv qilish) - Landerneau - Fransiyaning Bretan mintaqasida joylashgan kommunadir. Finistère departamenti Brest tumani tarkibiga kiradi. A.Duvalning "Les Héritiers" komediyasida bo'lib o'tgan kichik fitnadagi nutq orqali ommalashgan.

- Il tombe comme à Gravelotte - Chelaklab yomg'ir quyyapti - Gravelotte - 1870 yilgi nemis-fransuz qonli urushi shu hududda bo'lib o'tgan. Metaforik tarzda: mo'l-ko'l yog'ayotgan yomg'ir jangdagi ayovsiz zambarak to'plariga qiyoslangan.

- Être avare comme un Auvergnat - Overgnelikdek ziqna bo'lmoq - Auvergne - Fransiyaning markaziy qismidagi viloyat nomi. Tarixda Avergne dehqonlari o'zining yashash sharoitining yomonligi va qiyinligi bilan ajralib turgan, shuning uchun ham "ziqna" nomini olgan.

- Avoir un œil à Paris à Pointoise - Bir ko'zi Parijda bir ko'zi Pointoisida bo'lmoq (g'ilay bo'lmoq) - Pontoise - Fransiyaning Parij shahri shimoli-g'arbiy qismida joylashgan kommunadir. U Parijning markazidan 28,4 km uzoqlikda, Cergi-Pontuazaning "yangi shaharchasida" joylashgan.

Ma'lum tilda pretsedent birliklarni tadqiq qilish bevosita o'sha tilning lingvokulturologik aspektini o'rganish bilan chambarchas bog'liq. Pretsedentlar faqatgina og'zaki va yozma nutqda foydalaniladigan birlik bo'libgina qolmasdan, nutqning ta'sirchan va bo'yoqdor bo'lishini ta'minlovchi muhim omillardan biridir.

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СОВРЕМЕННЫЕ ИННОВАЦИОННЫЕ МЕТОДЫ ПРЕПОДАВАНИЯ АНГЛИЙСКОГО ЯЗЫКА

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Аннотация:

В этой статье рассказывается, как использовать интерактивные методы для улучшения устной речи учащихся и, используя современные педагогические и технологические методы, а также внедряя ведущие стили преподавания, обучая подрастающие поколения, можно полностью развить систему легкого говорения на этих языках.

Ключевые слова: учебная программа, предмет, метод, инновация, лексика, стиль.

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Растущий интерес во многих частях мира к современным методам преподавания английского языка влечет за собой вопрос о том, как это должно быть сделано – насколько учебная программа, предмет, содержание и методология должны отличаться от привычных норм, разработанных в прошлом. О традиционном преподавании английского языка написано много, и до недавнего времени спрос на информацию о современных методах преподавания английского языка был ограничен. В настоящее время написано много книг и статей, чтобы привлечь внимание к этому вопросу. При планировании учебных программ и методов было высказано предположение, что понимание учащихся и их потребностей, интересов, способностей, симпатий, антипатий и статуса развития должно иметь приоритет над другими соображениями. Используя современные педагогические и технологические методы, а также внедряя ведущие стили преподавания, обучая подрастающие поколения, можно полностью развить систему легкого общения на этих языках. А также возможности зарубежного партнерства помогают его развивать. Известные нам методы использования инноваций и новых педагогических технологий дают хорошие результаты. Иногда использование одних и тех же стилей в преподавании языка может привести к снижению интереса студента к языку. Мы советуем использовать некоторые виды обучения, чтобы не снижать интерес к иностранному языку. Например:

1.Диалогическая речь - таким образом, учащиеся общаются друг с другом с помощью творческого подхода. “Современная методика преподавания английского языка ставит разговорную речь в диалогах на первое место для развития разговорных навыков. Этим навыкам можно обучать с помощью различных учебных пособий, включая художественные тексты. Такие диалоги дают возможность избежать традиционного перевода текстов и превратить их в живую английскую речь.” Более того, весь словарный запас запоминается намного лучше. В диалогах студенты

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тренируются в беглости речи, быстрой реакции, актерском мастерстве и, конечно же, грамматической правильности.

2. Студент сам читает текст и пересказывает его смысл.

Чтение - это интерактивный процесс. Чтение рассказов, повестей и других литературных произведений, написанных известными узбекскими, английскими и американскими писателями, очень важно в изучении языка. Как преподаватель английского языка, вы можете применять различные стратегии чтения, анализировать литературные элементы, использовать различные стратегии для чтения незнакомых слов и пополнения словарного запаса, подготавливать, систематизировать и представлять литературные интерпретации.

3. Понимание на слух - таким образом учащиеся могут улучшить речевые навыки. Аудирование - это рецептивная форма речевой деятельности. Понимание речи при прослушивании в основном основано на слуховых ощущениях. Воспринимая, воспроизводите то, что мы слышим, в форме внутренней речи. Понимание на слух невозможно без работы речевого моторного анализатора. Конечно, внутренняя речь требует умения говорить на этом языке. Понимание звучащей речи в момент осмысления сопровождается интеллектуальной деятельностью, которая включает в себя распознавание речевых средств и интерпретацию содержания.

4. Изучение английского языка с помощью просмотра фильмов. В настоящее время преподаватели учитывают потребности учащихся в просмотре реальных киносюжетов наряду с чтением книг, журналов и газет. Потому что, как известно, не только печатные материалы могут служить отличным источником обучения, но и песни и фильмы играют ключевую роль в изучении иностранных языков.

5. Важность обучения лексике. Словарный запас - это один из аспектов языка, который преподается в институтах. В дополнение к изучению новой лексики, учащийся должен уметь использовать стратегии, позволяющие справляться с неизвестной лексикой, встречающейся при прослушивании или чтении текста, восполнять пробелы в продуктивном словарном запасе в устной и письменной речи, чтобы добиться беглости в использовании известной лексики и изучать новые слова изолированно. Изучение словарного запаса само по себе не является самоцелью.

Богатый словарный запас облегчает овладение навыками аудирования, говорения, чтения и письма. По типу обучения в традиционном стиле оно делится на несколько аспектов, то есть таких, как разговорная речь, аналитическое чтение, чтение дома, практическая грамматика, практическая фонетика. В результате 3-4 преподавателя обучают студентов в различных стилях, и в результате связь аспектов не обеспечивается. Некоторые студенты хорошо усваивают грамматику, но в речи они сталкиваются с трудностями при произнесении слов. На этом пути мы встречаемся с некоторыми вопросами. Может быть, это и правильно, но в курсе все аспекты преподавания по новому стилю реализуются параллельно. Теория дается, подкрепляется различными упражнениями, играми, дискуссиями на одном занятии. Мы говорили о группах, которые добились хороших результатов при использовании следующих методов:

1. Таким образом выясняется уровень знаний учащихся и их ассимиляционные возможности, а затем даются задания.

2. Привлечение внимания студентов реализуется на практике в полной мере, и ни один студент никогда не остается без внимания.

3. Учащиеся на уроке говорят в основном на иностранном языке, перевод непонятных слов произносится не сразу, но они пытаются осознать их с помощью мимики.

4. Студенты делятся на небольшие группы и используют следующие методы: “проводите дискуссии”, “высказывайте собственное мнение”, “реализуйте вместе”.

5. Предоставьте студентам возможность свободно мыслить и высказывать свое мнение, и их ошибки не исправляются мгновенно, но после выступления студента они обсуждаются вместе.

6. Организуются различные грамматические, фонетические и другие виды игр. Таким образом, роли распределяются между учащимися в соответствии с их знаниями.

7. Пересказывайте текст, варьируйте картинки и смотрите короткометражные фильмы и обсуждайте их вместе, слушайте новости по теме и пытайтесь их реализовать.

Кроме того, существует несколько методов улучшения изучения иностранного языка. Уроки полностью проводятся на английском языке, основываясь на всем опыте, который необходим для проведения уроков. То есть учащиеся начинают понимать, читая, слушая, практикуясь в письме, совершенствуя речь и многое другое. Центром внимания на уроках становятся учащиеся, а не учителя. Учитель только помогает ученику получить знания. Таким образом, появляется хорошая возможность самостоятельного изучения. Когда уроки не являются традиционными, задания делятся на пары или небольшие группы учащихся в зависимости от их типа, а затем учащиеся работают в группах или индивидуально. Например, в начале урока учитель составляет план и делится новостями с учениками. Каждый студент участвует в этом плане и делится новостями друг с другом. В результате возникает взаимный обмен знаниями, и все студенты знакомятся с темой. Некоторые упражнения выполняются парой или группой студентов. Для работы в группе студентам даются такие задания: организовывать дебаты, обсуждать тему с разыгрыванием ролей и работать с высокими технологиями. Для работы в паре им даются диалоги, грамматические материалы, а также чтение. С помощью этих методов мы можем заставить всех учеников участвовать в уроке, а учитель может помочь каждому ученику в соответствии с его или ее требованиями. Мы хотели сказать, что главное в изучении языка - это привлечение студентов, то есть им нужна мотивация. Необходимо поддерживать активность ученика во время и после уроков. Преподаватели по всему миру постоянно находятся в поиске того, как успешно обучать студентов иностранным языкам. Сегодня учителя сталкиваются со следующим фактом: как и другим ремесленникам, преподавателям иностранных языков нужны как модели, так и инструменты. В дополнение к основной теории, целям и задачам – видению или шаблону того, что должно быть создано, – они должны приобрести путем изучения, размышлений, проб и ошибок, а также опыта необходимые знания в использовании инструментов, необходимых для успеха в их ремесле. Они должны серьезно подумать о том, как они могут поднять свою работу на более высокий уровень полезности и радости. Преподаватели, которые изучают и используют современные методы преподавания английского языка, – это те, кто заботится о своей

собственной ценности - для себя, для семьи, для общества, для всего мирового сообщества в целом. И, самое главное, они заботятся о своих учениках – заботятся настолько, что хотят постоянно совершенствовать свое преподавание ради своих учеников. Коммуникативный подход побуждает учителей использовать много парной работы и, следовательно, увеличивать 'время общения учащихся'. Я считаю, что для сплочения группы и преобладания хорошей групповой динамики бывают моменты, когда класс должен работать вместе как единое целое. Игры в кругу - хорошая возможность объединить группу. Сегодня общепризнано, что у отдельных учащихся разные стили обучения, стратегии и предпочтения. Также общепризнано, что для того, чтобы уроки были эффективными, необходимо менять темп и направленность, чтобы поддерживать концентрацию учащихся. По обеим этим причинам важно, чтобы у нас, учителей, был как можно более широкий и гибкий репертуар. В заключение, ключевыми стратегиями преподавания английского языка на занятиях, вероятно, являются создание позитивной рабочей атмосферы и создание условий для сотрудничества, а также предоставление разнообразной работы, подходящей для разных уровней. Я должен сказать, что практически невозможно использовать исключительно один метод или подход, стремясь успешно преподавать второй язык. Уроки должны быть разработаны с использованием эффективных методов преподавания. Таким образом, мы успешно достигнем наших целей в обучении.

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ABOUT THE MEANINGFUL STRUCTURE OF THE SENTENCE

R. Kurbonova¹

Abstract:

In most cases, when thinking about linguistic signs, the existing views about the unity of form and content in them—in other words, about expressive and expressive aspects—are meant. From this point of view, looking at the sentence as a linguistic sign, and even more so, the cases of finding, separating the form and content, expressive and expressive components, and expressing an opinion about them have become widespread. In the same way that the units that appear as linguistic units but have communicative-significant properties other than nominative-denotative properties are recorded as predicative units, specific opinions are expressed about their propositional structure. According to this basis, the sentence was noted as the most minimal of the speech derivative constructions, and important views related to the definition of its structural, semantic, and pragmatic features were put forward.

Key words: clause, sentence, proposition, presupposition, word, language, speech, language and speech units, theme-rhema, structural, semantic, and pragmatic factors.

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While studying the views in this regard, first of all, we note that it is necessary to separate the concept of the sentence and its different aspects from other linguistic signs based on a unique approach. It can be noted that great attention and efforts to study these issues have intensified since the sixties of the last century.

N.D. Arutyunova suggested that the sentence can be checked from form to content or from content to form, while N.Y. Shvedova notes that the main task of syntactic semantics should be to determine the specific meanings of formal-syntactic models. In this opinion, the general meaning of the structure of the sentence and the relationship between them serve as the basis of the syntactic structure of the sentence. In addition, opinions were expressed about the fact that the nominative minimum of the sentence should be based on the lexical meanings of the members, the meaningful structure of the sentence should be separated not within the limits of the structural schemes, but outside the generality, and the structural scheme and the meaningful structures should be located in parallel lines that do not intersect with each other. Such reasoning O.I. Moskalskaya, E.P. The views of linguists like Paducheva take precedence.

That is why the content structure of any sentence is complex and multifaceted, and does not require proof. The mentioned points make it possible to justify that the overall meaning, content and functional value of the sentence is derived from the unity of the propositivity, modality and communicative properties of the sentence.

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It can be noted that the syntactic device described in linguistics by the term sentence is a minimal syntactic device, at the same time it is a minimal speech device, the smallest unit of speech. The most important of the above three members that make up the substantive structure of this unit is the propositional structure that reflects certain situations or events in objective existence. In this respect, it is correct and reasonable to understand simple sentences as a monopropositive syntactic device. Viewing the proposition as a linguistic expression of the real existence reflected in the human mind allows to describe and describe the true essence of this concept in today's linguistics, when it is measured by the criteria of today's development of linguistics.

While thinking about the propositional aspect of sentence semantics, first of all, we would like to mention that its propositional aspect refers to the perceptions of its monopropositive character. In addition, the modality and communicative aspects of speech are also important, and they are directly related to the concept of personality. It will not be possible to study these two aspects in depth and fully, which are mentioned in the study of speech as a linguistic unit.

From what we have mentioned, only propositional and objective modality features of the sentence as a language unit are manifested in the semantics of the sentence. However, if we consider the sentence as a unit of speech in the literal sense, then the range of its semantic properties includes communicative properties and, in turn, signs of subjective modality. Of course, extralinguistic factors also play a role in the content of the sentence. It cannot be denied. The linguistic world of a person and the related linguistic activity do not fully reflect the real existence. Therefore, even if different people understand a certain situation in a general way, even if they try to convey the essence close to each other, there will be no absolute uniformity. When it comes to such situations, in the work of A. Nurmonov, N. Makhmudov, A. Akhmedov, S. Soliho'jayeva "The meaningful syntax of the Uzbek language", some linguists, while not rejecting the extralinguistic factor outside the language in the content of the sentence, the objective existence of the language expression, not directly with the situation, but based on the connection through the "images of objective existence" existing in the human mind, they used the term "situation" to refer to the mental situation located in the mental space and mental time.

We support the above opinions in this regard, and we consider A. Vejbitskaya's views on the same issue to be appropriate. According to him, the subject of semantics is not real existence, but the expression of this real existence in the human mind. The reason for such an opinion is that, according to him, language can express objective existence only through consciousness. In fact, the formation of a concrete sentence requires a multi-stage process. If the starting point of its formation is to determine the meaningful similarities that express the denotative-referential meaning, the next process will certainly take place with the increase of communicative features.

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HOW TO TEACH VOCABULARY IN PRE-SCHOOL AND SCHOOL

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Abstract:

This paper explores effective strategies for teaching vocabulary to preschool and school-aged children, a critical component of language development and academic success. The significance of vocabulary instruction is grounded in its direct impact on reading comprehension, literacy skills, and the ability to communicate effectively. In preschool, the focus is on creating a rich linguistic environment through interactive read-aloud, music and movement, thematic learning, and the use of tangible objects to make abstract concepts more accessible. These methods leverage children's natural curiosity and engagement with the world around them to foster language acquisition in an intuitive and enjoyable manner. As children progress into formal schooling, the approach to vocabulary instruction becomes more structured, incorporating direct teaching of word meanings, contextual learning, and interactive activities such as word games and puzzles. The paper emphasizes the importance of adapting teaching methods to suit the developmental stage of learners, ensuring that vocabulary learning is both effective and engaging. By integrating a variety of instructional strategies, educators can support students in building a robust vocabulary that serves as the foundation for lifelong learning and success.

Key words: Read-Aloud, thematic learning, props and realia, contextual learning, puzzles

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Vocabulary acquisition is a cornerstone of language development, enabling children to express themselves, understand others, and engage with written texts. The National Reading Panel (2000) highlights vocabulary instruction as one of the essential components of reading proficiency. For preschoolers, vocabulary growth is rapid and heavily reliant on environmental exposure (Hart & Risley, 1995). As children enter school, the focus shifts towards a more structured approach to vocabulary building, essential for reading comprehension and academic achievement (Beck, McKeown, & Kucan, 2002).

Teaching Vocabulary to Preschoolers

Interactive Read-Alouds

Reading aloud to preschoolers is a powerful tool for vocabulary development. Picture books with rich narratives and colorful illustrations capture children's attention and introduce them to new words in meaningful contexts. Teachers should choose books that are slightly above children's current language level to challenge them and facilitate vocabulary growth (Neuman, Newman, & Dwyer, 2011).

Music and Movement

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Songs, rhymes, and movement activities are not only enjoyable for young children but also effective in reinforcing new vocabulary. Repetition in songs and rhymes helps children memorize new words, while accompanying movements can aid in understanding through kinesthetic learning (Paquette & Rieg, 2008).

Thematic Learning

Organizing learning around themes allows for the integration of new vocabulary across various activities, making learning more cohesive and contextually relevant. Themes such as "The Weather," "Community Helpers," or "Under the Sea" provide a framework for introducing related vocabulary in a way that builds on children's existing knowledge and interests (Wasik & Iannone-Campbell, 2012).

Use of Props and Realia

Using real objects, or realia, makes abstract words more concrete for preschoolers. For instance, when learning about fruits, having the actual fruits for children to see, touch, and taste can significantly enhance understanding and retention of new vocabulary (Silverman & Hines, 2009).

Teaching Vocabulary to School-Aged Children

Direct Instruction

Explicit vocabulary instruction becomes more prominent as children progress through school. This includes teaching word meanings, pronunciation, parts of speech, and usage in sentences. Strategies such as semantic mapping or word walls can also help students visualize and organize their understanding of new words (Blachowicz & Fisher, 2010).

Contextual Learning

Encouraging students to infer the meanings of new words from context helps them become more autonomous learners and prepares them for encountering unfamiliar vocabulary in their reading. Teachers can model this strategy during read-alouds and discussions, gradually transferring the responsibility to students (Graves, 2006).

Word Games and Puzzles

Games and puzzles make vocabulary learning interactive and fun, turning what could be a tedious task into an engaging challenge. Activities like Scrabble, Boggle, or online vocabulary games cater to different learning styles and can be adapted for individual or group work (Marzano & Pickering, 2005).

Vocabulary Journals

Keeping a personal vocabulary journal encourages students to take ownership of their learning. They can record new words, definitions, and examples of use, creating a personalized resource for review and reflection (Scott & Nagy, 2009).

Conclusion

Effective vocabulary instruction is multifaceted, incorporating strategies that engage students in meaningful, contextualized learning experiences. For preschoolers, emphasis should be on interactive read-alouds, music and movement, thematic learning, and the use of tangible objects to make learning vivid and memorable. As children grow, direct instruction, contextual learning, interactive games, and personal vocabulary journals become key components of vocabulary development. Across all ages, fostering a love for reading and a curiosity about words is fundamental. By implementing these strategies, educators can support children's language development, enhance their literacy skills, and lay the foundation for lifelong learning.

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THE ROLE OF MODERN METHODS IN TEACHING FOREIGN LANGUAGES

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Abstract:

This article presents superiority of modern teaching methods and approaches rather than traditional system of education and how to use of them in teaching foreign language.

Key words: methods, approach, new devices, pedagogy, learning process, cooperative learning, suggestopedia

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It is obvious that, teaching is based on two major components: teaching and receiving information. With reference to a foreign language lesson, the project is specially organized by the teacher and independently carried out by students' complex actions, and finished with a creation of a product. At present time teaching, a foreign language focuses on aims of teaching: communicative, educational, developing and bringing up goals. Among these purposes, we can say communicative aspirations takes in main part. Other aims are used to cover the tasks in communicative aim with some typical features. Teaching foreign language is also developing swiftly and according to the demand of time it applies modern methods, pedagogical technologies, interactive methods and their multimedia, monopedia by showing their effective results. The researchers consider that the teaching would be highly effective if the teacher start to use the recent multimedia technologies like usage of computers extensively or some modifications in the conventional mode of teaching. The use of computers may be very well practiced in the environment where the use of such technology is highly possible, but there must be some sort of innovation which can also be practiced in an environment where such use of technology is on its way to growth. We analyzed some examples in some cases, which show how to achieve the several aims with the help of new intensive methods and modern technologies such as expanding student's vocabulary basement, fixing investigated lexical and grammatical material at the lesson. There is one crucial target aims, which deals with obtaining the above mentioned.

Using modern methods, approaches and new technologies help teaching foreign language effectively and intensively. There are: interactive method, communicative method, suggestopedia method, hyponomedia method, community language learning method and etc. We analyze some important points of these methods in teaching foreign languages with the help of some examples. As we know, communication is vital aspect of teaching foreign language. Because it devotes to exchange information. Similarly, it reveals learners mental abilities during the lesson. The main points of this

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communicative method are teaching language in communication, analyzing language materials, teaching learners how to communicate with each other's, teaching language by correcting and discussing errors. The main idea of this method is avoiding traditional style of teaching. Learners' communication can be seen in giving opinion, retelling, and receiving information.

Another effective method is suggestopedia. Bulgarian scientist Georgiy Lozanov introduced Suggestopedia. It aimed at letting out learner's inner talents which is hidden. The language is taught by influencing the learners' state of mind. More attention is given to the learner's memory. According to the Lozanov's method, the foreign language can be taught within thirty days in ten stages. In one day by four hours of teaching, it lasts six days. He also subdivided listening into the dialogues, imitation the dialogues, making up the new dialogues and the numbers of learners should be twelve in class but not more.

On the other hand, we cannot imagine our life without technologies. Our daily routine, jobs are connected with them as well. So what is the essential role of innovative technology in teaching foreign language? Showing one of the advantageous technologies, we can include multimedia to create a context to teach English successfully if we speak about necessity of multimedia technology, by the way we will get rid of teaching in traditional ways. Because of modern technology, we can teach with the help of video, audio materials. During the lesson, it is very efficient way in teaching and sending information to students easily. It is stated that multimedia technology has various benefits in promoting activities and abilities of students and sufficient teaching process during the lesson. One of the multimedia technologies is internet, which has bewitched the increase of English through the world. Because of this fact, we can get more and more details, information and factual events from the social net. Nowadays, majority of teachers use multimedia technology as a means of giving more colorful lectures and also other subjects some are practical for testing and distance education and sometimes for teaching other spheres such as business, law, medicine and others.

There are several causes why all teachers and learners must be aware of using modern technologies. Such as, there are many modern methods and approaches such as project-based learning and task-based learning etc. According to time requirement during the lessons, they have to use projector, TV or laptops. In project-based learning teacher give tasks learners or students by utilizing innovations in order to present or submit their tasks in ways of presentation, video, album, poster etc.

Technology is also changing the classroom environment. The classrooms at present time all sorts are convenient for students and teachers. For instance, tablet PCs, compact computers that allow you to write notes directly onto the screen with a special pen, replace the archaic projector. With the tablet technology allow professors to make notes on charts and spreadsheets and send them directly to their students' PCs and he will get feedback from each student.

From the above, we can make out that the modern methods, approaches and communication technology has made many innovations in the field of teaching and also made a drastic change from the old paradigm of teaching and learning. In the new paradigm of learning, the role of student is more important than teachers. The concepts of paperless and pen less classroom are a bit emerging as an alternative to the old teaching learning method. Nowadays there is democratization of knowledge and the role of the teacher is changing to that

of facilitator. We need to have interactive teaching and this changing role of education is inevitable with the introduction of multimedia technology. The scholars believe that the main objective of teaching is transferring the information and knowledge to the minds of the students. In any method using computers and multimedia are also innovative if they influence the aims of teaching effectively. As we know among all foreign languages the most wildly spread and used language is English. English is becoming more and more interactive with the help of innovative teaching methods and strategies. When it comes to the perception of interactivity, it is ordinary for any English lessons in so far as its principal aim is to improve the learners' ability to communicate in English connecting with real life situations. There are different types of interactive methods that have specific affectivity in teaching English language, such as roleplaying, brainstorming, discussion, case study, debates, and others. It is stated that there are a number of classifications of interactive methods. According to Arutyunov he divided them into two groups: 1) problem-based learning, including practical drills, discussions, conferences; 2) game-based learning: for instance, business games, projects, role-playing, simulation exercises which develop thinking capability and motivation, the instructions and others.

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MAKTABGACHA YOSHDAGI YOSHDAGI BOLALARGA XORJIY TIL (INGLIZ TILI) GA O'RGATISHDA "QUVNOQ BALIQCHALAR" DIDAKTIK O'YININI QO'LLASH SAMARASI

S. Maxmudova¹

Annotatsiya:

Ushbu maqolada, maktabgacha yoshdagi 6-7 yoshli bolalarni xorijiy tillarga o'rgatishda samara koeffitsienti oshirish yo'llari, maktabgacha yoshdagi bolalarga xorijiy til o'rgatishda didaktik o'yinlarni qo'llash uchun ularni yaratish, shuningdek, maktabgacha ta'lim tashkiloti pedagoglarining kasbiy kompetetsiyalarni oshirish, amaliy ko'nikmalarni egallash usuli yoritilgan.

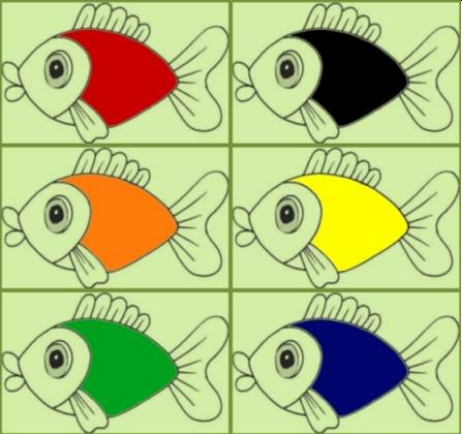
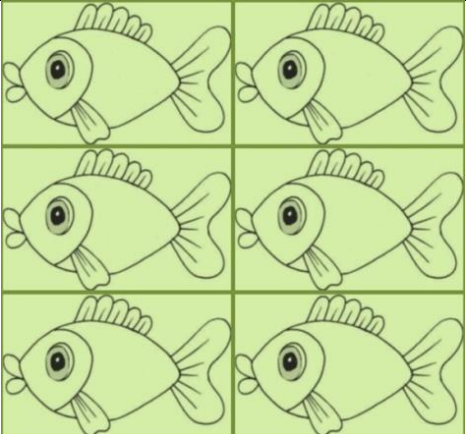
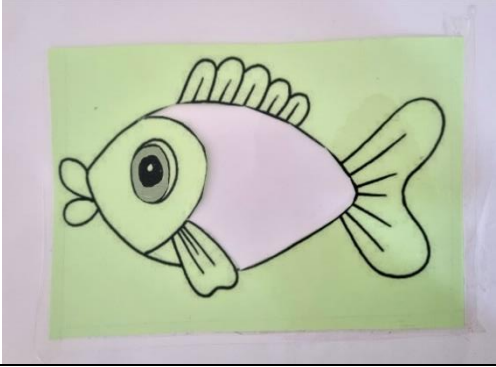
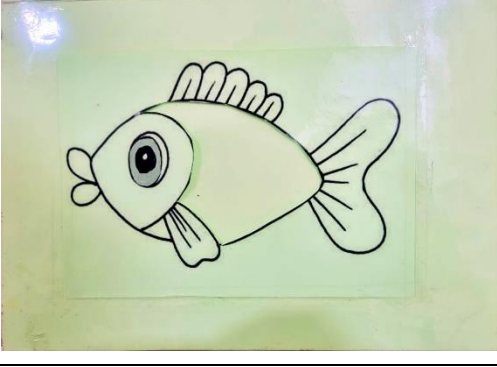
Kalit so'zlar: maktabgacha yosh, ingliz tili, kasbiy kompetentlik, didaktik o'yinlar

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Jamiyatning ijtimoiy buyurtmasini samarali bajarish zarurati, hamda, maktab davrida chet tillarini o'qitish natijalari umumiy ko'rsatgichlarini sifatli oshirish, xorijiy tillar o'rganishni tashkil etishda yangi yondashuvlarni izlashni rag'batlantiradi. Shu munosabat bilan so'nggi yillarda chet tillarini erta o'zlashtirish g'oyalari paydo bo'la boshladi, bu erda atrof-muhitning o'zi, yosh xususiyatlari va sharoitlar boshqa tilda qiziqarli muloqotni tashkil qilish imkonini beradi. "Takomillashgan maktabgacha ta'lim tashkilotlari uchun joriy etilgan "Ilk qadam" davlat o'quv dasturining, 3-ilovasi, namunaviy o'quv rejasida keltirilganidek, katta (5 yoshdan 6 yoshgacha) va maktabga tayyorlov (6 yoshdan 7 yoshgacha) guruhdagi bolalar faoliyati turlarida, mustaqil faoliyat sifatida xorijiy tilga o'rgatish davlat talablari darajasiga ko'tirilgan. Albatta, xorijiy tilni o'rgatishdek murakkab jarayonni amalga oshirish uchun, hozirgi kunning pedagoglaridan yuqori darajada kasbiy kompetentlik va mahorat talab etiladi.

Xorijiy til o'rganishni boshlash uchun qulay davr 6-7 yil hisoblanadi. Bu yosh davrda bolalar lingvistik hodisalarga eng sezgir bo'lgan va ongsiz ravishda katta hajmdagi ma'lumotlarni o'zlashtira oladigan davr hisoblanadi. Maktabgacha yoshdagi bolani xorijiy tillarni o'zlashtirishga qiziqishini kamol toptirish uchun, ta'lim-tarbiya jarayonini albatta o'yin faoliyatida tashkil etish samara koeffitsienti oshiradi. Didaktik o'yinlarni qo'llash orqali, bola bir vaqtning o'zida o'ynaydigan va yangi bilimlarni o'zlashtiradigan o'quv faoliyatining bir turidir. Didaktik o'yin pedagogik amaliyot va nazariyaning asosiy usullaridan biri bo'lib, bilimlarni kengaytirish, chuqurlashtirish va mustahkamlash uchun qo'llaniladi.

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1- rasm “Quvnoq baliqchalar” didaktik o’yini	2- rasm “Quvnoq baliqchalar” didaktik o’yini asosi.
	
3- rasm “Baliqchalar”	4- rasm Tayyor bo’lak ko’rinishi

Maktabgacha yoshdagi bolalarga xorijiy til ko’nikmalarini o’zlashtirishda, avvalambor pedagogning nutqiy namunasi va o’rgatayotgan xorijiy tilning grammatik va fonematik o’ziga xos xussiyatlarni mukammal tarzda o’zlashtirgani hisoblanadi. Bolalarga ingliz tili o’rgatishda lug’at ishi asosiy o’rinda turadi. Bolaga narsa-buyumlar nomlari, sonlar, fazoviy mo’ljall tushunchalari (chap va o’ng, yuqorida, o’rtada, pastda), ranglarni inglizda o’rgatishning samarali usullaridan biri “Quvnoq baliqchalar” nomli didaktik o’yini (1-rasmga qarang) hisoblanadi.

Mazkur didaktik o’yin yasaliishi tartibi va ketma-ketligi quyidagicha:

- Didaktik o’yinning asosi ikki ustundan iborat, 6 dona A4 format qog’ozlarning bir- biri bilan elimlangan (elimli tasma orqali), laminatsiyalangan, och yashil rangli qog’ozlar (2-rasmga qarang);

- “Baliqchalar” A 5 formatda “tana” qismi bo’shliqdan iborat 6 dona (3-rasmga qarang);

- Didaktik o’yin asosining har-bir bo’lagi markaziga “baliqchalar” elimli tasma orqali, ikki yonidan va pastki qismidan elimlanadi. (4-rasmga qarang);

- Rangli kartochkalar

- Raqamli kartochkalar

Tarbiyachi 6 ta baliqning siluetlarida qorin qismi kesilgan tasviri tushirilgan konvertli plakatni (1rasm) bolalarga namoish qiladi, unda:

-Qatorlarni bu 1-qator, bu 2-qator, bu 3-qator deb ko’rsatadi, ustunchalarni ko’rsatadi bu – 1- ustun, bu 2-chi ustun deb ko’rsatadi. Bu o’ng tomon, bu chap tomon. Bu o’ng tomonning tepa qismi, bu o’ng tomonni pastki qismi kabi tushunchalarni kiritadi. Bolalar navbatma-navbat konvertlarga ranglarni qo’yib chiqishadi. Qo’yilgan ranglar nomlanadi, qatorlar, ustunchalar, tomonlar to’g’risida ma’lumotlar mustahkamlanadi.

Savollarning 1 varianti. Tarbiyachi qizil rangli kartochkani olib, bolalardan uning rangini so'raydi. Uni 1- qator 1-ustuncha konvertiga solishni aytadi. Zarg'aldoq rangli kartochkani olib, bolalardan uning rangini so'raydi. Uni 2-qator 1-ustun konvertiga solishni aytadi. Yashil rangli kartochkani olib, bolalardan uning rangini so'raydi. Uni 3- qator 1- ustuncha konvertiga solishni aytadi. Shu tarzda xamma konvertlarga barcha ranglar joylashtiriladi.

Savollarning 2 varianti. Tarbiyachi barcha rangli kartochkalarni olib, qizil rangli kartochkani ko'rsatadi va uni qayerga joylashtirganini so'raydi. Bolalar esa, qizil rangli kartochkani qayerga joylashtirganini aytishlari kerak.

Bolalar javobi shunday bo'lishi mumkin: Qizil rangli baliqcha 2- ustun, 3-qatorda joylashgan, yoki o'ng tomonning pastki qismida joylashgan deb javob beradilar. Keyingi variantlarda "oldida", "orqada", "tepada", "yonida" kabi iboralar bolalarning faol nutqiga kiritiladi. Masalan: qora rangli baliqcha qizil baliqchani orqasida joylashgan, ko'k rangli baliqcha sariq rangli baliqchani pastida joylashgan va x.k

Bu o'yinning variantlari juda xilma-xil bo'lishi mumkin.

Jadval №1.

Xorijiy tildagi o'yinlarning ta'limiy maqsadi

No	O'yin nomlanishi	Ta'limiy maqsad
1.	"Rangli baliqchalar" "Colored fish"	Ranglar nomini xorijiy tilda (<i>red, orange, yellow, green, light blue, blue, violet</i>) talaffuz qilish orqali tovush madaniyati, lug'at zahirasi kengaytirish.
2.	"Sonli balikchalar" "Counting fish"	Sonli katochkalarni "balikcha" larga joylashtirish hamda talaffuz qilish orqali natural sonlar haqida tushuncha berish (<i>one, two, three, four, five six, seven, eight, nine, ten</i>).
3.	"O'ng-Chap" "Right side, Left side"	O'ng va chap taraf (<i>Right side, left side</i>) haqida tushunchalarni xorijiy tilda shakllantirish.
4.	"Qaerda joylashgan ?" "Where is ?"	Fazoviy tushunchalarni (<i>Upper, middle, buttom</i>) xorijiy tilda talaffuz qilish hamda faol nutqida ishtirok etishni shakllantirish.
5.	"Keyingisi nima ?" "What's next?"	Tahliliy, amaliy, tizimli fikrlashni shakllantirish (<i>yellow after red, green after orange.....</i>)
6.	"Oldingisi nima ?" "What's before?"	Tahliliy, amaliy, tizimli fikrlashni shakllantirish (<i>red before yellow, orange before green...</i>)

Xulosa

Dunyoning globallashtirish va integratsiya jarayonida xayotimizning barcha soxalarida chet tillarga bo'dgan extiyoj keskin o'sib kelmoqda. Chet tillarni o'rganish bolaning tafakkurini, xotirasini, e'tiborini, tasavvurini rivojlantiradi va umumiy nutq rivojlanishini yaxshilaydi. Tilni erta o'qitish bolaning umumiy rivojlanishiga ijobiy ta'sir ko'rsatadi - bolalar rivojlanish sura'ti oshadi. Maktabgacha yoshdagi bolalarni chet tillarga o'rgatish didaktik masallar asosiy tamoyili bu- o'yin faoliyatidir. O'yin fikrlash jarayonlarini faollashtiradi va chet tilini o'rganish motivatsiyasini oshiradi. Chet el uslubidagi lug'atni o'rganish bir necha bosqichlarni o'z ichiga olgan jarayondir. Birinchi bosqichda yangi so'z

kiritiladi. Keyingi bosqichda bolajonlar o'xshash nutqiy vaziyatlarda leksik nutqiy bog'lanishlar yaratishga mashq qiladilar. O'rganish natijasi bolalarning dinamik leksik nutqiy aloqalarni yaratish qobiliyatidir, ya'ni muloqotda yangi so'zlardan erkin foydalana oladi. Chet tillarni maktabgacha yoshdan o'rganish tendentsiyasi davlat talablari darajasiga ko'tarilgani kelajakka ishonch boqish imkonidir.

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**LESSON PLANNING-DIFFERENTIATED INSTRUCTIONS (DI) AS MEANS OF
POWERFUL TOOL FOR LEARNER MOTIVATION DUE TO MULTIPLE
INTELLIGENCE DIFFERENCES**

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Abstract:

In this article highlights of the problem of individualization of education of students and differentiating classroom instructions for the needs of the students according to multiple intelligence measurement.

Key words: individualization, differentiating classroom, multiple intelligence, teacher – student, pedagogic skill

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XXI century modern approaches to enhancing learning effectiveness focus on fostering positive motivation for students to engage in studying and developing the ability to acquire and apply knowledge throughout their lives and activities. To fully unlock the developmental potential of these aspects in the educational activities of students with mental retardation, a tailored and differentiated approach is essential. The Multiple Intelligences theory challenges the notion of a singular, general intelligence by proposing eight distinct types of intelligence. Each type is valuable, and success in different areas may be influenced by specific intelligences. For instance, a person strong in musical intelligence but weak in visual-spatial intelligence may excel in music class but face challenges in art class. The issue of individualizing education for students and adolescents has been a concern since ancient times, particularly with the advent of mass education. In the past, when education primarily occurred at home, teachers relied on individual pedagogical experience, intuition, and understanding of a child's motives, inclinations, and abilities. However, as education shifted to larger classes, individualized teaching methods based on a teacher's experience became impractical. The drawbacks of frontal education for large student groups were soon recognized and prompted research into alternative methods. A logical and effective solution to address the negative impacts of frontal learning was to group students based on factors significantly affecting learning effectiveness.

The State Standard is based on a system-activity approach, conceptually based on ensuring that students' educational activities correspond to their age and individual characteristics. The system-activity approach involves taking into account the individual age, psychological and physiological characteristics of students, the role and significance of activities and forms of communication to determine the goals of education and upbringing and ways to achieve them. The essence of the principle of an individual approach is to take into account the individual characteristics of students in the educational process in order to actively manage the development of their mental and physical capabilities.

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Usually the class consists of students with different development and degree of preparedness, different academic performance and different attitude to learning, different interests and health status. Teachers focus on strong students, selecting teaching methods and techniques, pushing weak students to the second and third plan. If the individual characteristics characteristic of some mentally retarded student will be observed in others, then such features are called typical, i.e. inherent in a certain group of students. To implement a differentiated approach, it is necessary, first of all, to differentiate students into groups. In education system practice, in a number of cases, a simple differentiation of students into strong, average and underachieving is used. It helps the teacher to implement a differentiated approach to some extent. But this differentiation does not take into account the reasons for the difficulties of student in learning and does not make it possible to help students cope with difficulties and advance in the assimilation of educational material. However, the reasons for their lag are different: one is lagging behind due to local motor disorders, having a relatively preserved intelligence, manifested in the ability to analyze the features of the product, plan work and adequately evaluate it, the other is due to a low level of intellectual development and the associated pathological slowness of movements. Due to various reasons for lagging behind, these students cannot be assigned to the same group and the measures of a differentiated approach to them are significantly different. Further study of the problem of pedagogical differentiation of students and the development of measures of a differentiated approach in teaching basic academic subjects will more specifically identify the specific features of this didactic principle of the auxiliary education system. An individual approach is of great importance in assessing academic performance, since mentally retarded education system student, due to the heterogeneity of the defect, have different educational opportunities. The assessment of their academic performance cannot be based on general assessment norms, it must take into account the degree of student advancement, stimulate the process of his learning and perform an educational function. The differentiated approach is based on different opportunities for students to master the program material. 4 groups of students are identified, depending on the possibilities of their assimilation of educational material and their typological features are determined. The first group consists of students who most successfully master the program material in the process of frontal training. All tasks are usually performed by them independently. They do not experience great difficulties when performing a modified task, mostly correctly use the existing experience when doing a new job. The ability to explain their actions in words testifies to the conscious assimilation of program material by these students. Group II students are also quite successful in the classroom. In the course of training, these student experience somewhat greater difficulties than the students of group I. They mostly understand the teacher's frontal explanation, memorize the studied material well, but they are not able to draw elementary conclusions and generalizations without help. They are distinguished by less independence in performing all types of work, they need the help of a teacher, both activating and organizing. Transferring knowledge to new conditions does not make it difficult for them in the main. Group III includes students who have difficulty assimilating program material, needing various types of help (verbal-logical, visual and subject-practical). The success of learning, first of all, depends on the student's understanding of what is being communicated to them. It is difficult for them to understand the material during

frontal classes, they need additional explanation. They are distinguished by low independence. The rate of assimilation of the material in these students is significantly lower than in student assigned to group II. Despite the difficulties of mastering the material, students generally do not lose the acquired knowledge and skills, they can apply them when performing a similar task, but each slightly modified task is perceived by them as new. Group IV includes students who master the educational material of the auxiliary education system at the lowest level. At the same time, only frontal training is clearly not enough for them. They need to perform a large number of exercises, the introduction of additional training techniques, constant monitoring and prompts during the execution of work. To draw conclusions with some degree of independence, it is not possible for them to use past experience. Students need a clear repeated explanation from the teacher when performing any task. The teacher's help in the form of a direct hint is used correctly by some students, while others make mistakes in these conditions. These students do not see mistakes in their work, they need a specific indication of them and an explanation for correction. Each subsequent task is perceived by them as a new one. Knowledge is acquired purely mechanically, quickly forgotten. Types of differentiation in education: External differentiation (organization of special education system s, opening classes with advanced training or correctional, electives, elective courses, etc.). Internal differentiation, when within the framework of a regular class for groups of students who have similar (significant for the educational process) individual characteristics, the most rational nature of work in the classroom, elective courses, elective courses are determined (granting students the right to choose a number of subjects to study in addition to compulsory academic disciplines). Differentiation of the content of educational knowledge can be carried out: - by the level of creativity. (Non-creative performance of tasks is work on a model, work on the reproduction of knowledge. Creative tasks include exercises that differ from the standard ones); -by difficulty level; -by volume (In addition to the main one, an additional task is performed similar to the main one. This is due to the different pace of students' work. Differentiation by volume is combined with other ways, there may be creative or more difficult tasks. Additional tasks may be tasks for ingenuity, tasks of a game nature). I propose to consider the differentiation by the level of complexity on the example of a split picture. I note that in correctional work with student with intellectual disabilities, it is customary to use split pictures, not puzzles. Or you can use different ways of organizing student's educational activities and single tasks, differentiate by: - degree of independence. (All student do the same task, but some do it under the guidance of a teacher, and others independently) - the nature of student assistance. (This job does not involve front-line work under the guidance of a teacher. All students immediately start independent work. But those students who are experiencing difficulties are assisted in the form of: • auxiliary cards, • preparatory exercises, • entries on the board. The helper cards are either the same for all student of the group, or are selected individually. There are many ways to help students prepare for homework: - point out analogies, - explain with examples, - to sort out the difficult sides of the tasks. - explain the content of the work, - give the algorithm, - to inform the methods of completing tasks. Additional research may be needed in order to understand the best possible methods to assess and support a range of intelligence in the classroom. For now, the theory has already taught students, teachers, parents, and administrators to broaden their definition of intelligence

and to include all types in the equation. The best way to layout a classroom to support multiple intelligences is to have places in the room that works for each type of intelligence. For linguistic intelligence, there should be a quiet area for reading, writing, and practicing speeches. For logical-mathematical intelligence, there should be an area where students can conduct scientific experiments. For visual-spatial intelligence, include an open area for object manipulation or art creation. For bodily-kinesthetic intelligences, an open area for body movement could be provided. For musical intelligence, including a separate area for music listening and creating, perhaps with soundproofing or headphones. For naturalistic intelligence, outdoor space or indoor aquarium or terrarium could be provided. For interpersonal intelligence, there should be an area with large tables for group work, while for intrapersonal intelligence there should be areas for individual activities. Thus, differentiated tasks, differentiated assessment, being part of a differentiated approach, create a situation of success for students with intellectual disabilities for further development, which is an incentive in learning and, as a result, a solid assimilation of program material.

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GLOBALISATION IN LANGUAGE TEACHING AND LEARNING

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Abstract:

The article explores that a variety type of innovative technics which in teaching and learning situation can be enhanced for any language learners and people who want to improve their knowledge quality and develop their intellectual and linguistic abilities. Meanwhile, it is a great opportunity to use these methods for specialists in their own class. However, educational technologies require from teachers and students to be an innovator and researcher, plus to learn them diligently. There is an exchangeable line of ideas, experiences, problems which related to science, solutions of them, training of language teachers. Artificial intelligence (AI) is modifying a kind of aspects of education, as well as, dramatically being utilized to language education. Also, AI technologies and other special methods are productive for second and learners of foreign languages. It is a great opportunity to enhance their outlook and help their merits in the foreseeable future. The responsive technologies can be used in teaching various subjects within the pedagogical and philological sphere that will help developing a regardful willingness of future language teachers to carry out advanced approaches in the school practices or universities. The described current stage of innovative advances and their role are focused doing developmental tasks which support students' mental activities and implement these by themselves, saving learning time for further carrying out, high results from them, utilizing the best widespread practices in the class or at home, creating the conditions for remote teaching. It seems that an academic value is cognitive and intriguing.

Key words: Globalization, advanced approaches, remote teaching, portfolios, intriguing methods

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1.Introduction: The concept of modern education is improving day by day. And it has defined the purpose of activities of teachers and abilities of students. The enormous flow of database and technological development in today's world require personalized methods, special phenomenon of education, strengthening cultural-based foundation of society and various skills. Presently, the traditional education is saving more commonly for 21th century. As a result, the enhancement of innovative teaching and learning technics has emerged. These types of methodologies are focused by an advanced style of organizing educational and conscious activities. [1;3-8p.]

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2.Main part: It should be noted that the traditional teaching methods does not correspond to the international present-day changes in the world. For instance, the teaching things require creativity and professional innovation. Higher education teachers use the national or other types of technics to whole class. However, it is truly straightforward or tedious for contemporary educators at the moment, I think. It is time for exchanging the activities to intriguing and twenty-first-century ones. During classes or in university lessons, it is recommended that to implement the most prospective methodologies for enhancing the abilities of students and creativity, so as charts, clusters, using tablets, slides, collaborative search, cross-discussions or roundtable ones. Sure, exercises or with body movement games are perfect ways to teach, such as “Hot Potato”, “One, two, goal!” and others.

In a modern era, everything depends on information. One of the significant tool is Internet for doing our tasks, assignments, and educational purposes or etc. This never-ending data source and a communicational environment for intellectual new way. Furthermore, various resources are carried out by net from web pages with interesting materials.

Projects that to reflect students and how they themselves have grown up and changed in positive ways are surely in. Using portfolios of students is developing in education in general. If portfolios come to shows of acquiring, these are increasing popularity at a sharp race. It is great opportunity to catch efforts between a teacher and a student that it can be showed a progress and an enhancement. Via these portfolios, students can demonstrate their knowledge and authentic language using easily. Automatically, it is impacted upon self-monitoring and self-assessment of students more and more. [6;16-24p.]

It is contributed that using AI-supported methods and understanding many features of computer-based styles have been assisted to acquire language education and teaching. AI will be consistently amalgamated delving into learning education and updated technologies. In addition, AI is a digital technology that can be changed the environment of workplaces and institutions, also continued to become more profitable for teachers and contemporary learners. Equally important, automated writing evaluation (AWE) is provided students with feedback on their written-based work. Students are gained reliable database on the types of mistakes that they make. This can be seen in, the study of Turkish EFL students' using of university that found for implementing works both automated and teacher-based feedback, demonstrated greatly level of automated one rather than manual labor advice.

The eventuality of the global health crisis in 2019 COVID-19 pandemic has caused more problems, as well as, a kind of positive effects to education and multifarious technologies. Hence, remote learning experiences or distance-based teaching systems were separated geographically in that situation. [7;129-136p.] Different learning materials, or exercises, assignments were sent via technological programs, such as Telegram or some kind of emails by students at a preferred time for the teachers. For example, In Philippines remote learning has been practiced well in high schools and secondary ones, however seldom practiced in elementary schools. The province of Laguna has adopted teaching this type one that try to study learning modality, namely, online, radio, or TV-based technologies. Using them is a common part of education system in Philippines, so they encountered most of benefits related to education, assessment of lessons, the enhancement of critical thinking with updated class games and etc. [2;17-21p.]

3. Conclusion: The world is changing dramatically. How we learn changing. How we assess and teach also changing. More intriguing and intellectual methods in the auditorium or in the class are rising rather than old, authoritarian models. Today's learning classroom is steeply diverse form that mid-to-late 20th century. The focus is not grammar, no longer memorization or other things. Instead of them, globalization and more collaborative and computer-based models are driven to empower our students or contemporary learners in real time.

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TEACHING YOUNG LEARNERS THROUGH WARM-UP ACTIVITIES IN CLASSROOM

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Abstract:

In this article what kind of influence different types of interesting activities have and how to use them in the lesson is discussed. This article aids teachers to make the lesson more interesting and productive. Usage of this method can improve pupils' communication skills and broaden their outlook, in addition, create friendly atmosphere among classmates.

Key words: warm-up exercises, excitement, team-group game, TESL (Teaching English as a second language), productive, vocabulary skills, English atmosphere.

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Education system is a system that is paid more attention around the world since it is the keystone of development of each country. In addition to this, future of the country is associated with the young considered as a main factor in education system. On this process, teachers play a vital role to make them knowledgeable. In order to achieve such kind of success, each teacher should organize the class effectively and productively, as well. Every lesson should be appeal to the students to get high results

The lesson is valuable and great. Unfortunately, nowadays pupils and students have not enough interest to study and lessons at school, college and also university. This is the main problem of the society at the current time. There are three main causes of this issue:

1. Not having enough qualification and;
2. Not getting sufficient education of teachers;
3. Being careless of students.

There are lots of teachers in the world who gain enough education to teach, however they do not know how to use their knowledge in practice. In that case, some warming up exercises and interesting games can help them to have productive lesson. Firstly, what are warming up exercises?

Warming up exercises are any activity that can aid pupils to get preparation for the lesson and also it boosts their spirit which causes to keep going the lesson with good mood. Students often arrive to class feeling tired or preoccupied with social problems. At that time usage of this method is a great way to start a lesson because it provides a trick to refocus pupil's attention and motivates them to study with excitement at times. Additional to this, by the help of warm-ups teachers can get pupils' attention back to the lesson while they are getting bored or tired. This is a chance for them to have a break during the lesson. Another main point of such kind of activities is creating elementary concept about new theme or topic in students' mind.

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There are some warm-ups which are clarified below. It is time to move and look through them.

1. Chain drill

It is a very useful and effective activity to increase pupils' interest to learn new words by heart. Firstly, a word is given by teacher and a pupil should tell a word started with the last letter of the word. In this activity, it is banned to repeat a word was told by someone. This is common but productive activity, since by participating in this game pupils start to pay attention pronunciation of every word and improve their selves vocabulary skills. Furthermore, it would be more effective if words students should tell in a certain type. That is to say, if the last lesson was about "nouns", words should be relative to "nouns". In this way, they can extend word skills in a certain type.

2. Phone calling.

This is also prevalent activity. The main purpose of using this activity is aiding to understand each other. In this game, pupils stand in a row like a train and some actions like rising or shaking hand, clap, stand up or sit down are given by the trainer to the last participant in a row. That pupil should show this action to another one. All in all, this action should be continued at the beginning of the row. At the end, the first pupil in the row shows what kind of action was given. According to the last performance, how pupils understood one's action is determined.

This is a great way to teach pupils how to explain something clearly and pay attention to others' condition.

3. Find the word

It is a team-group game. It means that pupils should divide into two groups. Different words are given each group. One of members in each group describe it drawing picture of it or giving definition. Then other members should find what it is. At the end of the game, the winner group is determined according to how many words they found.

When this game is played after a unit it will be sufficient for pupils to revise previous lessons.

These are some examples of warm-ups activities. There are so many exercises and games to attract pupils' attention to the lesson and make it enjoyable. Even TESL (teaching English as a second language) teachers also use such kind of methods to create English atmosphere in the class. Games are great idea to encourage group participation.

In conclusion, since young generation is the future of the country, they should be under control when it comes to get knowledge. On the other hand, teachers are demanded to be more creative and well-qualified. As it is not easy to keep pupils' interest to the lesson, in order to bring students' mind to a learning mode or give a chance to adapt to the new lesson, warm-up exercises during the lesson are worthwhile and beneficial.

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ADVANTAGES OF MULTIMEDIA TECHNOLOGY IN TEACHING FOREIGN LANGUAGES

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Abstract:

With the rapid development of information technology, Teachers are, today, provided with advanced teaching means - multimedia. It is true that multimedia has many advantages in language teaching, such as offering more information, saving more time, stimulating students' imagination and creativity, and so on. Although multimedia has many advantages, some scholars suggested that it should not be used blindly. What we should know is that multimedia just only plays an assisting role in English teaching. The thesis analyses some benefits of multimedia technology in teaching foreign languages and tries to provide with some advice in the teaching field.

Key words: multimedia, assisting role, application, diversity, FL, high efficiency.

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It is important to look at how multimedia technology is gradually taking over English classrooms at all levels and the impact technology has on foreign language learners in our country. In the last few years, several research studies have been done in order to establish the advantages of the use of computers for reading, listening, writing and lately speaking for students that are learning a second language. School districts generally assume that second language some teachers and students know how to use the computer technology and the programs that are needed to be efficient teachers (web browser, Microsoft Office, etc.) but the reality is that districts usually do not provide the necessary training and suitable programs to complement the curriculum of each level for optimal implementation of the educational technology.

Frequently, students and teachers have positive thoughts about the use of the technology in the classroom and how it presents a more open format, flexibility and creativity on language learning. Undoubtedly, its accessibility in and out of the classroom is viewed as beneficial by teachers and students because the learning process keeps taking place without walls and time limitations. Second language teachers are confronted with the challenge of how to reach the computer generation. Today's pupils and teachers in one way or another are being exposed to some form of technology. Desk computers, laptops, smart phones and tablets are technologies that are evolving rapidly into the classrooms. These technologies are becoming second nature to today's second language learners but leaving educators behind on technology's updates and specialized program training which are tailored to teach a second language.

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There are lots of beneficial sides of multimedia in the process of teaching and learning foreign languages. With the help of multimedia technology today's teachers have golden opportunities to solve existing problems. Below we will analyze some advantages of multimedia technology:

A. High Effectiveness

The use of video has been found to effectively develop listening skills and grammar. The use of a teacher-controlled multimedia tool increased the amount of communicative discourse in the classroom by both teachers and students. In this multimedia environment, students will become more active and autonomous. They will be engaged in the language learning effectively via the attractive pictures, animation or sound. They collaborate with their classmates to solve a problem or complete a project in a relaxing environment. Students can learn on their own according to their plans or purposes and teachers can act more as a guide rather than a knowledge-giver. This environment increases the effectiveness of language learning and teaching.

B. Diversity

Multimedia is the combination of sound, text, computer data, animation video, etc. So, teachers have multiple conveying and displaying means to present the teaching material to arouse students' interest, which would make the whole class more effective. For example, if encountering a boring topic but a necessary one, teachers can play a piece of light music at the beginning of the class to create a relaxing environment, which can help students become more focused. Teachers can make use of visual images relative to the boring topic to arouse students' interest. Naturally, students can get different kinds of information using computer. Computers can display the written text and use sounds, pictures, and video simultaneously to convey the input in different ways, which assists students to understand the information more easily. Through simulation and other techniques, computer can present abstract things in a concrete way. Besides, computers also have access to various types of aids, such as dictionaries, pictures, graphs, and voice.

B. High Efficiency

In traditional English classrooms, teachers have to spend time on writing the vital language points and important information on the chalkboard. In the multimedia classrooms, the teacher can use the button and keyboard to show significant content in a few seconds as long as he or she is familiar with the operation of the multimedia. Moreover, the microphone and hi-fi stereo can reduce the teacher's laborious work. With the courseware teachers do not need to write the same language points several times for the different classes, which will not only save a lot of time in the class, but also release teachers from heavy labor. Besides, as the internet has been brought in the teaching English class, multimedia is connected with the network and it becomes a "hypermedia", which provides a number of services including the e-mail, video conference, chat room, etc. S. H. Hsu demonstrated the following strength of hypermedia:

Hypermedia consists of different media and integration, such as text, graphic, animation, audio, etc. not only have various media and their integration greatly enriched the learning environment, but also the production of multimedia teaching material. Learners and hypermedia systems can freely realize man-machine interaction. The learner's CAI system allows the learner to make various study commands on his own and can effectively distinguish these commands. On the other hand, responding to the learner's requirements, the study content and the study process given by the system are in accordance with the learner's

study level. information to the students for the purpose of English learning and accelerate the process of information searching. When we need some related information, we can easily find it from the large amount of information stored on the internet. With a wealth of updated information from the internet, multimedia is popular with the teacher who need to update the teaching materials.

Relationship between multimedia and teaching-The most common function of multimedia is to assist or support the teacher. The appropriately-designed instruction media could not only assist teaching, but also promote learning effect; their relationship is as follows.

Multimedia technology acts as a special intellectual activity, which means it has a number of advantages compared with other information technology training:

The pedagogy means continuous improvement of content and methods of education in modern conditions.

Multimedia provides opportunities to identify and support students with linguistic abilities.

It represents the basis of distance learning.

It provides access to best practices in education and training of the general public through the educational world of the Internet and an extensive communication network.

It creates an artificial language environment, allowing the study of foreign languages (FL) at students' own pace, increasing the independence and responsibility of students when organizing FL training for all age groups. Allows building FL training in accordance with student interests and goals, and allows students to enter into training in the intercultural component of FL.

Multimedia technology is new and apparently has limitless possibilities for creation of means of graphic clarity.

Multimedia (computer with additional devices) can be a powerful tool for everyone to learn foreign languages through self-study, and allow close monitoring and ongoing operational support.

In summary, then, the advantages of using new technologies in the language classroom can only be interpreted in light of the changing goals of language education and the changing conditions in postindustrial society. Language educators now seek not only (or even principally) to teach students the rules of grammar, but rather to help them gain apprenticeship into new discourse communities. This is accomplished through creating opportunities for authentic and meaningful interaction both within and outside the classroom, and providing students the tools for their own social, cultural, and linguistic exploration. The computer is a powerful tool for this process as it allows students access to online environments of international communication. By using new technologies in the language classroom, we can better prepare students for the kinds of international cross-cultural interactions which are increasingly required for success in academic, vocational, or personal life.

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THE IMPORTANCE OF INDEPENDENT EDUCATION IN THE STUDY OF FOREIGN LANGUAGES

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Abstract:

In modern conditions of economic life, the employee is presented with quite serious requirements in the labor market. A specialist needs not only to have a certain set of necessary knowledge but also to be able to independently solve the professional and social tasks facing him. This article highlights the importance of independent education in the study of foreign languages in modern education.

Key words: foreign language, modern education, independent work, independent thinking, quality of lesson, effectiveness.

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However, until now, in foreign language lessons, students often passively perceive information, poorly assimilating it and practically not using it in a situation of real communication. This is due, in our opinion, to the fact that very little time is given to independent work in university curricula, without which it is impossible to fully assimilate the material. In addition, both teachers and students still face the problem of insufficient technical equipment of classrooms, i.e. Students can use the Internet, multimedia tools and educational computer programs only while doing homework, which reduces the level of teacher control. This leads to poor assimilation of language material in students with low motivation. In addition, it also affects the mood during classroom classes: unmotivated students still remain passive consumers of knowledge, unable to work creatively and independently.

Independent learning is put at the forefront of modern education today. Independent work is one of the main factors in the implementation of the ideas of the competence approach [1]. The teacher is no longer considered by the student as the only source of information, since modern young people are used to finding the information, they need on the Internet. The role of the teacher is changing at the same time, he must now be able to direct the student's work in the right direction when searching for the necessary information and processing information resources. He should teach the modern student to understand and realize responsibility for the results of his education, the importance of independent work for the most successful and effective socialization in the information society. In this regard, the author believes that the main goals of higher and vocational education are:

- preparation of a person for problem-searching activity, as a result of which independent thinking, professional mobility, the need to improve existing knowledge, as well as to acquire new ones are formed;
- improving the efficiency and effectiveness of the educational process.

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Independent work is defined by us as a variety of types of educational, practical and research tasks performed under the guidance of a teacher, in order to acquire knowledge and acquire a certain set of skills and abilities together with the experience of creative activity. Independent work is a necessary tool used when learning a foreign language. The problem of organizing independent work, which has always interested researchers in the field of pedagogy and methodology, is becoming more and more relevant today. Currently, not only the forms of independent work themselves are changing, but also the possibilities of monitoring and monitoring this process [2]. In addition, in the didactics of higher education, the essence of independent work of students has not yet been disclosed. The concept of "independent work of students" seems to be multidimensional. There are such aspects as psychological, physiological, organizational, didactic aspects that are interrelated with each other, therefore it is impossible to reveal the content of this concept by adhering to only one aspect and not considering the others.

In pedagogy, the concepts of "independent activity" and "independent work" are distinguished. They are not identical, but correlated. Independent work contributes to the development of creative independence of students. Independent work should be considered not as a form of organization of educational knowledge or a method of teaching, but rather as a means of involving students in independent cognitive activity [3].

Skillful organization of independent work has undoubted psychological and pedagogical advantages in the successful assimilation of knowledge.

The words "independence" and "independent" characterize the special quality of the work performed by a person and a certain quality of personality. The second includes consciousness, motivation of actions, manifestation of will, which is based on an understanding of the need to act in these circumstances in accordance with one's inner position and one's own decision, not subject to other people's influences and suggestions [4].

Independent work in a broad sense can be understood as the totality of the student's independent activity. This can be both work in the classroom and outside it. At the same time, the teacher can either perform certain roles in the organization of independent work, or not.

Independence in learning is a necessary condition for the activation of cognitive processes and the entire educational activity of the student, being one of the ways to form the necessary competencies to prepare future specialists for life and work in the rapidly changing conditions of the modern world, rapidly developing scientific knowledge and constantly updated technology.

The student cannot remain neutral and passive at the same time. Very often, inhibition may occur in the student's perception due to the teacher's hypertrophied explanations. Despite repeated explanations of the material by the teacher, the effect of such explanations can be very low, since students may have the impression that this material is familiar to them, and they have already mastered this or that skill. They remain internally passive, which means they simply do not perceive the material being studied. When explaining new material, it is not always advisable for the teacher to fully disclose the answer to the question himself. In some cases, the benefits for learning will be greater if students find the answer to this question themselves. However, for the success of the case, attention should be paid to the preliminary training of students, which provides the opportunity to independently solve the task assigned to them.

If earlier the inclusion of independent work in the educational process pursued, first of all, the goal of activating the student's work and ensuring that they acquire more solid knowledge, today it is necessary to pay so much attention to independent work also because the graduate, in order to keep up with life, will have to continuously replenish and update the baggage of competencies that he acquired while studying at a higher educational institution, solving new tasks that arise before it. The role of the leading subject in independent work belongs to the student, not to the teacher, who fully corresponds to I.A. Zimnaya's concept of independent work. According to this concept, independent work includes flexible, indirect management, carried out by both the teacher and the action program, as well as the content of the educational material, which, in turn, should contribute to the development of self-control and self-esteem. In his work I.A. Zimnaya uses the term "subject self-regulation": "Self-regulation of a student presupposes the ability to program independent activity, i.e., in relation to the conditions of the corresponding goal of activity, to choose the method of transformation of given conditions, the selection of means for this transformation, the determination of the sequence of individual actions" [5]. An important manifestation of self-regulation is also the ability to evaluate the final and intermediate results of their actions. Thus, in order to develop self-regulation, students should have the skills of goal-setting and goal-keeping, modeling their own activities, which is implemented within the framework of the formation of educational competence. This fact once again emphasizes the relationship between academic competence and independent work. The formation of academic competence directly precedes the independent work of students, since its implementation requires the possession of certain skills and abilities.

Thus, from all of the above, we can conclude that the ability and readiness for independent work must be purposefully formed with the help of organized educational activities during classroom classes. Students should have a clear understanding of the goals and objectives of learning, the sequence of educational actions when performing tasks, the purpose of each task and its significance for the formation of a particular skill or competence. To achieve this goal, the teacher should help students master not only individual rules and strategies, but a well-structured system that includes a vision of goals and ways to achieve them, a planning strategy and organization of work with selected material, control criteria and evaluation of their own results. The ability and readiness for independent activity are emerging properties of the psyche of students, and they can be formed only in conditions of transferring methods of solving simple problems to solving more complex ones [6]. In didactics, three levels of readiness for independent work are distinguished, namely: reproducing, semi-creative and creative, demonstrating the degree of formation of educational competence and the constant transition from external motivation to internal.

The advantages of independent work of students include the fact that it, causing the activity of the student, also has an individualized character. Students use information sources depending on their own needs and capabilities. Independent work has a flexible adaptive nature. This increases the responsibility of each student and, as a result, his academic performance. In the process of independent work, the student acts as an active creative person who shows erudition, creates his own worldview and culture, shows his readiness for the future profession [7].

Undoubtedly, oral speech and, first of all, speaking are carried out directly in the presence of interlocutors, whose role in the classroom is performed by the teacher and other students. However, as you know, learning to speak involves certain preparatory stages that guarantee communication, for which independent work is the most adequate form. According to our observations, a significant part of first-year students study below their capabilities precisely because of the lack of independent activity skills. In this situation, the following is required from a high school teacher:

- to help students organize their educational and cognitive activities in the most effective way;
- rationally plan and promote the implementation of independent work of students both in the classroom and outside it;
- to ensure the formation of students' general skills and skills of independent activity.

In our opinion, in order to successfully fulfill these requirements, it is necessary, first of all, to properly organize independent work, i.e. to determine its specific goals, the form in which it should be performed (oral, written or practical), choose a way to verify the results of work. In addition, a prerequisite is the obligation of work for all students. Another important condition is the control over the performance of independent work on the part of the teacher, on the one hand, and self-control of students, on the other hand. The author suggests the following correlation of methods of control and self-control with types of independent activity. The teacher controls the preparation of students for practical classes and control works during preliminary consultations and by developing test tasks. Students monitor or check their level of preparation on the oral survey itself or during written testing. If students perform a task to search, for example, for country-specific information in a foreign language to compile a report on a given topic, the teacher provides a list of recommended literature, and also voices the requirements for future work in advance. Self-control in this situation will be carried out both in the process of preparation and during the verification of the results of independent work, i.e. during an oral communication or a written presentation [8]. As for students performing creative works in a foreign language, for example, preparing a message in the power point mode with an independent choice of topic, the only form of teaching control in this case is an individual consultation. Self-control of students is again carried out in the process of preparing a message. All of the above suggests to us that during the preparation of an independent task, students inevitably awaken the desire to approach the process creatively, since creativity is one of the conditions for successful work.

Previously, most often only homework was independent. Later, independent work began to be given at the stage of consolidating knowledge and controlling their assimilation. Then she took her rightful place at the stage of familiarization with the new material, its independent comprehension. Recently, in the era of digitalization and transformation of knowledge, independent work is important at all stages of learning a foreign language.

In independent work, it is advisable to include separate links of work on language material – acquaintance with it and partially training in its use. The sources of information that students can use in the course of independent work include, first of all, as before, a textbook. An important source of information for independent work are the texts of the textbook, as well as additional texts included by the teacher in the educational process. A great role in independent

work on language material and various lexical and grammatical exercises presented in textbooks [9].

It should be noted that independent work is only relatively independent in educational conditions. Students experience the indirect influence of the teacher, who, firstly, contributes to the motivation of independent work, and secondly, ensures its rational and effective course. The more voluntary the independent work is, the more successful it is. The teacher needs to create only the grounds for the emergence of students' need for it. It makes sense to create a situation in which students would feel a shortage of learned material for communication. At the same time, they should be pointed to a specific source of information to fill this deficit.

The potential applicability in practice of the results of the work performed in the field of the chosen professional activity can contribute to the development of the creative potential of students in the process of independent work in a foreign language. This allows the student to realize himself as a future specialist in an educational situation. Such active forms of learning as multimedia presentations, games, cases, projects stimulate the student to creative activity. It is very important to have a research component in the student's independent activity, namely, preparation for scientific and practical conferences and seminars in a foreign language and participation in them, contests of research papers in a language, etc. Solving specific educational tasks through independent work contributes to the disclosure of the student's personality as a future professional. Each form of independent work has a certain degree of influence on the disclosure of the student's creative potential.

Innovations in the field of science, technology and technology, developing at a cosmic speed, are in international languages. The use of modern technical equipment in various fields of human activity requires specialists to have a good knowledge of foreign languages. For the full and proper use of the capabilities of modern technical equipment, it is necessary that the specialist knows the language of operation of this equipment well.

In the educational process, active (student-teacher interaction) and interactive (student-teacher interaction as well as with other students) forms of independent work are used. The active forms include individual classes, consultations on the topics under study, taking notes of materials on the topic under study, tests and tests, preparation of reports, etc. Interactive ones include preparation and presentation of presentations, presentations at conferences, participation in competitions and Olympiads in a foreign language, project tasks, case analysis, etc.

Control over the independent work of students is carried out in various forms: orally (reading, communication, conversation, explanation, etc.), in writing (essays, essays, articles and theses, written exercises, tests, control papers, etc.).

Special attention should be paid to the essay when organizing independent work of students in a foreign language, which pursues the following goals: the development of creative thinking, the ability to express their own thoughts in writing. With the help of this form of independent work, the teacher checks the student's ability to process the information received on the basis of its comparison, comparison and generalization, classification on the selected grounds, as well as the ability to give his own assessment of the phenomenon or event described in the essay, to express his attitude to it.

In conclusion, I would like to note that "the implementation of forms of independent work of students in foreign language classes, activating the creative potential of the individual, involves a personality-oriented approach". This is also due to the acquisition of new roles by the teacher as the initiator of independent educational, cognitive and communicative activities of students, such as a tutor, a teaching assistant, etc.

Thus, we can say that at the present stage, independent activity in learning a foreign language is of great importance, because, firstly, it promotes the development of a creative approach, and secondly, it strengthens the sense of personal responsibility and interest in the subject and, consequently, increases the motivation of students in the process of mastering language material. A foreign language teacher, according to the author, should move away from the previous system of presenting the subject, when teaching is mainly reduced to transmitting information about the language. It is necessary to master an interactive way of teaching, when students, getting acquainted with new material, immediately learn to use it in practice through performing independent tasks. As a result, students, instead of passively perceiving information about the language system, actually recreate it for themselves anew. And then they can formulate the problem themselves, analyze ways to solve it and look for the right answer. Their future competitiveness in the labor market depends on how soon students learn to do this. Independent work is designed to create the necessary conditions for students to master the necessary knowledge and develop their thinking.

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TEACHING ENGLISH VIA APPLICATIONS BASED ON THE ANDROID OPERATING SYSTEM

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Abstract:

It is important to note that English is the main language of many spheres: politics, science, information technology, business, education, sports, etc. This explains the desire of society to teach and study it. Today there are different approaches: traditional full-time education, online schools, various options for self-study, and others. This article evaluates the investigation of the English language using modern applications based on the Android operating system.

Key words: online schools; applications based on the Android operating system; content; subscription.

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According to statistical research, in 2021, more than 1.35 billion people spoke English. a person, which is about 17% of the world's population [1]: this fact shows that the role of the English language in the modern world is invaluable.

English is the language of international communication. ED Tech marketplace research shows that English is the official language in 75 different countries of the world (in 55 countries – de jure; in the rest - de facto), which is almost 30% of all countries in the world. It is important to note that some territories of other countries also recognize English as an official language. For comparison, a little more than 500 million people speak Spanish in the world, 270 million people speak French, and about 130 million people speak German. Today, the only language comparable to English in terms of the number of people using it in communication is Chinese, according to various sources, 900 million people to 1.3 billion speak it [2].

To evaluate the effectiveness of this teaching method, the following applications were analyzed: Lingualeo, Duolingo, Busuu, Simpler, Memrise, Ewa, BBC Learning English, and Easy Ten. The article presents the results of the most popular of them: Lingualeo, Duolingo, and EWA.

Duolingo is widely distributed among schoolchildren and students. According to statistics, it is used by more than 150 million people [3]. The learning platform allows you to use a variety of modern techniques for teaching English, starting from traditional reading and ending with games and tasks aimed at developing auditory perception, and expressing your thoughts.

Duolingo supports learning more than just English. In general, the application is free, but it contains the possibility of purchasing additional paid content. An annual family subscription will cost the user more than 10,000 rubles.

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Among the disadvantages of the Duolingo, application are technical problems with download speed, unstable operation, as well as inaccuracies in the translation and pronunciation of individual words and replicas.

Lingualeo is also a sought-after app for learning English. Compared to Duolingo, this application is aimed at children and school audiences. According to Google Play, about 23 million people use this application [4].

An important advantage of Lingualeo is the ability to function without a permanent Internet connection. The main functions of the application are available to users for free, there is an opportunity to purchase additional content. It is possible to get temporary access to a premium account for free, constantly using the application.

Another distinctive feature of the application is the equipment of thematic dictionaries with illustrations, which allows you to improve the memorability of words, phrases, and expressions.

Among the disadvantages of Lingualeo is the application interface. Despite its appearance, pleasant to the eye, it is not intuitive, so it is often very difficult for a child to navigate the functions of the platform. In addition, it is important to note that Lingualeo has a powerful PC version. The smartphone version lacks many of the features available on computers.

For understanding English speech, reading, and writing, the free **Ewa** application is suitable for users. The application is used by more than 40 million people [5]. The training platform contains unique teaching methods: conversational courses, action games, didactic flashcards, and training with the help of viewing films and TV series. The platform is also equipped with a huge library of books in English.

An important advantage of the application is the ability to switch to the dictionary in one click, which allows you to significantly expand your vocabulary and pronounce each word correctly.

The training courses in the application are divided by complexity and topics from introduction to listening, which increases auditory perception. Separate courses are devoted to the study of English slang, which indicates that the application is designed for a wide range of users.

Ewa also contains paid content, including both an annual subscription and individual courses. Among the disadvantages are problems with downloading individual books and a dictionary, as well as the inability of the application to work without an Internet connection.

The comparative characteristics of the considered applications are presented in Table 1.

Comparative Characteristics of popular Applications for learning English

No	Name of the app	Target audience	Number of users, in billions	Merits	Drawbacks
1	2	3	4	5	6
1	Duolingo	- pupils; - students; - adults.	150	-interactive learning system; -exercises for speech development; -orientation to the user with the	-inability to use without an Internet connection; -errors in the translation and pronunciation of

				different initial levels of knowledge.	individual words and phrases; -insufficient optimization.
2	Ewa	- pupils; - students; - adults.	40	Wide range of courses aimed at various aspects of language learning; -real-time translation of words and phrases from the text; -gradation of courses depending on the complexity and tasks of the user.	-inability to use without an Internet connection; -problems with loading the library of books; -insufficient optimization.
3	Lingualeo	- pupils; - kids.	23	-does not require an Internet connection; -availability of dictionaries with associative illustrations; -availability of bonuses for users with constant use of the application.	-most of the content is available only after subscribing; -the application interface is quite complicated to understand; -the mobile version of the app is much inferior to the PC version

Having considered the most popular applications for learning English based on OC Android, it is safe to say that most of them can be divided into two categories: "universal" applications for users with different initial levels of knowledge of the language, and applications aimed at individual groups of users.

Duolingo and **Ewa** applications are suitable for different audiences and are universal. The applications use different teaching methods, but they are practically useless without access to the Internet.

Lingualeo is a vivid example of highly specialized applications aimed at a children's audience

After analyzing applications focused on learning English, it is safe to say that no application will allow you to master the language 100%. On the other hand, apps can be a great addition to traditional approaches.

Applications focused on learning English can significantly simplify the processes of understanding grammar, develop an auditory perception of the language, etc. In other words, if used correctly, they can bring significant benefits. Thus, we consider it reasonable to introduce such applications into the educational process in educational institutions of various levels.

We also consider it appropriate to develop training applications for specialists in narrow specialties of various industries, such as, for example, aviation technicians. Such applications will greatly facilitate the process of learning English in such professions.

In conclusion, it is worth paying attention to optimizing the considered applications for various devices. Such applications should be made as accessible to a wide range of users, increase the list of available free functions, and minimize paid content.

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ENHANCING ENGLISH LANGUAGE LEARNING THROUGH THE COMBINATION OF DIFFERENT METHODS

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Abstract:

This article presents a comprehensive review of the effectiveness of combining different teaching methods in English language classes. The study explores the impact of integrating traditional teaching approaches, such as lectures and textbooks, with more modern methods like technology-based learning and interactive activities. The article also investigates the benefits of incorporating various language skills, such as reading, writing, speaking, and listening, into a cohesive teaching approach. Through a thorough analysis of existing literature and empirical evidence, the article demonstrates how the combination of diverse teaching methods can enhance students' English language learning outcomes.

Key words: English language learning, teaching methods, combination, traditional approaches, modern methods, language skills.

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English language learning has become increasingly important in today's globalized world. As a result, educators are constantly seeking innovative teaching methods to effectively engage students and improve their language proficiency. This article aims to explore the potential benefits of combining different teaching methods in English language classes. By examining the existing literature and empirical studies, this article seeks to provide insights into how educators can optimize their teaching practices to promote effective language learning.

The literature review section examines the various teaching methods commonly used in English language classes. Traditional approaches, such as grammar-focused lectures and textbook-based instruction, have long been prevalent in language education. However, modern methods, including technology-based learning tools, communicative activities, and project-based learning, have gained traction in recent years. The review also discusses the importance of integrating different language skills, such as reading, writing, speaking, and listening, into a holistic teaching approach.

Before create combination of traditional and modern approaches, reconsidering some of methods which have been using for many years, would be appropriate.

The Direct Method

In this method, the teaching is done entirely in the language being learned. The learner is not allowed to use his or her original language. Grammar rules are avoided and there is an emphasis on good pronunciation.

Grammar-Translation

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In this method, learning is largely by translation to and from the target language. Grammar rules are to be memorized and long lists of vocabulary learned by heart. There is little or no emphasis placed on developing oral ability. This method is most commonly used in secondary education.

Audio-Lingual

The theory behind this method is that learning a language means acquiring habits. There is much practice of dialogues in every situation. New language is first heard and extensively drilled before being seen in its written form.

The Structural Approach

This method sees language as a complex of grammatical rules which are to be learned one at a time in a set order. So, for example the verb “to be” is introduced and practiced before the present continuous tense which uses “to be” as an auxiliary. This method of learning is common in language learning apps.

Total Physical Response (TPR)

TPR works by having the learner respond to simple commands such as “Stand up”, “Close your book”, “Go to the window and open it.” The method stresses the importance of aural comprehension and the importance of kinesthetic learning.

Communicative Language Teaching (CLT)

The focus of this method is to enable the learner to communicate effectively and appropriately in the various situations she would be likely to find herself in. The content of CLT courses are functions such as inviting, suggesting, complaining, or notions such as the expression of time, quantity, location. Much like The Structural Approach, this method is commonly used in language learning apps.

Task-based language learning

The focus of the teaching is on the completion of a task which in itself is interesting to the learners. Learners use the language they already have to complete the task and there is little correction of errors. The aim here is to highlight the importance of learning the language by making it vital to task completion.

According to academic research, linguists have demonstrated that there is not one single best method for everyone in all contexts, and that no one teaching method is inherently superior to the others. Also, it is not always possible – or appropriate – to apply the same methodology to all learners, who have different objectives, environments and learning needs. An experienced professional language teacher always adopts the Principled Eclecticism approach, deciding on the most suitable techniques and applying the most appropriate methodology for that learner’s specific objectives, learning style and context.

Combining Teaching Methods:

This section delves into the potential benefits of combining diverse teaching methods in English language classes. By integrating traditional and modern approaches, educators can create a dynamic and engaging learning environment that caters to different learning styles. The article highlights the advantages of utilizing technology to supplement traditional instruction and promote interactive language practice. Additionally, the section emphasizes the value of incorporating real-world communication activities to enhance students' speaking and listening skills.

Drawing on empirical studies and classroom observations, this section provides evidence of the positive impact of combining different teaching methods on students' English language learning outcomes. The article presents examples

of successful implementation of integrated teaching approaches in diverse educational settings. It also discusses the role of teacher training and professional development in facilitating effective integration of teaching methods.

In conclusion, this article underscores the potential of combining different teaching methods to enhance English language learning. By integrating traditional and modern approaches and incorporating various language skills, educators can create a more dynamic and effective learning experience for students. The article advocates for further research and collaboration among educators to continue advancing best practices in English language education.

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ОСОБЕННОСТИ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В УЗБЕКИСТАНЕ

С. Хайиталиев¹

Аннотация:

В статье рассматривается актуальность внедрения инновационных методов в процесс обучения русскому языку узбекских студентов. Речь идет об интенсивном поиске новых подходов, форм и инновационных методов обучения русскому языку, где директивная модель обучения заменяется интерактивной моделью, более продуктивной и ориентированной на личность учащегося

Key words: методика обучения, образование, инновационные, индивидуализированные, грамматика, коммуникативная компетентность.

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ВВЕДЕНИЕ

Тенденция к созданию национальных образовательных стандартов характерна в последние годы для систем образования многих стран мира. Аналогичными документами в Узбекистане с таким широким охватом являются Конституция и законы, в частности, Закон Республики Узбекистан «Об образовании». Мечтой и желанием каждого студента, а также любого человека, изучающего иностранный язык, является умение правильно говорить и выражать свои мысли на интересующем языке. Преподавание любой дисциплины требует ряда обязанностей и усилий со стороны преподавателя и обучаемого.

МАТЕРИАЛЫ И МЕТОДЫ

Изучение иностранных языков является не только средством интеллектуального образования, но и процессом формирования личности человека путем знакомства с образовательными богатствами и ценностями других культур и применения их в собственной культурной жизни. В Европе изучение иностранных языков уже давно считается привилегией в высшем образовании и рассматривается как обучение тех, кто имеет привилегию в государственных школах. Методика обучения иностранному языку как наука имеет более чем 200-летнюю историю. В этот период наблюдаются разные подходы к методике обучения иностранному языку. Один из таких взглядов принадлежит академику А. В. Щербе. По его словам, любая методика преподавания науки, хотя и является наукой, не является теоретической наукой. Он решает практические задачи, в частности, методика обучения иностранному языку основывается не только на данных психологии, но и на исследованиях общего и специального языкознания. Самые ценные книги по методологии также написаны лингвистами. К ним относятся Г. Сюит, один из крупнейших фонетиков девятнадцатого века и великий английский языковед, Б. Брунс и Бреал, видный англичанин и

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известный фонетик В. Фийотор и другие. Академик А. В. Щерба и его учитель, великий языковед И. А. Бодуэн-де-Куртуан и их ученики изучали методику преподавания русского языка.

РЕЗУЛЬТАТЫ И ОБСУЖДЕНИЕ

Отличие обучения иностранным языкам от других дисциплин в том, что через язык мы выражаем свои мысли и чувства. Наши мысли и чувства не ограничены в классе, в лаборатории, в исследованиях, они всегда и везде с нами. Это также говорит о том, что вы должны не только правильно учить иностранные языки, но и правильно излагать свои мысли на родном языке. «Если развитие родного языка начинается со свободного самопроизвольного употребления речи и заканчивается сознанием речевых форм и овладением ими, то развитие иностранного языка начинается с осознания языка и произвольного овладения им и заканчивается со спонтанной речью». Родной язык усваивается одновременно с усвоением социального опыта. В узбекских вузах программа изучения русского языка, как и других иностранных языков, включает углубленное изучение грамматики, фонетики и лексического состава языка, все больший упор делается на преподавание языковой системы и в основном на грамматику. По-прежнему основными трудностями являются отсутствие активной устной практики на одного учащегося группы, изучение русского языка должно быть основано на развитии речевых навыков учащихся в результате устных упражнений, а теоретическое изучение должно уступить место развитию практических навыков. Необходимо обучать студентов не только основам русского языка, но и учить их с интересом и правильно общаться на другом языке, как в рамках профессиональных тем, так и в ситуациях повседневной жизни. Преподавание русского языка как иностранного в настоящее время осуществляется в условиях глобальных изменений всей системы образования – изменились цели изучения языка, потребности учащихся, условия обучения; надо признать, что произошел и переход количественных изменений в качественные – работа с массами учащихся трансформировалась в более индивидуализированную работу, когда сами учащиеся стали определять не только языковую, но и культурную составляющую обучения процесс. Основной целью обучения иностранному языку является не столько обучение языковой системе (лингвистической компетенции), сколько овладение коммуникативной компетенцией, т.е. способностью человека осуществлять речевое общение средствами изучаемого языка в той или иной сфере деятельности. В основе коммуникативной компетенции лежит комплекс языковых знаний и речевых навыков и умений, которые формируются и усваиваются в ходе занятий.

ЗАКЛЮЧЕНИЕ

В результате изучения иностранного языка вы познаете культуру другой страны. Техника упражнений важна для изучения иностранного языка. Упражнения – лучший способ овладеть всеми знаниями. Упражнение положительно влияет не только на обучение иностранному языку, но и на получение знаний во всех областях. Эффективная организация уроков, в которой неопределима роль педагогической деятельности и современных педагогических технологий. Важно организовать процесс обучения иностранному языку с коммуникативным подходом, вывести следующий этап на уровень межкультурной коммуникации, а для достижения таких

результатов последним шагом является уделить внимание «технологии упражнений». Для эффективной организации процесса обучения иностранному языку необходимо овладение современными педагогическими информационно-коммуникационными технологиями.

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EASY WAYS OF LEARNING ENGLISH

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Abstract:

This article explores accessible and practical methods for learning English, aiming to assist learners in their language acquisition journey. By examining various strategies and resources, we aim to provide valuable insights into making the process of learning English enjoyable and efficient.

Key words: English language learning, language acquisition, easy learning methods, effective strategies, language resources, immersive techniques.

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English is a global language with widespread use in various fields, making it a valuable skill for individuals seeking personal and professional growth. Learning a new language can be challenging, but adopting easy and effective methods can significantly enhance the learning experience. This article delves into strategies that make the process of learning English accessible and enjoyable for learners of all levels.

To understand the landscape of English language learning, we reviewed existing literature on language acquisition and effective teaching methods. The analysis revealed that immersive techniques, interactive learning, and exposure to authentic language materials contribute to successful language learning outcomes.

- **Immersive Language Exposure:**

Engaging in immersive experiences, such as watching English movies, listening to English music, and reading English books, can expose learners to authentic language use and improve comprehension skills.

- **Interactive Learning Platforms:**

Utilizing online platforms and language apps that offer interactive exercises, quizzes, and games can make the learning process more engaging and enjoyable. These platforms often provide instant feedback, allowing learners to track their progress.

- **Language Exchange Programs:**

Participating in language exchange programs or finding language exchange partners can provide real-time practice with native speakers, enhancing speaking and listening skills. "Real life social situations are broken down into their simplest parts so that students quickly see how the language works and relate it to their own needs. It's actually fun!" [6;6]

Learning English can be a rewarding and enjoyable experience. Here are some easy ways to improve your English skills:

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Immersive Learning:

Immersive learning is a highly effective way to improve language skills, and surrounding yourself with the language in various forms can be beneficial. Here are some additional tips to enhance your immersive learning experience:

- **Read Extensively:** In addition to listening, incorporate reading into your routine. Read books, articles, blogs, and any written material in English. This will expose you to diverse vocabulary and sentence structures.

- **Engage in Conversations:** Practice speaking English as much as possible. Join language exchange programs, language meetups, or find a language partner with whom you can regularly converse. This helps improve your fluency and confidence in using the language. "It supports the idea that people are born to speak, and have the capacity to learn language from the day they are born. This ability is enhanced if they are involved in a conversation. And, significantly, Dr Eliot reminds parents that babies and toddlers need to feel they are communicating. Clearly, sitting in front of the television is not enough; the baby must be having an interaction with another speaker" [7;4] That's way practicing speaking English is crucial part of language learning.

- **Language Apps and Online Platforms:** Use language learning apps or online platforms that offer interactive exercises, games, and lessons. These tools often provide a structured approach to learning and can complement your immersive experiences.

- **Immerse Yourself in English-Speaking Communities:** Join online forums, social media groups, or communities where English is the primary language. Participate in discussions, ask questions, and interact with native speakers. "Especially at beginner level, new students do not need to clutter their learning with grammatical labels and rules. They learn by observing, discovering and practicing how language is used." [6;6]

- **Take English Courses or Lessons:** Enroll in formal language courses, either online or in-person. This can provide you with a structured learning path, and you'll have the opportunity to receive feedback from instructors.

- **Explore Different Accents:** English is spoken in various accents across the world. Exposure to different accents can improve your listening skills and make you more adaptable to various English-speaking environments.

- **Use Subtitles Wisely:** When watching movies or TV shows, consider using English subtitles. This can help you associate spoken words with their written forms and improve your understanding of context.

- **Keep a Journal or Blog in English:** Write about your day, your thoughts, or any topic you find interesting in English. This practice not only improves your writing skills but also encourages you to think in English.

- **Stay Consistent:** Consistency is key to language learning. Make a schedule and stick to it. Even dedicating a small amount of time each day to immersive activities can make a significant difference over time.

Remember that language learning is a gradual process, and patience is crucial. The more diverse and consistent your immersive experiences, the more comfortable and proficient you'll become in using the English language.

Conclusions

Easy and effective English language learning is achievable through a combination of immersive experiences, interactive platforms, and real-time practice. Learners can tailor their approach based on personal preferences and learning styles, making the journey towards language proficiency both accessible and enjoyable.

Consistent Practice:

Regular, consistent practice is key to language acquisition. Setting aside dedicated time each day for language activities can significantly contribute to improvement.

Diversify Learning Resources:

Explore a variety of resources, including books, movies, podcasts, and online courses, to expose yourself to different accents, vocabulary, and cultural nuances.

Join Language Communities:

Engage with online communities, language exchange programs, or local language meet-ups to connect with fellow learners and native speakers. This provides additional opportunities for practice and cultural exchange.

In conclusion, adopting easy and effective methods for learning English can turn the language acquisition journey into an enjoyable and rewarding experience. Through a combination of immersive experiences, interactive platforms, and consistent practice, learners can build confidence and proficiency in English.

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ЦВЕТ КАК ВАЖНЫЙ ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЙ ЭЛЕМЕНТ В ПРЕДСТАВЛЕНИИ МИРА

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Аннотация:

В статье рассматривается история разносторонних исследований определений цвета, а также изучаются семантические аспекты цветообозначений. Цветообозначения выступают как субъективные языковые единицы, соотносящиеся с человеческим опытом, который носит перцептивно-когнитивно-аффективный характер. Статья представляет различные взгляды лингвистов на цветообозначения как средств передачи ощущений и выражения эмоций.

Key words: лингвокультурология, цвет наименование, семантика цвета, стилистические функции цветообозначений.

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Язык народа считается зеркалом культуры. Язык хранит и передает от поколения к поколению систему ценностей народа, традиции, мораль, видение мира. Изучение цветонаименований имеет большое значение для лингвокультурологии и межкультурной коммуникации.

Система цветонаименований в значительной степени этнокультурологически маркирована. Она является как производной культуры, так и культуробразующей причиной. Изучение народной колористики неотделимо от изучения языковой картины мира, как внешнего, так и внутреннего. Объектом изучения лингвокультурологии являются символика цвета, дополнительные, коннотативные значения, передающие интерпретацию того или иного цветонаименования в языке и культуре народа.

Лингвокультурология и разница культур в современном мире приобретает более широкие масштабы, а также филологическую, культурологическую и прагматическую значимость. Вопросы лингвокультурологии интересуют многих современных ученых филологов, литературоведов, переводчиков, лингвистов. Культура и язык каждого народа включает в себе богатый материал для исследования. Одним из таких источников, отражающих язык, культуру, особенности сознания и мировосприятие народа являются пословицы, поговорки, устойчивые словосочетания.

Мир дается человеку через богатство форм восприятия, которые, в свою очередь, обеспечиваются способностью различать разные качественные характеристики предметов окружающего мира. Среди воспринимаемых человеком признаков предметов значительное место занимают цветовые. Представители различных научных областей всегда интересовались

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природой цвета, его свойствами, эстетическим воздействием и т.д. Понятие цвета является одним из центральных в отношении человека и реальности.

В процессе исторического развития цветовое восприятие кардинально изменялось. Общественное сознание не могло оставить без внимания феноменальные цветоразличительные способности человека. Изучается состав цветообозначающей лексики (А.П.Василевич, Р.М.Фрумкина), семантика, стилистические функции цветообозначений (Р.В.Алимпиева) в психолингвистическом аспекте, семантическая структура (А.А.Брагина, И.В.Мокиенко), был проведен социологический эксперимент (Л.В.Лаенко). Цветообозначения изучались на базе сравнительно-исторического анализа (Н.Б.Бахилина).

Значение имен цвета активно обсуждалось философами, и лингвисты и психологи могут с большой пользой для себя обратиться к работам таких мыслителей, как Локк, Юм, Карнап и Витгенштейн [Вежбицкая 1997: 235].

Следует заметить, что цвет всегда ассоциируется с предметами и явлениями. По сравнению с другими свойствами объектов, которые воспринимаются визуально. Именно связь цвета с объектами и явлениями легла в основу теорий происхождения цветовых концептов, и соответственно цветообозначений. Сюда относится теория А. Вежбицкой, которая выделяет ряд базовых прототипических референтов, которые существуют в восприятии говорящего, когда он называет тот или иной цвет: «день», «ночь», «солнце», «огонь», «растительность», «небо», «земля» [Шелепова 2005: 73].

Берлин и Кей, например, открыли универсальные прототипы для определения цветообозначений и универсальную последовательность возникновения цветовых категорий в языках мира. Их исследование начинается с двух процедур:

1. «цветовая» классификация у них состоит в членении перцептивного пространства, заранее предопределенном понятиями тона, интенсивности и насыщенности (таким образом, сужается референциальный спектр понятия «цвет» как он понимается, по крайней мере, в некоторых культурах) [Вежбицкая 1997: 234];

2. все цветовые категории, языковое выражение которых не отвечает определенным формальным критериям (подчинение вышестоящему термину, моноксемность единицы), исключаются из рассмотрения [Вежбицкая 1997: 235].

Другой подход основывается на изучении длины волны цвета. Как указывал Рассел, «названия цветов использовались за тысячи лет до открытия волновой теории света, и то, что длина волны уменьшается при продвижении по цветовой шкале от красного цвета к фиолетовому, было гениальным открытием» [Вежбицкая 1997: 236].

Р. Фрумкина отмечает, что «...отношения между словами-цветообозначениями (знаками!) можно описать через признаки, характеризующие их денотаты - объекты из мира «Действительность» (объекты не знаковой природы). Наше знание языка позволяет считать, что голубой - светлее синего, салатный - светлее зеленого, бежевый - светлее коричневого. Но «светлее» не переводится естественным образом ни в яркость, ни в насыщенность!» [Фрумкина 1995: 104]

Лейбниц отметил, что понятие цвета можно определить через зрение, поскольку цвет — это единственное, что можно воспринять только через зрение [Вежбицкая 1997: 246].

Таким образом, процесс появления цветообозначений в языке носит характер сопоставления и сравнения с цветовыми оттенками явлений и предметов, которые уже известны носителям языка - «универсальные элементы человеческого опыта» - так называемое «универсальное понятие подобия в передаче зрительных ощущений». Другими словами, «означающее» цветообозначений возникает в силу их соотнесения с человеческим опытом, причем этот опыт, как уже указывалось, носит перцептивно-когнитивно-аффективный характер [Шелепова 2005: 73].

Исследование теоретических аспектов лингвистики цвета связано с научным направлением «лингвистики цвета». Здесь «выделяются историческое изучение цветолексики (эволюционное направление), психолингвистическая составляющая цветоименований, когнитивные аспекты, лингвокультурологические и номинативно-терминообразующие аспекты исследования цветолексики» [Байрамова 2004:159].

Соответственно, лингвистикой цвета в качестве самостоятельной научной дисциплины имеется собственная прочная теоретическая и методологическая база. По нашему мнению, справедливым является утверждение В. Г. Кульпиной о том, что «концепцией лингвистики цвета в качестве самостоятельной научной парадигмы в современном языкознании приобретаются все более конкретные черты» [Кульпина 2002:7].

Как известно, цвет в гуманитарных отраслях научного знания признается культурной универсалией, ценностно-нагруженным смысловым образованием, которое передается с помощью словесных знаков, поэтому его нельзя познать, не привлекая данные языка. Человек воспринимает информацию о цвете на основе своего опыта, культуры и образования в условиях жизни людей отдельной страны или региона. Цвет может иметь коммуникативное значение, определяющее связь между элементами и предметами природы. При этом цвет передает определенное специфическое чувство и вызывает соответствующие эмоции. Любое эмоциональное состояние может быть активизировано, т.е. возбуждено, дополнено, подчеркнуто или компенсировано соответствующими цветовыми сочетаниями. При характеристике связи между цветом и эмоцией обычно отмечают такую особенность: «цвет вызывает эмоции, а не наоборот», поэтому цвета должны храниться в памяти точно в той же форме, как мы их видим. Цвет воспринимается естественно, поэтому такие выразительные характеристики, как теплый красный, холодный голубой, близкий желтый, далекий синий, легкий белый, тяжелый черный, со временем приобретают устойчивые ассоциации. Так, например, в искусстве выразительная цветовая форма создает впечатление, а знак конкретизирует его и направляет в определенное русло. Выразительность, например, красного цвета имеет двоякое значение – добра и зла, тепла и жжения, силы и насилия, страсти и кровавой воинственности. Знак сосредотачивает наши чувства на конкретном явлении.

Поскольку существуют свои традиции восприятия цвета у разных народов, связанные с историческими, природными, социальными условиями развития того или иного этноса, способы лексического обозначения отдельных элементов цветовой картины мира также зависят от определенных культурных традиций народа, ибо язык есть

непосредственное отражение (воспроизведение) действительности, которое включает воображение и мышление. Можно говорить в данном случае о существовании этнических (национальных) цветовых картин мира и лингвоцветовых картин мира, причиной возникновения которых является конфликт между культурными представлениями разных народов об окружающей их реальности. Эти представления связаны с такими коммуникативными функциями цветообозначений, как различение, выделение, объединение объекта.

Цветообозначения, выступая в качестве единиц языка, несут в себе культурную информацию, так как язык тесно связан с культурой, он «прорастает» в нее, выражает ее, является обязательной предпосылкой развития культуры в целом [Бабушкин А.П. 1998:63].

Так как предметом современной лингвокультурологии является изучение культурной семантики языковых знаков, которые формируются при взаимодействии двух разных кодов — языка и культуры, цветообозначения способны выполнять функцию языка культуры, выражаются в способности языка отображать культурно-национальную ментальность его носителей, культурно-ценностные ориентиры, а также их смену в ту или иную историческую эпоху [Бабушкин А.П. 2004:120].

Прилагательные цвета, отражая в своей семантике длительный процесс развития культуры народа, передают и фиксируют от поколения к поколению культурные установки, символы и стереотипы, эталоны. Современная наука представляет проблему отражения объективного мира человеком и его взаимодействия с ним в виде соотношения двух миров: концептуальной картины мира и языковой картины мира.

Кроме этого, рассмотрена специфика коннотативного значения цветонаименований как изолированных лексических единиц, так и в составе фразеологизмов. При сопоставлении лингвокультурных особенностей коннотации цветонаименований в испанском и узбекском языках мы отметили ряд сходств. Однако и наблюдались и некоторые отличительные черты культурной коннотации цветонаименований в двух языках. Также было выявлено, что некоторые цвета не несут в себе коннотативного значения.

При сопоставлении двух различных фразеологических единиц, можно отметить, что каждый компонент-цветообозначение, который входит в состав фразеологической единицы, включает в себе скрытый символический смысл, играет ключевую роль в формировании значения фразеологизма.

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NOFILOLOGIK YO'NALISHLARDA TAHSIL OLUVCHI TALABALARGA INGLIZ TILINI KASBGA YO'NALTIRILGAN HOLDA O'QITISH

M. Abdujabborova¹

Annotatsiya:

Mazkur maqolada nofilologik yo'nalishlarda tahsil oluvchi talabalarga ingliz tili o'rgatishda samarali usullari, sodda tilda o'rgatish va o'rganish ESP (English for specific purposes), ya'ni ingliz tilini maqsadli o'qitish va uning ahamiyati haqida nazariy ma'lumotlar keltiriladi.

Kalit so'zlar: omil, visual tasvirlar, filolog, Mendeleyev jadvali, ESP (English for specific purposes- maqsadga yo'naltirilgan ingliz tili).

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Hozirgi kunda chet tilliga bo'lgan ehtiyoj kundan kunga ortib bormoqda. Har bir soha vakillari o'z kasbining ustasi bo'lishi uchun chet tillarini o'rganishi katta ahamiyat kasb etadi. Ingliz tili ham chet tili sifatida bizning yurtimizda ham katta mavqega ega bo'ldi. Ingliz tilini faqatgina tilshunoslar va soha vakillari umumiy maqsadlarda EGP (English for general purposes) emas, boshqa soha vakillari ham o'z yo'nalishlarini kelajakda rivojlantirish uchun ESP (English for special purposes) zamon talabi qilib qo'yilmoqda.

Ingliz tilini o'rganishga kelganda o'rgatish kerak bo'lgan eng muhim narsa bu asosiy til ko'nikmalarida mustahkam poydevor yaratishdir: o'qish, yozish, tinglash va gapirish. Ushbu ko'nikmalar o'zaro bog'liq va samarali muloqot uchun zarurdir. Bundan tashqari, grammatika lug'at va talaffuzga e'tibor qaratish o'zini to'g'ri tushunish va ifodalash uchun juda muhimdir. Amaliyotda asl materiallar bilan tanishish va interaktiv tadbirlar orqali kuchli til ko'nikmalarini shakllantirish ingliz tilini bilishga katta hissa qo'shadi. Lekin filolog bo'lmagan talabalarga qo'llanilishi kerak bo'lgan usullar filologlarnikidan farqli o'laroq ingliz tilini o'rgatishda ularning o'ziga xos ehtiyojlari va o'rganish uslublarini hisobga olish muhim rol o'ynaydi:

1. Avvalo, tilni o'rgatishdan oldin ushbu tilni o'rganish va o'rgatishga sabab bo'ladigan omillarni ta'kidlab o'tish orqali talabalarda ushbu fanga bo'lgan qiziqishini orttishiga sabab bo'la olishi mumkin. Kerakli hamda ilmiy bo'lgan bo'lgan ma'lumotlarning eng ko'pi ingliz tili deya ta'kidlangan.

2. Tilning soddaroq, tushunsa bo'ladigan qismlarga ajratilishi va aniq tushuntirilishi, visual tasvirlar va misollardan foydalanilishi kerak. O'rganuvchilarning qiziqishini yo'qolishiga sabab bo'ladigan omillardan biri materiallarning murakkabligi va bu orqali talabaning fanni mukammal darajada o'rganishiga to'sqinlik qilib, ishonchsizlik yuzaga kelishi mumkin.

3. Amaliy tilga e'tibor qaratish: nofilolog talabalarga kundalik hayotda kerakli va foydali bo'ladigan tilni o'rgatilsa, talabalar o'rgatilgan bilimlarni amaliyotda sinab ko'rib, kerakli deb topadilar.

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4. Multimedia resurslaridan foydalanish: Dars davomida multimedia resurslaridan foydalanish, darsga qiziquvchan talabalarning sonini ortishiga sabab bo'ladi.

5. Guruh bo'lib ishlash: bu orqali talabalar mashg'ulot davomida bir-birlarini tinglash bilan birgalikda, faqatgina o'z manfaatlari uchun emas jamoa uchun ishlashni boshlaydilar. Mashg'ulot davomida kerakli bilimlarni ulashadilar hamda egoizmni oldini olishga yordam beradi.

6. Haqiqiy hayot kontekstini taqdim etish: talabalarni hayotdagi vaziyatlarni taqlid qiladigan faoliyat va suhbatlarga jalb qilish orqali esa o'rganuvchida ingliz tilini amaliyotda qo'llashga yo'nalish so'rash, restoranda taom buyurtma qilish yoki oddiy suhbatlarni tushunishga yordam beradi.

Bir olimning fikriga qiziqadigan bo'lsak, "ESP- bu maxsus maqsadli til o'rgatishning umumiy toifasining alohida holati", -deb ta'kidlaydi Peter Strevens (1988). Strevens ESPni uning mutlaq va o'zgaruvchan xususiyatlarini ko'rsatish orqali aniqlab berdi. Strevens (1988) ESPning o'ziga xos to'rtta xususiyatini ko'rsatib o'tdi":

1. O'quvchilarning ehtiyojlarini qondirish uchun mo'ljallangan talablar
2. Ingliz tili o'qitish mazmunining muayyan fan, kasb va ixtisosliklar bilan bog'liqligi (integratsiyasi)
3. Leksika, grammatika va talaffuzni o'rgatishda ushbu faoliyatga mos keladigan til va nutq mashqlarini tahlil qilishga qaratilganligi
4. Maxsus maqsadlarda ingliz tilini o'qitish umumiy maqsadlarda ingliz tilini o'qitishdan farq qilishi. Biroq so'ngi o'ttiz yilliklarda keng chet tillar o'qitishga bo'lgan yondashuvlar ESP yondashuvida "kimni o'qitamiz?, nimani o'qitamiz? Va qanday o'qitamiz?" degan tushunchalarda jiddiy munozaralarga sabab bo'lmoqda. ESP bo'yicha 1997-yilda Yaponiya konferensiyasida Tony Dudley-Evans o'zgartirilgan ta'rifni taklif qildi:

1. ESP o'rganuvchining o'ziga xos talab va ehtiyojlarini qondirish uchun yo'naltirilgan

2. ESP o'zi xizmat qiladigan fanning asosiy metodologiyasi va faoliyatidan foydalanadi

3. ESP ushbu faoliyatga mos til (grammatika, leksika) va nutq faoliyatlarini o'rgatishga qaratilgan.

Shunday qilib, ESPni o'qitishda quyidagi o'zgaruvchan xususiyatlar alohida ta'kidlab o'tilgan.

Fanni chuqur o'rganiladigan bo'lsa, har qanday manbadan (texnika, ijtimoiy fanlar va tabiiy fanlarga oid) foydalansa bo'lsa bo'ladi, lekin bu fan haqida o'rganuvchida yetarli ma'lumot bo'lmasa qiyinchiliklar paydo bo'ladi. Nofilologlarni fanga qiziqtirish uchun esa o'sha soha vakillarining kasbiga faniga oid materiallardan foydalanilsa ya'ni (ESP) maqsadli tarzda o'qitilsa ancha manfaatli bo'ladi. Misol uchun, kimyo yo'nalishida tahsil oluvchi talabaga oila yoki sayohat haqida emas, Mendeleyev jadvali, moddalar almashinuvi haqida ingliz tilida dars o'tilsa, ularda qiziqish uyg'onadi.

Xulosa qilib aytganda, filologiya yo'nalishida tahsil olmaydigan talabalarga ko'p emas, kerakli bilim berilsa har tomonlama qulay va oson bo'ladi. Chunki ular bu sohada ma'lum bir miqdorda qiyinchilik sezishlari, grammatika va lug'atlar o'rganishda muammolarga duch kelishlari mumkin. Yuqorida ta'kidlab o'tilgan usullardan foydalanilsa, o'z samarasini beradi.

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INTEGRATING GRAPHIC ORGANIZERS AND FLASHCARDS WITH CLASSROOM MATERIALS TO IMPROVE CLASSROOM ENGAGEMENT

M Alibekova¹

Abstract:

Learning how to integrate graphic organizers in teaching makes a lesson more connected to students' interests and supports them with more authentic materials. This data will explore using graphic organizers and flashcards to create collaborative hands-on activities, interactive group-work experiences, and collaborative discussions and presentations for the language classrooms. All activities during any lesson must have an academic purpose and be aligned with objectives. These materials are used for reviewing homework, preparing for new topics, and having massive interaction during class. Readers will learn how to create original short interactive tasks using flashcards and graphic organizers that help their learners work cooperatively and relate deeper to their educational purpose.

Key words: teaching; authentic materials; activities, classrooms, tasks.

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Introduction

Applying graphic organizers may be taught to give students a break from mentally focusing on one topic for too long, while classroom activities are aimed at preparing students for learning. However, when students are engaged in warm-up activities, unfortunately, these activities are not inherently related to the objective, or the topic. Teachers must intentionally reflect on what the aim of a warm-up activity may be, before utilizing them casually in class. The aim of applying organizers should not just be to have fun, but rather to actually achieve the class objective enjoyably, whenever it's possible and practical.

Results

Integrating graphic organizers and flashcards with classroom materials involves leveraging visual maps (graphic organizers) to illustrate complex concepts, fostering a deeper understanding among younger learners. Complementing this, flashcards serve as bite-sized information prompts, aiding memory recall. This integrated approach enhances collaborative learning by providing a structured visual framework for students to engage with classroom materials, promoting both comprehension and retention in a collaborative educational environment. According to Siguenza (2021), English Language Learners benefit from opportunities to work cooperatively and also have been shown to have more achievement benefits across a variety of content areas when graphic organizers are utilized in their classes. Through crafting, students embody abstract concepts, enhancing understanding. For instance, building a model of a concept or using flashcards to label parts during a craft project transform learning into a tangible, collaborative endeavor, promoting both

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cognitive and tactile engagement in the educational process. These activities create a multisensory learning experience for younger learners. Picture graphic organizers as blueprints guiding creative processes, while flashcards serve as prompts for hands-on exploration the teacher identifies an effective way to mix these resources for their learning context.

Discussion

In this poster presentation, teachers will explore the usage of organizers as a tool using an effective way of interaction to encourage students' receptive and productive skills. They will learn how to create, write, edit, and share the organizers, vocabulary flashcards, quizzes, and games for students in pre and post-activities and how to instruct their students with collaborative group work to share ideas and discussions by giving feedback to review their home-work from the previous class or to prepare them for the present day's lesson topic. Participants will gain a comprehensive understanding of subjects by using graphic organizers and flashcards in conjunction with classroom materials and activities. Graphic organizers facilitate visual organization, aiding in concept comprehension and information structure. Flashcards enhance memory recall and quick retrieval of key details. Combining these tools with hands-on activities promotes a holistic learning approach, reinforcing concepts through practical application. Participants will develop critical thinking skills, collaborative problem-solving abilities, and a deeper connection to the subject matter, fostering a well-rounded educational experience Finally, presenters will take away how they create and apply these platforms with themes in their classes and at their schools. They will share possible challenges as well as benefits of introducing such an approach, and find these resources and methods helpful for students of all ages and language levels.

Exploring the use of graphic organizers and flashcards in the classroom can offer several benefits for both teachers and students. Graphic organizers, such as mind maps, concept maps, and charts, provide a visual representation of information. This visual aid helps students better understand and organize complex concepts. Graphic organizers cater to various learning styles. Visual learners can benefit from the images and diagrams, while textual learners can focus on the written information within the organizer. The visual nature of graphic organizers aids in memory retention. Students are more likely to remember information when it is presented in a structured and visually appealing format Teachers can use graphic organizers to facilitate class discussions and encourage students to articulate their thoughts more effectively. It serves as a bridge between individual understanding and collaborative learning. While Flashcards promote active recall, a proven learning technique. Students engage with the material actively by recalling information from memory, reinforcing their understanding through repetition. Flashcards are a convenient tool for quick reviews. They can be easily carried by students and accessed at any time, making them suitable for brief study sessions or last-minute reviews. And they support self-paced learning. Students can tailor their study sessions to focus on areas where they need more practice, helping them master concepts at their own pace. These organizers can be used across a wide range of subjects, from vocabulary and language learning to mathematical formulas and scientific concepts. This versatility makes them a valuable asset in various educational settings. Teachers can incorporate games and competitions using flashcards, making the learning process more engaging and enjoyable.

This gamified approach can increase motivation and participation in the classroom. Immediate feedback is inherent in flashcard use. Students can quickly assess their understanding of a concept, allowing them to identify areas that need further attention. Combining graphic organizers and flashcards can provide a comprehensive learning experience. Students can create graphic organizers to grasp the bigger picture and use flashcards for detailed, specific information within each category. Utilizing digital platforms and tools for creating and sharing graphic organizers and flashcards enhances accessibility and collaboration among students. Digital versions also allow for easy updates and revisions. Teachers can strategically incorporate these tools into lesson plans, aligning their use with specific learning objectives and topics. This intentional integration ensures that these tools enhance the overall learning experience.

In conclusion, both graphic organizers and flashcards serve as powerful educational tools with unique advantages. Their integration into classroom activities can foster a more interactive, engaging, and effective learning environment, catering to diverse learning styles and promoting long-term retention of information. In a classroom setting, using flashcards and graphic organizers can enhance student engagement and understanding. Flashcards are effective for quick review and reinforcement of key concepts. Graphic organizers, on the other hand, help students visualize relationships between ideas, promoting better comprehension. Together, these tools encourage active participation and facilitate a more interactive and dynamic learning environment.

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THE ROLE AND IMPORTANCE OF FOREIGN LANGUAGES IN THE DEVELOPMENT OF THE TOURISM INDUSTRY*F. Boliqulov¹**Abstract:*

This article investigates the pivotal role and profound significance of foreign languages in propelling the development of the tourism industry. The increasing globalization of the tourism industry has magnified the role and significance of foreign languages in facilitating seamless traveler experiences, fostering cross-culture interactions, and driving industry growth. Besides, it emphasizes the economic and societal perquisites derived from language diversity within the tourism workforce, highlighting the intense impact of multilingual competencies on destination marketing, international cooperation, and overall competitiveness of tourist destinations. Finally, it delves into the intrinsic connection among foreign language proficiency, cultural preservation, and responsible tourism practices, explaining the must-have value of language diversity in determining the future trajectory of the global tourism industry.

Key words: tourism industry, communication, cross-culture interaction, destination marketing, economic growth, sustainable.

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During the last decade, the sphere of hospitality and tourism industry has been developing especially fast (Bilodia, Vorobel, 2022). It is difficult to define the tourism industry, as unlike with other industries, there is not one clear product. It incorporates many industries, including accommodation, transport, attractions and more. In its broadest sense, tourism is defined as when people travel and stay in places outside of their usual environment for less than one consecutive year for leisure, business, health, or other reasons. Globally, travel and tourism's direct contribution to gross domestic product (GDP) was approximately 7.7 trillion U.S dollars in 2022. This was a, not insignificant, 7.6 percent share of the total global GDP (Statista Research Department, 2023). In recent years, tourism has become a source of high-level income in the economy of many developing and developed countries (Achilova Dilnavoz, 2022). To illustrate, it is estimated that around 1 in 10 jobs globally are in the tourism sector, including both direct employment (e.g., hotels, airlines, tour operators) and indirect employment (e.g., suppliers, support services). Despite the increased interest, there is a considerable gap in the literature concerning the role language plays in tourism sector (Leslie, Russell, 2006). As we know, language is the primary and the most elaborate form of human communication. With the use of language in its oral and written form, humans are able to communicate and express their feelings within the cultural norms (Ugochukwu, Kingsley, 2020). The definition of Greenberg (1971) describes language as something very unique to humans. Greenberg is of the view that: "Language is

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unique to man. No other species possesses a truly symbolic means of communication and no human society, however simple its material culture, lacks the basic human heritage of a well-developed language". The ability to navigate linguistic landscapes has been vital for both travelers and tourism professionals alike. This article engages in a journey to unscramble the complicated relationship between foreign languages and the burgeoning development of the tourism industry. From enhancing the authenticity of cultural encounters to influencing economic growth, the influence of languages in travel is far-reaching and transformative.

Literature review.

Cultural Enrichment through Linguistic Engagement.

Since the 1970s, with the development of immersive teaching practices, the communicative language teaching (CLT) approach to foreign language (or in other words, "target language") teaching has gradually gained ground (Veselova, Khimich, Terentieva, 2021). By the 1990s, it had become the most commonly used method of teaching foreign languages in the world, having almost completely overshadowed alternative target language teaching methods (Philipson, 2020). Studies by Smith (2018) and Garcia-Rio (2019) emphasize that foreign language skills empower travelers to move beyond surface-level interactions. Having adequate knowledge in the local language allows tourists to engage with communities in a more genuine manner, opening doors to authentic cultural experiences that go beyond the typical tourist attractions. This deepens the richness of the travel experience, enabling individuals to participate in local festivals, traditions and rituals. Cultural enrichment begins with the ability to engage in meaningful conversations with locals. Language proficiency allows travelers to communicate not only basic needs, but also to delve into the intricacies of daily life, personal stories, and local insights. These conversations foster a deeper connection and provide a nuanced understanding of the community. Linguistic engagement enables travelers to decipher cultural nuances that might be lost in translation. Understanding idioms, expressions, and the cultural context of language use enhances the appreciation of local customs, social norms, and the subtleties embedded in daily interactions. Moreover, effective communication in the local language contributes to breaking down cultural barriers. It fosters a sense of openness and acceptance within the community, locals appreciate the effort made by visitors to connect on a linguistic level. This, in turn, can lead to more authentic and welcoming interaction. In essence, cultural enrichment through linguistic engagement looks like two-way street. While travelers gain insights into the host culture, locals also benefit from the exchange of ideas, experiences, and perspectives. This mutual learning fosters a sense of shared humanity and interconnectedness.

Enhanced Cross-Cultural Understanding.

Cross-cultural understanding holds immense importance in the tourism industry, as it significantly influences the dynamics of traveler experiences, destination management, and overall industry sustainability. Higgs-Desbiolles (2003:243) asserts that tourism is a major promoter of cultural interactions between people around the world. Tourism brings together various cultures in various ways and in various contexts. Cross-cultural understanding enriches the quality of visitor experiences. Travelers who possess cultural awareness and sensitivity are better equipped to engage with local communities, appreciate diverse traditions, and navigate unfamiliar environments with respect. This heightened experience contributes to greater overall satisfaction

and positive word-of-mouth, enhancing a destination's appeal. Additionally, cultural understanding plays a pivotal role in crisis management within the tourism industry. In times of unforeseen events or emergencies, a culturally literate approach allows destinations to respond effectively, demonstrating empathy and consideration for the local context.

Facilitations of Interpersonal Connections

It is though that identity issues lie at the heart of our desire for greater tourism travel (Desforges, 2000). While it is widely accepted that travel can play a part in shaping the self (e.g. Noy, 2004), less is understood about how the self can shape tourism travel. Therefore, facilitation of interpersonal connections through linguistic engagement is a crucial aspect of the tourism experience, contributing to the local language, it signals respect and effort to connect. This often leads to the establishment of rapport and trust between travelers and locals. Building trust is essential for more authentic interactions and fosters a positive environment for cultural exchange. Language serves as a powerful tool to break the ice in social interactions. Whether through casual conversations or friendly banter, linguistic engagement helps bridge initial gaps and creates a comfortable space for individuals to connect on a personal level. Social situations often require a nuanced understanding of language, including appropriate greetings, gestures, and expressions. Linguistic engagement equips travelers with the tools to navigate these social nuances, ensuring the interactions are culturally appropriate and respectful. All in all, the facilitation of interpersonal connections through linguistic engagement transforms travel from a series of transactions into a tapestry of shared experiences and connection.

Multilingualism In the Modern World

The proficiency in multiple foreign is one of the main advantages for successful communication in the tourism industry (Kingsley, Ugochukwu, 2020). More specifically, in the tourism sector, multilingualism is important for effective customer service. Tourists come from diverse linguistic backgrounds, and the ability to communicate in their native languages can significantly enhance their experience. This applies to hotel staff, tour guides, restaurant personnel, and other service providers. For tourism businesses, being multilingual can expand their market reach. Having content, websites, and promotional materials available in multiple languages can attract a wider audience of potential travelers, thereby positively impacting business growth. In the competitive tourism industry, offering multilingual services can be a significant differentiator. Establishing a reputation for being accommodating to diverse language needs can set businesses apart and lead to customer loyalty and positive word-of-mouth. As the tourism industry continues to globalize, the importance of multilingualism will only grow. Accommodating diverse language needs can lead to improved experiences for tourists, stronger business performance, and more profound cross-cultural connections, ultimately benefitting the industry as a whole.

Conclusion

The role and importance of foreign languages in the tourism industry are indispensable pillars that underpin the global travel landscape. As the tourism sector continues to flourish in an era of intensified globalization, the ability to navigate linguistic diversity with skill and sensitivity has become an essential asset for businesses, destinations, and travelers alike. At the heart of the matter lies the pivotal role of foreign languages in fostering seamless intercultural

communication. In a world where tourists acclaim from diverse linguistics backgrounds, the capacity to offer multilingual services is not merely a matter of convenience – it is a prerequisite for delivering exceptional customer experiences. From hotel staff and tour guides to cultural sites and local businesses, proficiency in foreign languages allows for meaningful interactions, engenders rapport with visitors, and ensures that travelers feel valued and understood. Moreover, foreign languages serve as a conduit for fostering cultural understanding and appreciation within the tourism industry. By speaking the language of their guests, tourism professionals demonstrate respect for diverse cultural identities, customs and traditions. This not only enriches the travel experience for visitors but also contributes to the preservation and celebration of linguistic diversity, ensuring that local heritage and customs are showcased and understood in their full richness.

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LANGUAGE LEARNING THROUGH CODING: FOSTERING IT SKILLS AND LINGUISTIC PROFICIENCY

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Abstract:

In our rapidly evolving global landscape, the intersection of information technology (IT) and linguistic proficiency has become increasingly vital. As the demand for professionals with diverse skill sets continues to grow, a compelling approach has emerged – integrating language learning with coding. This article explores the symbiotic relationship between coding and language acquisition, delves into existing initiatives and platforms that facilitate integrated learning, and elucidates the cognitive benefits that contribute to increased employability in the modern workforce.

Key words: Symbiotic relationship, Coding, Python, Duolingo, Babbel, and Codecademy, Globalization, IT industry.

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The Symbiotic Relationship between Coding and Language Learning. Understanding the parallels between learning a programming language and acquiring a spoken language can significantly enhance the learning experience. Both processes require mastering syntax, grammar, and vocabulary. In coding languages, just as in spoken languages, rules and structures govern communication. For instance, the logic and structure of Python mirror the systematic order found in natural languages, making it an accessible language for beginners, especially those with a linguistic background. The advantage of this symbiotic relationship is evident when individuals with a foundation in a spoken language venture into coding. Concepts that might otherwise be challenging become more intuitive, creating a bridge between language and logic. This connection can ease the transition into the complex world of coding for language learners, fostering a more holistic understanding of both disciplines.

[1]

Initiatives and Platforms for Integrated Learning. As the demand for versatile professionals grows, numerous initiatives and platforms have emerged to blend coding education with foreign language learning. Language learning applications have incorporated coding modules, providing users with a unique environment to practice both skills simultaneously. Platforms like Duolingo, Babbel, and Codecademy offer integrated courses that allow users to engage in coding exercises while reinforcing their language proficiency.

For instance, Duolingo's coding modules present challenges where users must write code snippets in a programming language of their choice, intertwining language comprehension with problem-solving skills. This interactive approach

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not only facilitates practical learning but also makes the educational journey more engaging. These initiatives aim to break down the silos between language and coding education, catering to the evolving needs of a diverse and interconnected world. [2]

Cognitive Benefits and Increased Employability. The advantages of integrating language learning with coding extend beyond the acquisition of technical and linguistic skills. Research suggests that bilingual or multilingual individuals exhibit enhanced cognitive abilities. The process of learning multiple languages stimulates cognitive functions, resulting in improved problem-solving skills, heightened creativity, and greater adaptability to new challenges. This cognitive flexibility is particularly valuable in the dynamic field of information technology, where professionals must navigate complex problems and adapt to evolving technologies. Employers increasingly recognize the value of individuals who possess not only technical expertise but also the ability to communicate effectively across linguistic and cultural boundaries.

In terms of employability, the demand for multilingual professionals in the IT industry is on the rise. Globalization has transformed the way businesses operate, and companies now seek employees who can navigate diverse markets and collaborate seamlessly with international teams. Professionals with proficiency in both IT and foreign languages find themselves well-positioned for global job opportunities, contributing to the development and success of multinational organizations. [3]

The fusion of language learning and coding represents a powerful and forward-thinking approach to skill development in the modern era. As technology continues to advance, the demand for professionals with diverse skill sets is becoming the norm rather than the exception. By embracing an integrated approach to language learning and coding, individuals can position themselves as adaptable, innovative, and globally competitive.

The symbiotic relationship between coding and language learning offers a unique pathway to fostering a well-rounded skill set. Initiatives and platforms that facilitate integrated learning contribute to a more engaging educational experience, breaking down traditional barriers between disciplines. Moreover, the cognitive benefits of this approach enhance problem-solving skills and creativity, providing individuals with a competitive edge in the evolving landscape of IT.

As we navigate the future, the integration of language learning and coding is poised to play a pivotal role in shaping the skill sets of the next generation of professionals. By recognizing the interconnectedness of these two disciplines, we pave the way for a workforce that is not only technologically proficient but also linguistically agile and culturally aware.

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BO'LAJAK O'QITUVCHILAR UCHUN CHET TILLARNI O'QITISH METODIKALARI

F. Abdurahmonova¹

Annotatsiya:

Kishilik jamiyatining asosiy tayanchi bo'lmish muloqot qurishda til bilish nihoyatda katta o'rin egallaydi. Ushbu maqolada bo'lajak o'qituvchi va pedagoglar uchun o'quvchi va talabalarga chet tillarini o'rgatish jarayonida foydali bo'ladigan metodlar va interfaol usullar haqida so'z yuritiladi.

Kalit so'zlar: chet tili, muloqot, metod, metodika, interfaol usul.

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Hozirgi davrda ko'plab xojiriy davlatlar singari mamlakatimizda ham chet tillarga bo'lgan talab kundan kunga sezilarli darajada ortib bormoqda. Xalqaro aloqalar avj olayotgan bir davrda ko'p tillilik muhim ahamiyat kasb etadi. Bu o'z navbatida hukumatimizga mamlakatimiz o'quvchi va talabalariga chet tillarini o'qitish va samarali ta'lim berishdek ustuvor vazifa yuklamoqda. Bu borada mamlakatimizda keng chora tadbirlar amalga oshirilmoqda. Avvalambor ushbu sohada bilimli va malakali kadrlar yetishib chiqishi asosiy vazifa hisoblanadi. Mamlakatimizda pedagog o'qituvchilarning bor e'tiborini samarali ta'lim berishga qaratish muhim hisoblanganligi bois Prezidentimiz Shavkat Mirziyoyev 2024-yil 1-fevral kuni "Pedagogning maqomi to'g'risida" gi Qonuni imzoladi. Shuningdek Ta'lim to'g'risidagi qonunga ko'ra hamda Kadrlar tayyorlash milliy dasturini amalga oshirish doirasida chet tillarga o'qishning kompleks tizimi, ya'ni uyg'un kamol topgan, o'qimishli yoshlarni ulg'aytirish jahon hamjamiyatiga yanada integratsiyalashuviga yo'naltirilgan tizim yaratildi. Mustaqillik yillarida 51,7 ming nafardan ziyod chet tillar o'qituvchilari tayyorlandi [3]. Ta'lim tizimida olib borilayotgan islohotlar zamirida chet tillarini uzluksiz o'rganishni ta'minlash, zamonaviy pedagogil va axborot texnologiyalar bilimiga ega professional kadrlar, rivojlangan mamlakatlar talabiga javob bera oladigan kasbiy malakali kadrlarni tayyorlash, chet tilaarini o'rganish tizimiga raqamli texnologiyalarni joriy etish, ta'lim sifatlarini yaxshilashdek asosiy maqsadlarga yo'naltirilgan. Mamlakatimizda ta'lim an'anviy tarzda amalga oshirilib kelinmoqda. Zamonaviy interfaol fikrlaovchi yoshlani yetishtirushda jarayonida o'qituvchi va pedagoglarning vazifasi o'ta muhim ahamiyat kasb etmoqda.

Ko'p tillilik hozirgi jadal rivojlanayotgan davrda nihoyatda muhim jihatlardan biri hisoblandi. Muloqot vositasi bo'lmish tilni tabiiy ravishda ya'ni oilada, jamoatchilik orasida yoki uyushgan holatda amaliy egallash mumkin. Til hodisalariga oid ilmlarni nazariy tarzda o'rgatilmoqda. Mamlakatimizda ta'lim olayotgan o'quvchi yoshlar hamda talabalar uchun hozirda uch til o'rgatilib kelinmoqda. Ushbu tillar esa maxsus nomlar bila yuritiladi. Ular quyidagicha nomlanadi; ona tili, ikkinchi til va chet tilidir. Ona tili bu tafakkur shakllanishida

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alohida xizmat qiluvchi birinchi til hisoblanadi. Ikkinchi til haqida so'z yuritilganda, unga boshqa millat vakillaridan iborat qardoshlar, qo'shni tili sifatida qaraladi [5].

Chet tili – ona tili bo'lmagan xorijiy mamlakat tilidir. Respublikamizda G'arbiy Yevropa(ingliz, ispan, nemis, fransuz) tillari va Sharq (arab, turk, fors, xitoy, hind) tillari o'qitilib kelinmoqda. Uchala tilni o'qitish jarayoni turlicha kichadi. ona tili hamda ikkinchi til tabiiy tarzda, chet tili esa sun'iy tarzda o'rgatiladi[4]. Chet tilini o'qitish qolgan ikki tilni organishdan ko'ra keskin farq qiladi. Bu jarayon sun'iy muhitda o'rgatilganligi bois tegishlicha chet tilini o'qitish texnaloyiga va dasturlarini taqazo etadi. Chet tilini o'qitish bu muloqot ya'ni o'qituvchi rahbarligida tarzida olib boriladi.

O'qituvchi va o'quvchi talabalar o'rtasida muloqotni to'g'ri tashkil qilish uchun turli metodlar hamda interfaol usullardan foydalanish samarili bo'lib kelmoqda. Metod- (yunonchadan olingan bo'lib, metodos – bilish yoki tadqiqot yo'li, nazariya ta'limot) voqealikni amaliy va nazariy egallash, o'zlashtirish, o'rganish, bilish uchun yo'l yo'riqlar, usullar majmuasi hisoblanadi. Metodlarni yaxshi egallagan kishi biror ishni boshqa kishilarga nisbatan osonroq va tezroq bajarish imkoniyatiga ega bo'ladi. Ta'limda metodlar yig'indisi metodologiya fanini keltirib chiqaradi.

Insonning jismoniy va aqliy qobiliyatlaridan kelib chiqib ular ma'lumotlarni turli darajada saqlab qolishi malum boladi. Tadqiqotlar natijasida ma'lum bo'lishicha inson ma'lumotni o'zi o'qiganida 10 foiz, ma'lumotni tinglaganda 20 foiz, voqea yoki hodisani ko'rganda 30 foiz, voqea yoki hodisani ko'rganda hamda ular haqida axborot yoki ma'lumot tinglaganda 50 fozi, ma'lumot uzatganda 80 fozi, olgan bilimlarini amalda qo'llaganda esa 90 foiz ma'lumotni saqlab qolish ya'ni yod olish qobiliyatlariga ega ekanligi ma'lum bo'di. Zamonaviy ta'lim tizimida chet tillini o'qitish jarayonida g'arb pedagogikasida bo'lajak o'qituvchilarni professional-kommunikativ malakalarini shakllantirishga yordam beruvchi metodlari quyidagilardan iboratdir:

1. Grammatika tarjima metodi
2. To'g'ridan- to'g'ri o'zlashtirish metodi.
3. Audio-lingual metodi.
4. Umumiy jismoniy nazariyalar metodi.
5. Kommunikativ til o'rganish metodi.
6. Vazifalarga asoslangan til o'rganish metodi.
7. Sugestopedia metodlari [1].

1. Grammatika tarjima metodi - bu 19-asrda Yevropada keng qo'llanilgan metodlardan biri hisoblanadi. Ushbu metod grammatik qoidalarni va o'rganilayotgan chet tili lug'arlarni o'rganishga asoslangan metod hisoblanadi. Bu metodning asosiy maqsadlaridan biri bu talabaning bir tildan ikkinchi bir tilga tarjima qila olish qobiliyatidir.

2. To'g'ridan-to'g'ri o'zlashtirish metodi - 19-asr oxiri 20-asr boshlarida Fransiya hamda Germaniyada vujudga kelgan metod hisoblanadi. Bu metodni yaratuvchilarning fikriga ko'ra o'rganish jarayoni namoyish hamda harakatlarga asoslangan bo'lsa tarjimalarsiz hamda ona tiladan foydalanmagan holda o'zlashtirish mumkin deya ta'kidlaydilar. Ushbu metodda dars jarayonida faol holatda o'zlashtirilgan, analitik protseduralar ya'ni grammatik qoidalarni tushuntirishdan ko'ra afzal ko'riladi.

3. Audio-lingual metodi - Ikkinchi Jahon Urushi davrida va undan keyin chet tilini og'zaki va eshitish qobiliyatiga ega bo'lish zarurati natijasida paydo bo'ldi. Ushbu metod takrorlash va odatlanish kabi elementlar bilan

chambarchas bog'liqdir. Bu usulda yozish hamda o'qishdan farqli ravishda tinglash hamda og'zaki qobiliyatlarga asoslangan o'quv jarayoni hisoblanadi.

4. Umumiy jismoniy nazariyalar metodi - 1960-yilda Jemes Asher tomonidan kashf qilingan. Bu metod psixologik nazariyalarga asoslanib, tilni o'rganish uchun vosita harakatlarining birlashmasi rag'batlantirilganda xotira kuchayadi. Bu esa nutq va harakat o'rtasidagi muvofiqlashtirishni anglatadi. Metod turli o'yinga boy harakatlarni o'z ichiga oladi, stressni kamaytiradi va o'quvchilar orasida ijobiy kayfiyat yaratadi. Bu metod orqali og'zaki nutqdagi ravonlikni hech qanday og'zaki nutq qoida va ko'rsatmalarini o'rgatadi.

5. Kommunikativ til o'rganish metodi - Richard hamda Rogerslarning ma'lumotiga ko'ra bu metod yaratilishida mashhur tilshunoslar Firth va Hallidaylarning hissiy katta ekanligi aytib o'tilgan. Ushbu metosning asosiy ahamiyati talabalar va o'quvchilarning chet tilini turli xil vaziyat va kontekstda qo'llay olishdan iboratdir. Bunda ular til funksiyalariga alohida e'tibor berib, til aloqa vositasi sifatida foydalanish bo'yicha tegishli ko'nikmalarni egallashadi.

6. Vazifalarga asoslangan til o'rganish metodi - 1987-yilda Prabhu tomonidan yaratilgan. Ushbu metodda tilni rasmiy tizim sifatida emas balki muloqot vositasi sifatida tahlil qilishdan nimani o'rganish kerakligini aniqlashga harakat qiladi. Bunda tilni o'rganishda turli vazifalar qo'llaniladigan yondashuvga asoslanadi.

7. Sugestopedia metodi - Bulgariyalik psixolog Georgi Lozano tomonidan kasf qilingan. Bu metod Sugestologiyadan kelib chiqqan. Sugestopedia endu eskirgan bo'lsada, yondashuvning ba'zi elementlari hanuzgacha saqlanib qolgan. Metodda ijobiy taklif o'quvchini yanada sezgir qiladi va ma'lum darajada o'rganishni rag'batlaniradi.

Xulosa qilib aytganda, ko'rishimiz mumkinki chet tiliga bo'lgan talab shiddatli ravishda oshib borayotgan bir davrda, bo'lajak o'qituvchilarning dars jarayonini puxta o'zlashtirib, ushbu bilimlarini o'quvchi yoshlarga yetkazishida turli zamonaviy metodlar hamda interfaol usullar muhim ahamiyat kasb etadi. Har bir o'z kasbini sevuvchi o'qituvchilar darsni tashkil etishda uni qiziqarli hamda samarali bo'lishida shu kabi zamonaviy metodlar juda ham qo'l kelishini bilishadi. Bu kabi interfaol usullar asosida olib borilgan dars mashg'ulotlari esda qolarli bo'ladi va o'quvchi yoshlar ham noodatiy dars mashg'ulotlarini ham afzal ko'radilar. Bu esa o'z navbatida o'quvchilar orasida ilmga, bilimga bo'lgan chanqoqlikni yanada oshiradi.

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TEACHING LISTENING SKILLS TO YOUNG LEARNERS THROUGH MOVIES AND SONGS

S. Oganyan¹

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Abstract:

Listening skills play an important role in communication process. Regrettably, a substantial number of students and educators tend to overlook the significance of multimedia use in the process of learning and teaching. The subject of research in this article is the use of video and audio materials at a foreign language lesson. The article considers the usefulness of using multimedia with YL as a means of intensifying the learning process and giving it maximum communicative orientation. The methodology of working with multimedia and typology of exercises and tasks for each stage in teaching listening comprehension are proposed.

Key words: listening skills, young learners (YLs), types of listening, music, songs, movies.

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Listening is the action of hearing words and sounds, making sense and evaluating them for meaning, and responding. Listening is a far more in-depth, conscious, and active process than hearing, which is the perception of words or sounds. Hearing a lawnmower sound as background noise is quite different than consciously listening to a friend's words for meaning and forming a meaningful response.

People listen in many contexts and environments, including education, employment, and social and personal relationships. The listening process is important for effective communication. Listening can help people learn better in a classroom or lecture environment and develop deeper relationships. Actively listening to what others are saying can convey that the person cares about others and is interested in their thoughts. The effort of listening can also result in a better understanding of others and perceived as curious and thoughtful.

Listening skills to young learners

Listening involves the receptive utilization of language, aiming to comprehend speech content. The primary emphasis lies in understanding the meaning conveyed rather than focusing solely on the language itself [2,240].

Two different theories regarding speech perception outline contrasting roles for listeners. In the first perspective, listeners are seen as passive participants, merely recognizing and decoding sounds. Conversely, the second perspective presents listeners as actively engaging in perceiving sounds by accessing internal articulation rules to decode speech [4,325]. Phillips argues that regardless of whether speech perception is active, passive, or a combination of both, listening tasks are vital in primary education as they offer a wealth of

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language data for children to form their understanding of the foreign language. This understanding serves as a rich resource that young learners utilize in language production [7,99]. Listening serves as the foundational stage in both first and second language acquisition. Sharpe asserts that enhancing children's speaking and listening skills is crucial for effective learning across all subjects in the primary curriculum. Consequently, ESL/EFL teachers need to prioritize developing children's listening skills as a primary objective and equip them with effective listening strategies [9,150].

The Types of Listening for YLs students

- Comprehension listening the next step beyond discriminating between different sound and sights is to make sense of them. To comprehend the meaning requires first having a lexicon of words at our fingertips and also all rules of grammar and syntax by which we can understand what others are saying. The same is course, for the visual components of communication, and an understanding of body language helps us understand what the other person is really meaning. In communication, some words are more important and some less so, and comprehension often benefits from extraction of key facts and items from a long spiel. Comprehension listening is also known as content listening, informative listening and full listening.

- Critical listening when listeners have to evaluate a message and respond with their opinion, this is called critical listening. You need to scrutinize what is being said, and play an active role because it usually requires you to make a decision, form an opinion or solve a problem. Making a judgment requires you to assess the situation, and requires you to both listen to what's being said while analyzing it at the same time.

- Appreciative listening the final type of listening is listening for the sake of pure enjoyment. This includes music, theater, television, radio and films, where the ultimate response is the one from the listener (not the speaker).

- How to teach students through the songs

As language teachers, we should always bear in mind that our main responsibility is to teach the target language. No matter how fun and enjoyable song activities may be for YLs, we should not get carried away by the music and rhythm of songs. Our main responsibility is not to teach singing skills, but to teach the target language. Therefore, if songs are used ineffectively, they can easily become mere entertainment and pleasurable interruptions in the school day that, in the long term, result in boredom and a lack of interest. There should be a clear reason in the language teacher's mind as to why and how to use a song. Songs can be an effective means of developing children's language skills only when they are well integrated into a scheme of work and carefully selected for the cognitive and linguistic needs of pupils.

Kirsch states that listening activities should be based on meaningful, appropriate, and authentic texts (e.g., a story, song, or poem) that assist listening and remembering and that match the language and grade level of pupils [5,85].

According to Sharpe songs create a context for using real language in an enjoyable way. She asserts that singing is crucial for young children both in and out of school, and integrating a foreign language into this essential activity helps make it more familiar [9,155]. Young children tend to mimic sounds easily and often find joy in connecting singing and playing with rhythms and rhymes from an early age.[8] identifies three key patterns that research reveals about the value of songs in the ESL/EFL classroom

- Tips to Learn English Through Movies

According to Kusumaningrum Deny A. Maria in conducting an attractive classroom activities, teacher should be able to use suitable English movie [6]. Therefore, there are some points to consider during teaching and learning process, they are:

- find the genre that make you interested, choose a film with a storyline that tends to be light, so you can better digest the conversation in the film.
- use a subtitle, if you choose English movie, you need to use English subtitle. Because with that will know how to pronounce it clearly, to know how to write the word.

- Watching movies and listening skills

In this particular study, movie watching activity is refers to the activity of looking and paying attention to a movie. The watching activity here can be done by using any possible media, and with or without the aid of subtitle. The movie here refers to all genres of motion pictures that use English language in their narrative. However, the movies that have been dubbed to languages other than English are not included in the scope of this study. "Movies are typically used in English classes, but it can also be used in other fields, including Biology, Chemist, and History. In ESL and EFL classes, the use of movies also receives positive feedback from teachers. An experiment titled The Effectiveness of Using Movies in EFL Classroom shows that movies can develop students" listening and communication skills. Chan Deborah argues that visual literacy (the ability to interpret and create visual and audio media) is a fundamental form of literacy in the 21st century [3]. Training the speaking skill In speaking skill is for the adult or listener to be able to speak English accurately, fluently and contextually, the listeners should focus more on actress or actor' speaking activities during the movie go on. Training the writing skill by using English movies, also teach writing skill in a way the grammar, new vocabulary, use of articles, adverb placement, and adjective comparison.

Conclusion

Improving listening abilities is crucial programs for Young Learners (YLS), songs and movies are highly valued as a powerful method for this purpose. They hold a significant role in the YL classroom, offering engaging language practice that aids in enhancing listening skills. The aim is for YLS to become better language learners by experiencing a variety of songs which becomes more impactful.

Watching movies allows students to learn correct pronunciation and clear word articulation, while also gaining useful expressions. Through movies, they can acquire new vocabulary and grasp grammar concepts as well.

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TEACHING ENGLISH THROUGH READING

Sh. Ashurova¹*Abstract:*

Students usually get difficulties in learning English subject. Especially for reading section. Teaching reading is not as simple as people think. They should have any more practice and should enlarge their knowledge to deliver reading materials especially at school children. Researchers found that the English teachers used interesting methods that students can learn about reading tests in a good condition. This comprehensive article explain what methods students should use and how they can learn better.

Key words: vocabulary, reading strategies, speed-reading techniques, comprehension, scanning and skimming methods.

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English one of the most widely spoken languages in almost all the countries. Although English language is challenge, everyone who learns English wants to speak English fluently. English is included four skills which are speaking, writing, listening and reading. Reading is considered as important part of language; it helps not only in speaking but also in the developing of the other part of English language. What is reading. Reading is about understanding written texts. It is complex activity that involves both perception and thought. Reading consists of two related processes; word recognition and comprehension. In this article, the author considers the importance of reading in the study, reading methods and introduce various strategies in teaching reading.

Scientists and linguists who study language and live modern world give the following definitions to the term “reading” the connection between the reader and the text. In addition, other scientists agree that good readers must do some other things to understand the text well, they must connect new text to the past experience or as it might be called background knowledge. Many scientists have conducted research for the development of reading. The first method is to choose reading materials at their level. A big part of getting students to learn English from reading is being able to select materials that are a good fit for their reading level.

Reading research

There are some methods, sometimes known as the New Methods or the Reading Approach, was devised by Dr. Michael Phillip West. During the 1920s, he was working as a Professor of English in India. He was a respected educator, his beliefs found a following. The Reading Method became widely used to teach French and German to American children. The Reading Method also gained in the UK as a way of teaching children who were struggling with their linguistic development.

At the time when the Dr. West was working, the most popular method of teaching English to students in other countries was the Direct Method also

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known as the Natural Method. This method focused heavily on spoken words through students actively participating in class. They were encouraged to learn English words directly without translating them into their first language. Dr. West thought this method was too time-consuming as a lot of class time taken up with the teacher talking, so each student didn't get much time to practice their speaking skills. He stated that people needed minimum of 1158 words to be able to express their ideas in a normal conversation, and he categorized these words into two different types.

1. Form words — these are the grammatical words which connect ideas and form the building blocks of English.

2. Content word — these are the words we use to talk and express ourselves.

When it came to reading, Dr. West believed that minimum number of words you needed to be able to read and understand was 2280. Again, he divided these words into different categories.

1. Essential words (“a”, “is”, “it”, “that”)

2. Common environmental words (“house”, “car”, “table”, “cup”)

3. General words (“good”, “bad”)

4. Specific environmental words (“trees”, “flowers”, “sea”, “mountains”)

Using the Reading Method, these 2280 words would be introduced gradually to students and learned via a lot of repetition.

What are advantages of reading method in English teaching

The Reading Method was almost totally focused on students reading individually and silently. Dr. West also thought that silent reading helped students to concentrate and absorb the material more efficiently, improving their comprehension.

What are the disadvantages of the reading method?

The Reading Method limits students' vocabulary to the 2280 words that Dr. West thought were essential to learning to read English and also students do not learn any idioms or do any writing composition under the Reading Method, this makes it difficult for them to learn how to express themselves.

Some research by author

I explored a method in order to improve the reading. If the students do not have enough experience to read, they should do some practice.

- Reduces stress and help you relax

- Improves your concentration and memory

- Improves your vocabulary and strengthens your writing abilities

- Enhances your knowledge

- Increase your imagination and creativity

- Read some small journals to comprehend the text

When the students read some texts, they should try to understand the meaning of text by heart. In addition, if they come across a word which is unknown for reader, they should predict the word from general meaning of the text. Some students cannot concentrate on the text during the reading and do not understand the text well even after reading it several times. At such a time, students must concentrate on the text. In addition, it is recommended to develop their imagination, they will better understand the events in the text.

For many years, comprehension is only reasons for reading. Without comprehension, reading is a frustrating, pointless exercise in word calling. It is also exaggeration to say that how well students develop the ability to comprehend what they read has a profound effect on their entire lives.

Comprehension introduction followed what they study a called mentoring, practicing and assessing procedure where teachers mentioned a specific skill by completing work book page it is plausible that preparation in the nature of the foundational reading skills and research based instructional approaches would improve teacher's practice to a degree that would be evident in earning outcomes for their students.

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THE COGNITIVE AND SOCIO-CULTURAL BENEFITS OF LEARNING A NEW LANGUAGE

A. Rustamova¹, Sh. Qayumova²

Abstract:

Learning a new language has been shown to have numerous cognitive, socio-cultural, and professional benefits. This article reviews the existing literature on the advantages of learning a new language and presents compelling evidence for why individuals should consider embarking on this rewarding endeavor. The cognitive benefits of bilingualism and multilingualism, such as improved memory, attention, and problem-solving skills, are discussed. Additionally, the socio-cultural advantages, including enhanced intercultural communication, empathy, and cultural awareness, are explored. The article also addresses the professional advantages of being multilingual, such as increased job opportunities and higher earning potential. Overall, the findings suggest that learning a new language is a valuable and enriching pursuit with far-reaching benefits.

Key words: language learning, bilingualism, cognitive benefits, socio-cultural advantages, professional development.

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Introduction:

In an increasingly interconnected world, the ability to communicate in multiple languages is becoming more important than ever. The process of learning a new language is not only a practical skill but also a cognitive and socio-cultural experience that can profoundly impact an individual's personal and professional life. This article aims to highlight the myriad benefits of learning a new language and to provide compelling reasons for individuals to undertake this endeavor. Learning a second language has an array of benefits. It is an absorbing hobby, a healthy pastime, an exercise for your brain, a key to exploring other cultures and understanding yourself.

Research has consistently shown that learning a new language can lead to improvements in cognitive functions such as memory, attention, and problem-solving skills. Bilingual individuals have been found to exhibit better working memory and executive function compared to monolinguals. The process of learning and using multiple languages requires constant mental flexibility and adaptability, which can lead to enhanced cognitive abilities. A brain store of two languages is better at resolving internal conflicts, decision-making, and multitasking. This is because a bilingual brain navigates through the vocabulary, grammar, and syntactic structure of two languages.

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In addition to the cognitive benefits, learning a new language also fosters socio-cultural advantages. Multilingual individuals have been shown to have greater empathy and cultural awareness, as they are able to engage with diverse perspectives and understand different cultural nuances. Furthermore, being proficient in multiple languages facilitates intercultural communication and fosters a sense of global citizenship. The skill of speaking a second language always brings more opportunities for socialization for its speakers. By speaking a second language, you can make new friends, extend your network, form new business partnerships, find new study buddies, and make your communication smoother than ever.

From a professional standpoint, being multilingual can open up a myriad of opportunities. Employers increasingly value language skills, particularly in globalized industries. Individuals who are proficient in multiple languages often have a competitive edge in the job market and may have access to higher-paying positions. Additionally, learning a new language can lead to increased networking opportunities and the ability to work in diverse environments. There is a substantial body of research supporting a link between bilingualism and cognitive flexibility. Learning a new language through an immersive process does appear to improve functions like attention and mental alertness. Dual language learners may initially lag behind their monolingual peers in academic performance.

6 Cognitive benefits associated with language learning:

1. Enhances memory
2. Better academic performance
3. Improved concentration
4. Improved cognitive flexibility
5. Boosts brainpower
6. Promotes cultural awareness

Conclusion:

In conclusion, the benefits of learning a new language are vast and multifaceted. From cognitive enhancements to socio-cultural understanding and professional development, the advantages of bilingualism and multilingualism are clear. As such, individuals should consider embarking on the journey of learning a new language not only for practical reasons but also for the enriching personal and professional growth it offers. Learning a new language can help in both personal and professional life.

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LEARNING CULTURE THROUGH LITERARY TEXT

D. Sadullaeva¹

(Scientific supervisor: Madina Bakhriddinova)

Abstract:

This article is devoted for significant role of literary texts in facilitating cultural understanding. It emphasizes the manifold benefits of engaging with literary works as a means to deepen cultural competence.

Key words: cultural identity, literary, author, language, literary text, culture, traditions, literature, reader, learning, cultural aspect.

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In order to have a better grasp of new cultural knowledge, referring to any books or writings which contain literary text is the best option. Researchers suggest that engaging with literary texts enhances cultural competence by providing readers with a deeper understanding of diverse perspectives, fostering empathy, and challenging cultural stereotypes. While learning them, the language, characters, setting and themes in literary texts should be focused on. Such literary text can be found in novels, poems, plays, or any other form of literature deeply rooted in a specific cultural context. Along with the cultural aspects of that text, political, economic, social and historical influences are recognized, as well that they shaped the author's perspective. The language of the text is a crucial part, and we can find its richness and depth by paying careful attention to dialects, idioms, and linguistic nuances, which serve as channels for expressing the cultural identity of the characters or the setting. In doing so, it becomes evident that language is not just a medium for communication but also a powerful vessel for conveying the complexities and intricacies of a culture's values, customs, and historical background. This linguistic tapestry not only enriches the narrative but also deepens our understanding of the cultural milieu within which the story unfolds. Furthermore, roles, relationships, and interactions of characters in the given literature should also be analyzed, as they often embody cultural archetypes and societal norms. The dynamic interplay of character roles, relationships, and interactions offers a window into the cultural atmosphere. As characters navigate their narrative journeys, their choices and conflicts illuminate the multifaceted tapestry of cultural beliefs, traditions, and social conventions, thereby offering readers an opportunity to delve into the intricate interplay of individual and collective experiences within a cultural framework. By examining the characters in this manner, readers gain valuable insights.

Usually, recurring symbols, motifs, or cultural references within the text provide deep cultural meanings and beliefs of the society portrayed. Through these elements, authors often embed profound cultural, historical, and societal connotations, offering readers an immersive glimpse into the complexities and

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nuances of the depicted culture. These literary devices serve as gateways to the cultural ethos, shedding light on prevailing beliefs, traditions, and collective experiences. By discerning the subtle interplay of these symbols and motifs, readers gain insight not only into the narrative's thematic underpinnings but also into deeper cultural meanings, personal and communal identities, and the larger social fabric at play. The richness of a culture is unveiled through these persistent elements, with each recurrence adding layers of significance and depth to the narrative canvas.

There is also author's background and outlook which we should consider, they often draw on their own cultural experiences, and understanding their viewpoint can enhance our interpretation of the text. For example, an author who grew up in a specific cultural or religious tradition may incorporate features and intentions from that tradition into their work. Understanding the author's background can provide valuable context and understanding their significance within the text in the story. Additionally, an author's personal outlook and experiences can shape the themes and messages of their work, and recognizing this can enrich our understanding of the text. By considering the author's background and viewpoint, readers can gain a deeper appreciation for the layers of meaning within a literary work.

According to cognitive science suggestions that reading literature stimulates the brain in unique ways, promoting cognitive flexibility and the ability to understand complex social dynamics, which are integral to cultural learning. Here are a few examples that highlight the cognitive benefits derived from engaging with literary works:

1. **Enhanced Empathy and Perspective-Taking:** Literary texts, particularly narratives that delve into diverse characters emotions, have been linked to increased levels of empathy and perspective-taking. For example, readers who engage with stories depicting characters from varied cultural backgrounds or societal positions are often prompted to empathize with their experiences, thereby expanding their capacity for understanding diverse perspectives.

2. **Critical Thinking and Complex Problem-Solving:** Literary texts often present readers with intricate and multifaceted scenarios, compelling them to analyze and synthesize complex information. For instance, deciphering symbolism, interpreting allegory, or navigating through multifaceted character dynamics within a novel can foster critical thinking skills and enhance problem-solving abilities, elements integral to navigating complex social dynamics.

3. **Cultural Fluency and Social Awareness:** Literature provides a panoramic view of cultural traditions, social constructs, and historical contexts, enabling readers to develop a nuanced understanding of diverse cultural milieus. For example, exposure to narratives that explore cultural customs, societal norms, and historical events fosters cultural fluency and social awareness, essential for comprehending and navigating multifaceted social dynamics.

4. **Fostering Inclusive Mindsets:** Reading literature that champions diverse voices and cultural representations has been linked to fostering inclusive mindsets and minimizing cognitive biases. Exposure to such narratives serves to broaden readers' worldview, enabling them to embrace diverse social dynamics and cultural nuances, thus fostering a mindset conducive to cultural learning and understanding.

5. **Enhanced Cognitive Flexibility and Adaptability:** Literary texts, particularly those that explore multiple perspectives or present narratives with non-linear storytelling, have been associated with heightened cognitive

flexibility. For instance, readers engaged with narratives that present multiple character perspectives or non-linear storylines are compelled to adapt their perspective, fostering cognitive flexibility and adaptability.

By systematically examining these aspects of a literary text, readers can gain a richer understanding of the culture embedded in the narrative, fostering cultural literacy and a more profound appreciation for diverse perspectives.

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**TIL PEDAGOGIKASI: O'RGANISH VA
MULOQOTNI KUCHAYTIRISH**

**LANGUAGE PEDAGOGY IN A GLOBAL
CONTEXT: ENHANCING LEARNING AND
COMMUNICATION**

**ЯЗЫКОВАЯ ПЕДАГОГИКА В ГЛОБАЛЬНОМ
КОНТЕКСТЕ: УЛУЧШЕНИЕ ОБУЧЕНИЯ И
ОБЩЕНИЯ**

SECTION II

LANGUAGE PEDAGOGY IN A GLOBAL CONTEXT: ENHANCING LEARNING AND COMMUNICATION

MEANS OF DEVELOPING REFLECTION OF PROFESSIONAL PERSONAL QUALITIES OF A YOUNG TEACHER

*K. Usmanova*¹

Abstract:

The author reflects on the phenomenon of reflection as well as professional reflection; and their main importance in the teaching sphere, especially, for the beginner teacher. Furthermore, in the article it is possible to find some advice on some skills and abilities that a young teacher should possess. Additionally, the author provides data on the observation diary, which is accumulated by reflexive skills that will develop the habit of self-education plan.

Key words: professional development, modern educational paradigm, pedagogical reflection, self-creation, self-realization, self-education, professional competence

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The professional development of a teacher is a continuous process of improving professionally significant qualities under the influence of social influences, pedagogical activity and the individual's own activity. In accordance with the modern educational paradigm, the teacher must constantly monitor and adjust their personal growth, reflect on the results of their professional activities.

Let us note that professional reflection is the correlation of oneself, the capabilities of one's "I" with what the chosen profession requires; including – with existing ideas about it. It helps a person to note achievements and failures in performance results, see problems and solve them at the expense of their internal resources, make their own choices, take responsibility for their decisions. Reflexive mechanisms make it is possible for a person to perceive a new positive experience and its creative rethinking, help to formulate the results obtained, predetermine the goals of further work, adjust one's professional path.

G.G. Ernst notes that thanks to professional reflection, professional competence increases, expressed in the volume of specific knowledge and skills in the field of one's profession, the development of skills in posing and solving problems, the ability of collective interaction and overcoming conflict situations, enriching professional and personal experience. This allows a person to form his

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own values and principles, determine a strategy for one's own development, encourages self-development and a creative attitude towards professional activities [2, p. 25].

Pedagogical reflection is understood as professional reflection, but in content related to the characteristics of teaching work and one's own experience. When it is implemented, a process of self-creation of a teacher as a subject of pedagogical activity through the correlation of his opportunities occurs, individual experience, competence with the requirements of professional activity. A young specialist needs to know what skills and abilities he should have, to understand to what extent he has developed these skills and abilities for successful self-realization in pedagogical activities.

Reflection, in our opinion, contributes to the development of three very important qualities of a young specialist necessary for work in the third millennium:

- independence – the ability to analyze, realize one's capabilities, make one's own choices, determine the level of activity and responsibility in one's activities;
- entrepreneurship - the ability to realize what he can do here and now, so that it gets better, and in case of an error or failure, evaluate situation and, based on new conditions, set new goals and objectives and successfully solve them;
- competitiveness – the ability to do something better than others, to act most effectively in any situation.

Teacher reflection is one of the indicators of professional competence, characterizes his ability to self-educate, strive for growth, and self-improvement. Based on the above, the task of developing reflexive competence of a young teacher, which must be solved from the very first steps in the formation of professional qualities, since in relation to all other qualities, reflexivity acts as a coordinating, organizing and integrating principle.

To do this, it is necessary to create conditions that ensure the development of personal and professional reflection of young specialists, interested attitude towards reflexive activity, stimulating the actual reflexive behavior of the professional as a whole.

These conditions may include such activities as: inclusion of young teachers in special forms of advanced training, providing the opportunity to develop professional competence through innovative technologies; reflective practices, game modeling of various situations; supervision, which allows you to evaluate yourself as a specialist and form your professional identity; group discussions, helping to compare opposing positions, to see the problem from different sides, etc.

This includes the creation of a specially organized environment in which co-creation is stimulated, conditions for choice are created and relations between participants in reflective activity. It is necessary that every young teacher makes reflection a daily need, since the learning process is extremely intensive in everyday events for the individual, if these events are used as a tool for professional and personal growth.

Since pedagogical reflection stimulates research, creative process, leads the teacher to new tasks of conscious professional activity, this allows him to realize his difficulties, find ways to overcome them. In addition, the activity of the youngest teacher is no less important in the development of reflection. With the help of questionnaires and maps of individual difficulties, a novice teacher can analyze the nature of his difficulties and mistakes [1, p. 98].

It is very important for a young teacher to be able to evaluate his own professionally significant skills. For this purpose, you can use a modified version of the method of self-assessment of the level of professional development. nationally significant skills of a teacher [3, p. 112].

Significant assistance in mastering reflexive skills can be provided by an individual pedagogical observation diary, in which the results of one's own observations and the dynamics of professional development are entered in free form. Along with diaries, it is important for a young teacher to form an individual self-education plan in areas of professional development significant qualities, development of individual character traits.

All of the above methods collected in this article will allow a young teacher to accumulate experience in experiencing and overcoming professional difficulties, become a professional and reach the level creative activity, which is the highest level, the end point of professionalism.

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NOFILOLOGIK YO'NALISHLARDA SOHAVIY MATNLARNI TANLASHGA QO'YILADIGAN TALABLARGA DOIR

U. Soliyev¹

Annotatsiya:

Ushbu maqola nofilologik yo'nalishlarda sohaviy matnlarni tanlashga qo'yiladigan talablarga bag'ishlangan bo'lib, unda oliy ta'lim muassasalarining nofilologik yo'nalishlarida Ingliz tili darslarida sohaga oid matnlar va ularga qo'yiladigan talablar keng yoritilgan. Ingliz tili darslarida inglizcha matnlar asosida tilni o'rgatish ancha samarali usul ekanligi, ammo kasbga yo'naltirilgan holda ingliz tilini o'qitishda o'qish kompetensiyasini rivojlantirish chuqur o'rganilmagan ekanligi haqida fikr yuritilgan. Maqolada ingliz tilini kasbga yo'naltirilgan holda o'rgatishda inglizcha matnlardan foydalanish bo'yicha olib borilayotgan ilmiy izlanishlar va qo'lga kiritilgan natijalar berilgan.

Kalit so'zlar: ingliz tili, sohaga oid matnlar, o'qish kompetensiyasi, o'qish turlari, sohaviy matnlarni tanlash

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Kirish

Hozirgi globallashuv davrda o'qishning hayotimizdagi o'rni muhimligiga ortiqcha izoh shart emas. Bugungi raqamli texnologiyalar davrida, inson o'qish orqali juda katta ma'lumot oladi, bundan tashqari, nutq faoliyatining ushbu turi madaniyatlararo muloqot va umuman zamonaviy muloqotning asosini tashkil qiladi. Shuni ta'kidlash joizki, chet tilini o'rganishda o'qish nafaqat maqsad, balki o'rganish vositasi sifatida ham ishlaydi. Umuman olganda, chet tilini o'rganishning muvaffaqiyati bevosita talabaning o'qishning boshida o'qish texnikasini qanchalik yaxshi o'zlashtirganiga bog'liq. Bu, birinchidan, nutq faoliyatining barcha turlari o'zaro bog'liqligi, ikkinchidan, nutq faoliyatining bir turi sifatida o'qishning o'ziga xos xususiyatlari bilan belgilanadi.

O'zbekiston Respublikasida oliy ta'lim muassasalari talabalarining xorijiy tilda nutq ko'nikmalarini (o'qish, yozish, gapirish, tinglab tushunish) rivojlantirish, ularda ushbu tilda o'z ta'lim yo'nalishlari doirasida erkin muloqot qilish ko'nikma va malakalarini rivojlantirishga qaratilgan kompleks ta'lim tizimi yaratilmoqda. "Mamlakatimizda bir necha xorijiy tillarni biluvchi zamonaviy kadrlar tayyorlash, xorijiy tillar bo'yicha ilmiy ishlar olib borish, til o'rgatish metodologiyasini takomillashtirish lozimligi" kabi vazifalar belgilangan.

Asosiy qism

Bozor iqtisodiyotida poliglot kadrlarga bo'lgan talab ortib borayotganligidan kelib chiqqan holda, metodik ishlarni tashkil etish, xorijiy tajribalarni o'rganish, oliy ta'lim muassasalarining iqtisodiyot yo'nalishlarida kasbga yo'naltirilgan ingliz tilini o'qitish metodikasini takomillashtirish, shu jumladan, talabalarning og'zaki va yozma nutqini rivojlantirish muhim ahamiyat kasb etadi. O'qishning shaxs tarbiyasidagi o'rni beqiyos bo'lib, ma'naviy-ma'rifiy ozuqa olish yo'lidagi

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nutqiy faoliyat, harakat turidir. Reseptiv nutq faoliyati turi hisoblangan o'qishni o'rgatishdan ingliz tilida ta'limiy maqsad ko'zda tutiladi. O'qish grafik koddagi axborotni undan butunlay farq qiladigan tovush kodiga o'tkazish jarayoni, harfiy belgilarda ifodalangan yozma nutqiy axborotni idrok etish, uning mazmunini tushunish, o'zlashtirishga qaratilgan nutqiy faoliyat turidir. O'qish motivi muloqot qilish, maqsad esa axborot/ma'lumot olishdir. O'qishning ingliz tilidagi bunday maqomi talabalarni unga nutq faoliyatining mustaqil turi sifatida yondashishga undaydi, uning amaliy ahamiyatini kuchaytiradi. O'qishga nutq faoliyatining mustaqil turi sifatida to'g'ri yondashuv uning kommunikativ vazifasini aniqlashga ham yordam beradi. Lekin haligacha ingliz tili o'qituvchilari orasida tilni amaliy egallash tushunchasini og'zaki nutqni o'rganish deb qabul qilish odatlari mavjuddir, ya'ni og'zaki nutqqa oid kompetensiyani rivojlantirishni – tilni amaliy maqsadda egallash deb tushuniladi. Bunday noto'g'ri metodik yondashuv ingliz tilida o'qishni amaliyotdagi rolining pasayishiga og'zaki nutqni shakllantirishda vosita sifatida qaralishiga olib kelmoqda.

Tadqiqotchilardan M.Uest, I.M.Berman, V.A.Buxbinder, Z.I.Klichnikova, S.K.Folomkina, J.J.Jalolov, N.V.Barishnikova va M.L.Vaysburdlar o'qishni o'rgatish bo'yicha til ta'limshunosligida fundamental ilmiy-tadqiqotlar olib borishgan. Mazkur tadqiqotlarda ingliz tilida o'qish nutq faoliyati turini o'rgatishning o'ziga xos xususiyatlari, ingliz tilida o'qishni o'rgatishni axborotni o'zlashtirishdagi o'rni va ahamiyati kabi metodik masalalar atroflicha o'rganilgan, ularga doir qimmatli fikrlar bayon etilgan. Ingliz tili o'qitish metodikasida o'qish maqsad va vosita maqomlarida o'rgatilishi joriy dasturlarda ko'rsatib o'tilgan. O'qishni maqsad va vosita maqomlarida o'rgatishni to'g'ri talqin etish uchun uning ta'limning ayrim bosqich hamda tashkiliy qismlarda tutgan o'rniga to'xtalish joizdir.

Nofilologik yo'nalish talabalariga o'qishni o'rgatish tilni bilish/o'rganish jarayoni sifatida tashkil etiladi, matn orqali talaba bilishga, undan o'zi uchun yangi va foydali ma'lumotlar olish uchun harakat qiladi. Axborot olish bilish faoliyatini harakatlantiruvchi vosita ekanligi hammamizga ma'lumdir. O'qish faoliyatining natijasi esa bilishga olib keluvchi vosita hisoblanadi. Albatta, o'qilgan matn axborotini o'zlashtirib olish uchun talaba ingliz tilida o'qish malakasini egallagan bo'lishi talab etiladi. O'qish malakasi uch bosqichli faoliyat bo'lib, nutq birligining ko'rish, uni o'qish va ma'nosini tushunish bosqichlaridan tashkil topadi. Uchala bosqichni egallash o'qish kompetensiyasini hosil qilinganligidan dalolat beradi. O'qishga nutq faoliyatining mustaqil turi sifatida yondashuv uning amaliy-kommunikativ vazifasini aniqlashga yordam beradi. Oliy o'quv yurtlarining nofilologik ta'lim yo'nalishlarida Xorijiy til fani bo'yicha o'quv soatlarining chegaralanganligi, o'quv rejasining o'ziga xosligi, til tabiiy muhitining mavjud emasligi, talabalarning yosh xususiyatlari har qanday ingliz tilidagi matnni o'qishga imkon bermaydi. Shuning uchun amaliyotda mazkur sohada lozim bo'lgan maqsad va vazifalarni to'g'ri aniqlab olish zarurdir. Bu esa ingliz tilida o'qish faoliyatining amaliy jihatdan ahamiyatini kuchaytiradi. Tilni amaliy maqsadda egallash ingliz tili o'rganuvchining kelajakdagi maqsadi, o'quv yurtining yo'nalishi va uning amaliy faoliyatda axborot olish qobiliyatiga ko'p jihatdan bog'liqdir. Axborot olish maqsadida o'qish, avvalo, amaliy maqsad, ikkinchidan, ta'limiy vosita ekanligi nazariya va amaliyotda isbotlangan. Nofilologik yo'nalishlarda o'qishdan axborot olish maqsadida uning tanishuv, o'rganuv, kuzatuv turlari o'rgatiladi.

Tanishuv o'qish (fluently reading) inglizcha matndan o'zi uchun foydali va qiziqarli ma'lumotlarni olish hamda umumiy mazmunini tushunishni nazarda tutadi. Tanishuv o'qishda inglizcha matn mazmuni yuzaki tushunib o'qish uchun, umumiy mazmunni o'qish uchun amalga oshiriladi. Mazkur o'qishda matn ravon, jadal va yuzaki o'qiladi. O'qishning mazkur turida axborotning 75 foizigacha tushunarli bo'lishi lozim. Bunday matnlarning hajmi katta, tili ravon bo'lishi tavsiya etiladi.

Tanishuv o'qishni nazorat qilishga qo'yiladigan topshiriqlar quyidagilardan iborat bo'lishi mumkin: (1) matnning asosiy mazmunini bayon eting (Retell the main content of the text); (2) matnning tayanch so'zlarini toping (Find the key word and expressions of the text); (3) muallif xulosalari uchun asos bo'lib xizmat qiladigan faktlarni sanab o'ting (Say the main facts); (4) matnda aks ettirilgan hodisalarning qaysilari asosiy, qaysilari ikkinchi darajali ekanligini aniqlang (Find the main facts of the text) va h.k.

O'rganuv o'qish (close reading) – matnni, jumladan, tilning ifodaviy vositalarini o'rganish, tahlil qilishni nazarda tutadi. O'rganuv o'qish matn mazmunini mutolaa qilish, matn mazmunidagi barcha tavsilotlarni o'rganib olish, axborot/ma'lumotlarni sinchiklab o'rganishni ko'zda tutadigan o'qish turi hisoblanadi. O'qishning ushbu turi o'zlashtirilgan axborotni to'liq tushunish va keyinchilik uni qaytadan tiklashni taqozo etadi. Tushunish yuqori darajaga yetkaziladi. Matnning qiyinchilik tug'dirgan, o'quvchi tushunmagan qismlarini takror o'qish mumkin. O'rganuv o'qish avval auditoriyada, so'ngra uyda bajariladi. Tushunganlikni tekshirish usullaridan biri sifatida tarjimadan foydalaniladi. Odatda, matnning qiyinchilik tug'diradigan qismlarini tarjima qilinadi. Mazkur o'qishda matnning xajmi unchalik katta bo'lmasligi tavsiya etiladi. Matn qamrovidagi axborot sinchiklab o'rganiladi. O'rganuv o'qishda o'quvchi matn mazmuni bo'yicha o'z munosabatini bildirishi, tanqidiy fikrlashi, izohlay olishi, axborotlarni qiyosiy tahlil qila olishi lozim.

Kuzatuv o'qish (Skimming reading) – matn mazmuni haqida umumiy tasavvur hosil qilishga qaratilgan o'qish turidir. Mazkur o'qish turiga taniqli metodist M.Uest “matn mazmunining qaymog'ini olish”, “mushohadali, muayyan mavzuni qidirib o'qish” deb ta'rif bergan. Mazkur o'qishda o'quvchi ko'proq sarlavha, kichik sarlavhachalardan boshlab, matnni to'liq va tez o'qib chiqishi talab etiladi. Kuzatuv o'qishda til materialini tanish bo'lishi, o'quvchi matndan muayyan raqam, iqtibos kabi axborotlarni qidirishi talab etiladi. Kuzatuv o'qish matndan qo'yilgan savolga javob topish, o'qish jarayonida o'zlashtirilgan axborotni keyinchalik, albatta, ishlatilishi lozim ekanligini tushunishga asoslangan o'qish turidir [4]. Yuqoridagi tanishuv, o'rganuv va tanishuv o'qish turlaridan yuqori sinf ingliz tili ta'limida mamlakatshunoslikka oid foydali axborotlar olishda keng foydalaniladi.

Ingliz tilini amaliy maqsadda egallash nafaqat undan kelgusida kasbiy faoliyatda foydalanish, balki talabaning umumiy madaniyati, tafakkurini rivojlanib borishiga imkon yaratadi. Buning uchun ingliz tili darslarini samaradorligini yanada oshirish, o'quvchilarni tili o'rganilayotgan mamlakatlar geografiyasi, tarixi, iqtisodi va siyosiy tuzumi, adabiyotiga oid manbalardan muntazam boxabar etib borishni taqozo etadi. Yuqoridagi vazifalar ham ingliz tilida o'qishga axborot olishda asosiy vosita sifatida qarashga undaydi.

Odatda oliy o'quv yurtlarining nofilologik ta'lim yo'nalishlari talabalari ko'proq kasbga va sohaga oid axborotga boy va qiziqarli matnlarni o'qishga ehtiyoj sezadilar. Biroq, bunday matnlarni o'qish oddiy so'zlashuv yoki badiiy uslubdagi matnlarni o'qishga qaraganda ancha murakkabroq kechadi. Buning

sababi kasbga oid matnlarda rasmiy belgilar, sohaga oid atamalarning ko'proq uchrashidir. Talaba bunday matnlarni o'qiganda noma'lum so'z ma'nosi kontekstga tayangan holda aniqlay olsa, tayanch so'zlarga suyanan holda matn asosida berilgan topshiriqlarga javob qaytara oladi.

Ingliz tili o'qitish metodikasida o'qishga mo'ljallangan matn mazmuniga quyidagi talablar qo'yiladi: (1) Matnning tarbiyaviy ahamiyatiga e'tibor beriladi. Ingliz tili o'rgatish maqsadlaridan biri tarbiyalashdir, jamiyat ahloq qoidalarini singdirish, ya'ni ma'naviy tarbiya berishga qaratilgan matnlar tanlanadi; (2) Talabalarning hayotiy bilimlarini oshirish, ya'ni dunyoqarashini boyitishga xizmat qiladigan matnlar saralanadi. Bu talabani bilish faoliyatini o'stirishda muhim shartlardandir. Axborotga boy matnni o'qish o'quvchida joziba uyg'otadi. Chunki talaba bilishga oshiqadi, bilishga moyilligi rag'batlantirilsa, ushbu fanga uning qiziqishi oshadi; (3) O'qishga tavsiya etilgan matn ilmiy voqealikni ob'yektiv aks ettiradigan bo'lishi talab etiladi; (4) Tanlanayotgan matn talabaning sohasiga oid bo'lishi lozim. Talaba ehtiyojini qondirish ingliz tilida nutqiy faoliyatga undashning muhim chorasidir. Xullas, matn mazmuni talabaning ma'naviy saviyasiga muvofiq bo'lishi, bilish va hissiy talablariga javob berishi kerak.

Xulosa

Xulosa qilib aytganda, o'qish amaliy maqsaddan tashqari, kasbiy, tarbiyaviy va rivojlantiruvchi maqsadlarni ro'yobga chiqishida ham katta rol o'ynaydi. Bunda talabalarning kuzatuvchanligi oshadi, ularning til materiali va matn mazmunini analiz/sintez qilish qobiliyatlari takomillashadi. Ovoz chiqarib o'qish tallaffuzni o'rgatishda, tinglab tushunishda muhim bosqich sanaladi. Bundan tashqari, o'qish gapirish malakalarini shakllantirishda ham vosita sanaladi. O'qilgan matnlar mazmuni bo'yicha savol-javob mashqlarini bajarish, hikoya qilib berish, suhbat kabilardan keng ko'lamda foydalaniladi.

Oliy o'quv yurtlarining nofilologik ta'lim yo'nalishlarida ingliz tilidan o'qish malakalarini egallash, birinchidan, talabalarni shu tilda nutqiy muloqot qilishga tayyorlashni, ikkinchidan, ularning tilga oid kompetensiyasini mukammal egallashni, umumiy saviyasining o'sishini ta'minlashga xizmat qiladi.

Oliy o'quv yurtlarining nofilologik ta'lim yo'nalishlarida o'qishni o'rgatishning o'ziga xos xususiyatlari mavjudki, tadqiqotimizda ularni alohida ta'kidlab o'tish joizdir:

1. Oliy o'quv yurtlarining nofilologik ta'lim yo'nalishlarida o'qish materiali sifatida ijtimoiy-maishiy, badiiy, siyosiy, madaniy, o'quv-ta'limiy, kasbiy sohalarga oid matnlar tanlanadi.

2. Oliy o'quv yurtlarining nofilologik ta'lim yo'nalishlari Xorijiy til fanida o'qishning o'rni va roli, unga qo'yiladigan dasturiy talablar o'rta maktabning chet tili darsliklarida berilgandan yuqoriroq - qiyinroq darajada bo'ladi. Oliy o'quv yurtlarida ingliz tilida o'qiladigan matnlarning murakkablik darajasi ortib boradi.

3. Ingliz tilida o'qish talabalarni shu tilda nutqiy muloqot qilish, muayyan sohalarda axborotlar olishni ta'minlaydi, ularning umumiy saviyasini oshiradi.

4. Talabalar ingliz tilida o'zlari o'rganayotgan soha va kelajakda egallamoqchi bo'lgan kasbga oid axborotlardan muntazam boxabar bo'lib boradilar.

5. O'qish bo'yicha mavzular tanlash talabalarning umumiy saviyasi va o'qitish bosqichlariga bog'liq bo'ladi, ingliz tilida o'qishni o'rgatish amaliy maqsad va ta'limiy vosita sifatida talqin qilinadi.

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INTERACTIVE METHODS OF TEACHING ENGLISH

H. Aliyeva¹

Abstract:

Today, the interest of the young generation in learning foreign languages is increasing. Therefore, teaching a foreign language, including English, in secondary schools requires the use of interactive methods in lessons. This article is devoted to the effects of organizing lessons using interactive methods in English language classes of general education schools.

Key words: English language teaching, interactive teaching, interactive methods, information and communication technologies, interactivity

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In our country, significant work is being done on the formation of an information society and the introduction of the most advanced information and communication technologies in all fields. In particular, the capabilities of interactive services are highly valued in this process. In the explanatory dictionary of the Uzbek language, the concept of "interactive" is defined as based on the reception or transmission of information through a computer network.

Interactive consists of a set of scientific, technological, organizational, financial, commercial activities aimed at creating a new product, the purpose of which is to use and provide the accumulated knowledge, skills, technology and production tools for the large-scale production of this new product. Therefore, interactive in education is a set of scientific, technological, organizational, financial, commercial activities aimed at training new personnel, the purpose of which is to direct and provide the accumulated knowledge, skills, technology and production process to train new personnel for the national economy on a large scale. Therefore, pedagogical innovation is any pedagogical innovation aimed at training a new product, i.e. personnel, specialist, the purpose of which is to ensure high efficiency of the process. If we take the daily pedagogical activity of a teacher, innovation is equivalent to any innovation that the pedagogue introduces into his activity and is aimed at improving and ensuring the effectiveness of education. In fact, any innovation serves as a factor that ensures the development of society. Accordingly, pedagogic innovation, on the one hand, is the basis for traditional teaching with a new perspective and ideas. Innovation in education takes strength from tradition, but changes the content and essence of the educational process in new ways. Consequently, the innovation fundamentally rebuilds and ensures the quality of education.

Interactive methods help increase the effectiveness of English lessons. The main criteria of interactive education: conducting informal discussions, the opportunity to freely describe and express the educational material, the number of lectures is small, but the number of seminars is large, the creation of

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opportunities for students to take initiative, small group, large group, class team assignment, written work and other methods, which are of special importance in increasing the effectiveness of educational work. Interactive methods:

- raising students' interest in learning English;
- bringing the work of a teacher in English closer to the real conditions of life;
- effective communication methods, i.e. proper formation of teacher-student and mutual communication skills;
- raising the process of mastering new theoretical knowledge and practical skills to a new level;
- increasing students' responsibility for the educational process.

Its effectiveness is higher than traditional methods such as interactive methods of teaching, explanation, instruction and use of tools.

There are many types of interactive training, which are selected according to the characteristics of the lesson topic and the intended goals, and are prepared accordingly. Specific requirements are placed on the students' readiness to participate in the interactive training, such as mastering the necessary knowledge for active participation in the training, readiness for communication, working in mutual cooperation, independent thinking, own opinion including free expression and advocacy skills and more. Effective use of time in training is a necessary condition. For this, it is necessary to correctly select and prepare the necessary tools, as well as clearly define the training providers and their tasks. There are specific differences between interactive methods and traditional teaching methods, and each teacher should compare these differences, their advantages and disadvantages in relation to each other, when choosing lesson planning and delivery methods. must be taken into account. In this case, the most suitable interactive for imparting new knowledge, forming skills, developing, strengthening, repeating knowledge, applying it in training, and taking into account the characteristics of the academic subject. or the correct choice of other methods is assumed. The use of correctly selected methods ensures that training is interesting and effective.

We know that in the current educational process, the student should be the subject. Focusing more on interactive methods will increase the effectiveness of education. One of the most important requirements for English language classes is to teach students to think independently. Today, English language teachers are using the following innovative methods based on the experience of pedagogues in the United States of America and England:

- "Creative Problem Solving" to use this method, the beginning of the story is read and how it ends. the judgment of students is referred to;
- "Merry Riddles" teaching riddles to students is important in teaching English, they learn unfamiliar words and find the answer to riddles;
- "Quick answers" helps to increase the efficiency of the lesson;
- "Warm-up exercises" using various games in the classroom to make students interested in the lesson;
- "Pantomime" (pantomime) this method can be used in a lesson where very difficult topics need to be explained or when written exercises are performed and students are tired;
- The method of "a chain story" helps to develop oral speech of students.

Modern interactive methods in foreign language teaching methodology developed by scientists and compared to traditional methods it has been proven that the level of efficiency is higher. Interactive learning methods significantly

increases the knowledge potential of the process compared to traditional methods. Because, in interactive methods, the student thinks freely independently, works as a partner with the teacher.

The conclusion is that the students of the course actively participate in the process and learn to perceive foreign speech. Speaking and listening take up most of the learning time. This method involves the artificial recreation of the language environment. The purpose of the communicative method is to help students overcome the language barrier, to teach the participants of the course to speak the language first, and then to think in this language. This gives the teacher the opportunity to plan the teaching of different groups of students / learners with different needs, knowledge levels and worldviews. In short, the teacher who aims to ensure the effectiveness of the lesson will achieve his goal only if he skillfully uses interactive teaching methods.

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PRINCIPLES OF RUSSIAN PUNCTUATION

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Abstract:

The ability to interpret the text, as many researchers rightly point out, allows one to join the author's vision of the world, enrich oneself spiritually, and improve the spiritual culture of a person. When analyzing a literary text, the dominant place is usually given to lexical and stylistic means, however, syntactic means, which have come to the fore in modern literature, play a crucial role in creating the expressiveness of the text, in understanding the main idea of the work and the author's worldview.

Key words: punctuation, punctuation marks, intonation

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Serving the needs of written communication, punctuation has a clear purpose - to help break down the written text to make it easier to understand. The dismemberment can have different bases: formal-grammatical (taking into account the syntactic structure of the sentence and its components), semantic (reflection of the content significance of speech), intonation (distribution of pauses, logical and semantic accents, transmission of emotional nuances of speech).

In the practice of writing, the writer has to simultaneously solve two interrelated punctuation tasks: to determine the place for the punctuation marks and to select the necessary punctuation mark. Neither intonation nor semantic principles can reliably determine the place of the punctuation marks.

Modern Russian punctuation is built on the semantic and structural-grammatical foundations, which are interconnected and condition each other, so we can talk about a single semantic-grammatical basis of Russian punctuation. Punctuation reflects the semantic division of written speech, indicates semantic connections and relationships between individual words and groups of words, and various semantic shades of parts of a written text. But certain semantic connections of words and parts of the text find their expression in a certain grammatical structure.

And it is no coincidence that the formulation of most of the rules of modern Russian punctuation relies simultaneously on the semantic features of the sentence (on the semantic basis), and on the features of its structure - the features of the construction of the sentence, its parts, the presence or absence of conjunctions, ways of expressing the members of the sentence, the order of their arrangement, etc. p., which is the structural and grammatical basis of punctuation.

In specific speech situations, punctuation helps to reveal the structure, meaning and intonation of written speech. The principles operate, as a rule, simultaneously.

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But from the point of view of functional significance, they are unequal. In those cases, for example, when the intonational division of a sentence does not coincide with its grammatical division, the signs obey the semantic-syntactic principle, and intonation is not taken into account. For example, the discrepancy between intonation and punctuation always consists in the fact that the sign is present where the grammatical structure of the sentence requires it, and not the intonational pause.[11] However, in those cases where different divisions of the sentence structure are possible (and, consequently, different comprehension), it is the sign set "according to intonation" that turn out to be decisive for the comprehension of the sentence.

In a sentence, all punctuation marks delimit the semantic segments of the text: a comma separates the designations of homogeneous concepts from each other (bird of prey, beast of prey); the dash expresses the opposition of phenomena (predators that can or should be destroyed - and a friend who must be protected); the dot indicates the completeness of the thought.

All punctuation marks divide the sentence into structural and grammatical segments: a comma separates homogeneous members, a dash - two parts of an union-free complex sentence, a dot completes a declarative sentence.

Each of the signs is also "read" intonationally: the comma in this sentence requires a small pause, the same type of reading of the homogeneous members it shares, the dash indicates a significant and tense pause, a change in the tempo and tone of pronunciation of the second part; point - about a calm lowering of the voice and a long pause.

It should also be noted that the intonational division of sentences is also influenced by subjective factors: an individual manner of speaking, special goals of the statement, which can lead to a mismatch between the intonational and semantic-grammatical division of sentences.

In such cases, the punctuation marks are based on the semantic-grammatical structure of the sentence. "The formal-grammatical principle in punctuation makes punctuation rules stable and generally accepted" [33]. Only in this case, punctuation acquires social significance, contributing to the improvement of communication between the writer and the reader. The same understanding of punctuation marks helps the writer to more accurately convey his thoughts and feelings, and the reader to understand them correctly.

The predominant importance of the semantic and structural-grammatical principles of Russian punctuation should in no way reduce attention to the intonation of a sentence, since only with the ability to "read" and "hear" punctuation marks is it possible to successfully master the rules of punctuation:

intonation helps to distinguish between semantic and structural segments of sentences, to identify semantic-grammatical relationships between them.

Although the Russian language has many rules for mandatory punctuation, Russian punctuation has great flexibility: there are various punctuation options that are associated not only with the meaning, but also with the stylistic features of the text.

The stability of the Russian punctuation system is explained, first of all, by the fact that the principles that define it make it possible to convey in writing both the semantic, syntactic, and, to a large extent, intonation structure of speech.

Punctuation marks in most cases divide the text into syntactic units related in meaning and intonation. For example: Terkin - who is he? Let's be honest:

he's just an ordinary guy. However, the guy though where. There is always a guy like this in every company, and in every platoon. In this text, the question mark and dots indicate the boundaries of independent syntactic units - sentences expressing in each case a relatively complete thought. These punctuation marks also characterize the purpose and intonation of the utterance and indicate large pauses at the end of the sentence.

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THE ROLE OF ASSESSMENT IN EDUCATION SYSTEM

D. Amirkulova¹

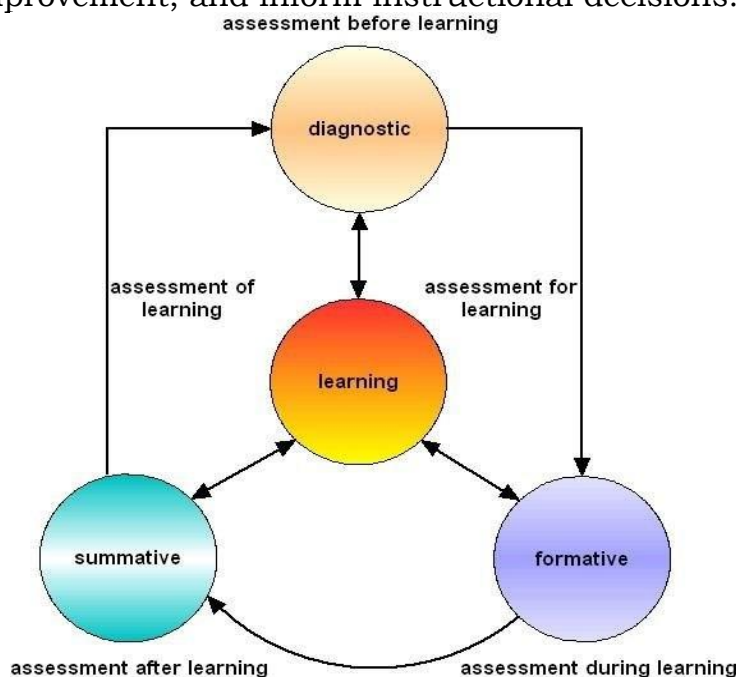
Abstract:

In this article is written about assessment and its types. Assessment can be formative, which is ongoing and used to monitor student learning during instruction, or summative, which is conducted at the end of a unit or course to evaluate overall achievement.

Key words: assessment, formative, summative, method, quiz, test, project, observation, discussions, feedback, self-assessment.

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Assessment is the process of gathering and evaluating information about students' knowledge, skills, and abilities. It involves collecting data through various methods such as tests, quizzes, projects, observations, and discussions. The purpose of assessment is to measure student learning and progress, provide feedback for improvement, and inform instructional decisions.



Formative assessment is a type of evaluation that is conducted during the learning process to provide feedback and guide instruction. It is designed to help both teachers and students understand how well the learning objectives are being met and to identify areas that may need additional attention or support.

Formative assessments can take various forms, such as quizzes, observations, discussions, projects, or self-assessments. The goal is to gather information on students' understanding, skills, and progress in order to make informed instructional decisions and provide timely feedback.

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Unlike summative assessment, which is typically done at the end of a unit or course to measure overall achievement, formative assessment focuses on ongoing feedback and improvement. It allows teachers to adjust their teaching strategies and provide targeted support to individual students or groups who may be struggling.

Benefits of formative assessment include promoting student engagement and active learning, fostering a growth mindset by emphasizing improvement rather than grades, and enabling teachers to tailor instruction to meet the specific needs of their students.

Overall, formative assessment plays a crucial role in supporting effective teaching and learning by providing valuable insights into student progress and facilitating continuous improvement.

A summative assessment is a type of evaluation that is used to measure a student's overall knowledge and understanding of a particular subject or topic. It is typically administered at the end of a learning unit or course and is used to determine the level of mastery achieved by the student.

Summative assessments are often in the form of exams, tests, projects, or presentations. They are designed to assess the student's ability to recall information, apply concepts, analyze data, and demonstrate critical thinking skills. The results of a summative assessment are usually given a numerical or letter grade, which is used to evaluate the student's performance and determine their final grade in the course.

Unlike formative assessments, which are used to provide feedback and guide instruction during the learning process, summative assessments are focused on measuring the final outcomes of learning. They provide a comprehensive evaluation of what the student has learned and can be used to compare students' performance against predetermined standards or benchmarks.

Summative assessments play a crucial role in determining a student's academic progress, identifying areas of strength and weakness, and making decisions about promotion or graduation. However, it is important to note that they should not be the sole basis for evaluating a student's abilities, as they may not capture the full range of their skills and knowledge. Therefore, it is often recommended to use a combination of both formative and summative assessments to provide a more comprehensive evaluation of student learning.

Assessment in the classroom is important for several reasons:

1. Measuring student learning: Assessments help teachers gauge the level of understanding and knowledge that students have gained. This allows them to identify areas where students may need additional support or instruction.

2. Feedback for improvement: Assessments provide feedback to both students and teachers. Students can understand their strengths and weaknesses, allowing them to focus on areas that need improvement. Teachers can also assess the effectiveness of their teaching methods and adjust their approach if necessary.

3. Motivation and engagement: Assessments can motivate students to actively participate in the learning process. By setting clear goals and objectives, students are encouraged to work towards achieving them, leading to increased engagement and motivation.

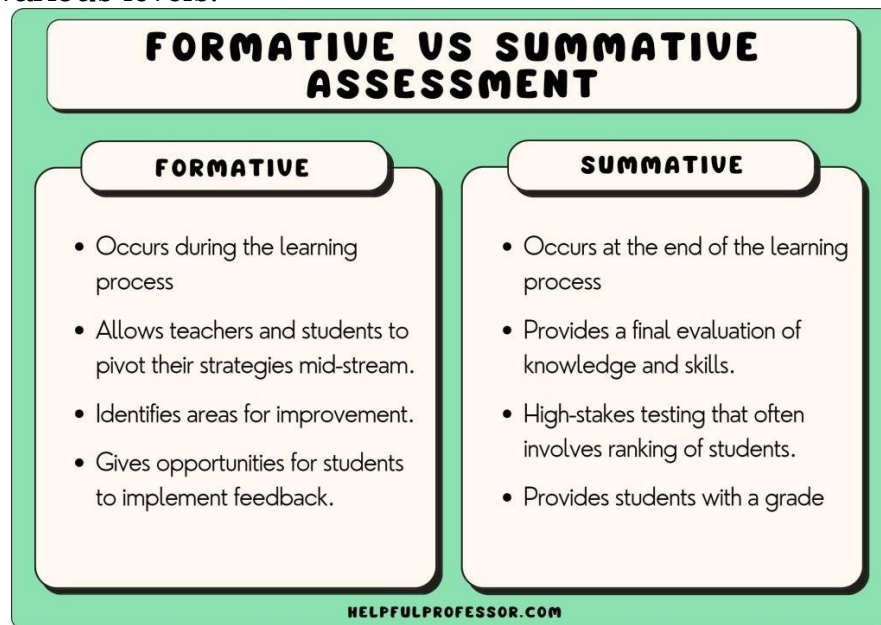
4. Accountability: Assessments hold both students and teachers accountable for their performance. Students are responsible for their learning

outcomes, while teachers are accountable for providing effective instruction and assessing student progress.

5. Identifying gaps in knowledge: Assessments help identify gaps in student knowledge or misconceptions. This allows teachers to address these gaps through targeted instruction and support.

6. Informing instructional decisions: Assessment results can guide instructional decisions, such as selecting appropriate teaching strategies, adjusting pacing, or differentiating instruction based on individual student needs.

7. Standardized comparisons: Assessments provide a standardized way to compare students' knowledge and skills across a class, school, district, or even nationally. This helps identify areas of improvement and supports decision-making at various levels.



Overall, assessments play a crucial role in promoting effective teaching and learning by measuring student progress, providing feedback, motivating students, identifying areas for improvement, and informing instructional decisions.

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PROBLEM EDUCATION - DEVELOPMENTAL EDUCATIONAL TECHNOLOGY*F. Davronova¹**Abstract:*

This article analyses the benefits and effectiveness of problem-based learning for improving social and communication skills, problem-solving, critical thinking skills, and self-learning skills, higher order thinking, self-directed learning skills, promotes collaboration of students and motivate teachers to teach new information.

Key words: problem-based learning (PBL), solution, acquisition, collaboration, a group to conceptualize, acquire knowledge, communication, cooperation.

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Introduction. Problem-based education is a method of organizing students' activities based on the acquisition of new knowledge by solving theoretical and practical problems and problem tasks created by the power of these problem situations. Problem-based education is based on the activity of analysis and synthesis, which is carried out in the discussions and observations of students. This is a research type of education. Its task is to encourage the process of active cognition and to form a scientific-research method in thinking. Problem teaching corresponds to the goals of creative, active personality education.

Challenges and problems are important parts of life that give you experiences; make you learn and help you to become wiser and stronger. Problems make us grow and shape us.

Everyday problems are the circumstances that we find ourselves in on a daily basis that involve using the skills, accumulated knowledge, and resources (e.g., time, money, and friends) that we have available to us to reach our goals and to side step obstacles to these goals.

Problem-based learning or Problem Method of teaching is a teaching or training method regarded as teaching by the use of “real world” problems. It is as a situation prepared for individuals to learn “critical thinking” and develop “problem solving skills” and “acquire knowledge”. It involves both knowing and doing.

For example, a problem-based learning project could involve students pitching ideas and creating their own business plans to solve a societal need. Students could work independently or in a group to conceptualize, design, and launch their innovative product in front of classmates and community leaders.

Problem solving is the act of defining a problem; determining the cause of the problem; identifying, prioritizing, and selecting alternatives for a solution; and implementing a solution. In the problem-based learning process, the teacher prepares the problem or scenario, motivates the students, checks the students'

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solutions, and helps the students to overcome these problems when they have problems at the point of progress for the solution.

The goals of Problem-based learning (PBL) include helping students develop 1) flexible knowledge, 2) effective problem-solving skills, 3) SDL skills, 4) effective collaboration skills, and 5) intrinsic motivation. This article discusses the nature of learning in PBL and examines the empirical evidence supporting it.

The process of problem-solving in the classroom involves four basic stages:

1. Problem identification.
2. Information gathering and the acquisition of new knowledge.
3. Debate and discussion.
4. Decision making.

The Five Steps of Problem Solving

- Define the Problem. What are you trying to solve? ...
- Brainstorm Ideas. What are some ways to solve the problem? ...
- Decide on a Solution. What are you going to do? ...
- Implement the Solution. What are you doing? ...
- Review the Results. What did you do?

How to Use Problem-Solving Skills in the Workplace

- Step 1: Thoroughly understand the problem.
- Step 2: Define the problem.
- Step 3: Strategize a solution.
- Step 4: Find alternate solutions.
- Step 5: Evaluate solutions and document everything.
- Step 6: Choose a solution.
- Step 7: Implement.

It helps students distinguish between solvable issues and problems that cannot be solved. It is necessary for preparing school students to face complex interpersonal and academic problems. Students who learn problem-solving skills often have a deeper understanding of causality.

In this class format, students work in small groups to solve problems, with professors present during each class to: provide a structured, guided context for solving problems. encourage students to shift from learning by memorizing to learning by doing.

In addition to course content, PBL can promote the development of critical thinking skills, problem-solving abilities, and communication skills. It can also provide opportunities for working in groups, finding and evaluating research materials, and life-long learning.

PBL is more effective than traditional methods (based mainly on lectures) at improving social and communication skills, problem-solving and self-learning skills, and has no worse results (and in many studies better results) in relation to academic performance.

In the problem-based learning process, the teacher prepares the problem or scenario, motivates the students, checks the students' solutions, and helps the students to overcome these problems when they have problems at the point of progress for the solution.

A general conclusion from these empirical studies was that PBL is effective in alleviating students' problems of inert knowledge as well as enhancing students' problem solving, higher order thinking, self-directed learning skills, and motivation to learn.

The Seven Steps of the PBL Process

1. Identifying, clarifying of terms in the scenario.
2. Defining the problem.
3. Brainstorming.
4. Restructuring the problem.
5. Formulate learning objectives/ goals.
6. Independent study.
7. Regrouping/ Synthesis.

The problem-solving method is a highly effective teaching strategy that is designed to help students develop critical thinking skills and problem-solving abilities. It involves providing students with real-world problems and challenges that require them to apply their knowledge, skills, and creativity to find solutions. This method encourages active learning, promotes collaboration, and allows students to take ownership of their learning.

Problem-solving is a process of identifying, analyzing, and resolving problems. The problem-solving method in teaching involves providing students with real-world problems that they must solve through collaboration and critical thinking. This method encourages students to apply their knowledge and creativity to develop solutions that are effective and practical.

The problem-solving method has several benefits for both students and teachers. These benefits include:

- **Encourages active learning:** The problem-solving method encourages students to actively participate in their own learning by engaging them in real-world problems that require critical thinking and collaboration

- **Promotes collaboration:** Problem-solving requires students to work together to find solutions. This promotes teamwork, communication, and cooperation.

- **Builds critical thinking skills:** The problem-solving method helps students develop critical thinking skills by providing them with opportunities to analyze and evaluate problems

- **Increases motivation:** When students are engaged in solving real-world problems, they are more motivated to learn and apply their knowledge.

- **Enhances creativity:** The problem-solving method encourages students to be creative in finding solutions to problems.

The problem-solving method involves several steps that teachers can use to guide their students. These steps include:

- **Identifying the problem:** The first step in problem-solving is identifying the problem that needs to be solved. Teachers can present students with a real-world problem or challenge that requires critical thinking and collaboration.

- **Analyzing the problem:** Once the problem is identified, students should analyze it to determine its scope and underlying causes.

- **Generating solutions:** After analyzing the problem, students should generate possible solutions. This step requires creativity and critical thinking.

- **Evaluating solutions:** The next step is to evaluate each solution based on its effectiveness and practicality

- **Selecting the best solution:** The final step is to select the best solution and implement it.

The solution arrived at or the conclusion drawn must be further verified by utilizing it in solving various other likewise problems. In case, the derived solution helps in solving these problems, then and only then if one is free to agree with his finding regarding the solution. The verified solution may then

become a useful product of his problem-solving behavior that can be utilized in solving further problems. The above steps can be utilized in solving various problems thereby fostering creative thinking ability in an individual.

Conclusion. The problem-solving method is an effective teaching strategy that promotes critical thinking, creativity, and collaboration. It provides students with real-world problems that require them to apply their knowledge and skills to find solutions. By using the problem-solving method, teachers can help their students develop the skills they need to succeed in school and in life.

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TALABALARNING KASBIY LINGVISTIK KOMPETENSIYALARINI RIVOJLANTIRISH

F. Ergasheva¹, Sh. Qarshiboyev²

Annotatsiya:

Ushbu ilmiy maqola talabalarda kasbiy lingvistik kompetentsiyalarni rivojlantirishning muhim mavzusini o'rganadi. Lingvistik kompetentsiyalar bugungi globallashtirilgan dunyoda asosiy hisoblanadi, chunki samarali muloqot turli kasbiy sohalarda hal qiluvchi rol o'ynaydi. Ushbu maqolada lingvistik kompetentsiyalarning ahamiyati, o'quvchilar rivojlanishida duch kelishi mumkin bo'lgan qiyinchiliklar va ularning o'sishini rag'batlantirish strategiyalari o'rganiladi. Shuningdek, biz ushbu rivojlanishga yordam berishda o'qituvchilar va muassasalarning rolini ta'kidlaymiz.

Kalit so'zlar: lingvistik kompetensiya, globallashtirish, kompetensiya, xorijiy til kompetensiyasi.

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Kirish:

Globallashuv davrida lingvistik va madaniy chegaralar bo'ylab samarali muloqot qilish qobiliyati ajralmas mahoratga aylandi. Talabalar orasida kasbiy lingvistik kompetentsiyalarni rivojlantirish ta'limning muhim tarkibiy qismi sifatida paydo bo'ldi, chunki u ularni tobora o'zaro bog'langan dunyoda ustunlikka erishish uchun zarur vositalar bilan jihozlaydi. Lingvistik kompetentsiyalar til bilan bog'liq bo'lgan keng ko'lamli qobiliyatlarni, shu jumladan ona va chet tillarini bilishni, shuningdek, muayyan professional sohalarda maxsus tildan foydalanishni o'z ichiga oladi. Ushbu maqolada lingvistik kompetentsiyalarning ahamiyati, o'quvchilar o'z rivojlanishida duch keladigan qiyinchiliklar va bu ko'nikmalarni tarbiyalash uchun o'qituvchilar va muassasalar tomonidan qo'llaniladigan strategiyalar o'rganiladi.

Bizning dunyomiz o'zaro bog'liq bo'lib borar ekan, turli sohalardagi mutaxassislar o'z g'oyalarini yetkazish, hamkasblar bilan hamkorlik qilish va turli tillardagi mijozlar va hamkorlar bilan muloqot qilishda mohir bo'lishlari kerak. Kuchli lingvistik kompetentsiyalar nafaqat bandlikni oshiradi, balki odamlarga madaniyatlararo tushunishni rivojlantirishga va bugungi globallashtirilgan jamiyatda juda muhim bo'lgan boy ma'lumotlarga kirishga imkon beradi.

Tilshunoslik kompetentsiyalarining shubhasiz ahamiyatiga qaramay, talabalar ko'pincha bu ko'nikmalarni rivojlantirish yo'lida to'siqlarga duch kelishadi. Resurslarga kirishning cheklanganligi, vaqt cheklovlari va motivatsiya bilan bog'liq muammolar ularning rivojlanishiga to'sqinlik qilishi mumkin. Shunday qilib, ushbu maqola nafaqat lingvistik kompetentsiyalarning ahamiyatini ta'kidlashga, balki talabalar duch keladigan muammolarni hal

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qilishga va ularni rivojlantirish uchun samarali strategiyalarni taklif qilishga intiladi.

Talabalarining lingvistik kompetensiyalarini shakllantirishda pedagoglar va muassasalar zimmasiga katta mas'uliyat yuklanadi. Ular tilni bilishni asosiy ko'nikma sifatida birinchi o'ringa qo'yishlari va uning o'sishiga yordam berish uchun zarur resurslar va yordam berishlari kerak. Bu orqali ular o'quvchilarning o'zlari tanlagan kasblarining murakkabliklarini yo'lga qo'yish va globallashtirgan dunyoga samarali hissa qo'shishga puxta tayyorgarlik ko'rishlarini ta'minlaydi.

Ushbu maqolaning keyingi bo'limlarida biz lingvistik kompetensiyalarning turli jihatlarini chuqurroq ko'rib chiqamiz, ularning ahamiyatini, o'quvchilar duch keladigan muammolarni va bu kompetensiyalarni samarali rivojlantirish uchun o'qituvchilar va muassasalar qo'llashi mumkin bo'lgan strategiyalarni o'rganamiz. Shunday qilib, biz lingvistik kompetensiyalarning talabalar rivojlanishidagi muhim rolini va ularning tez rivojlanayotgan global landshaftdagi kelajakdagi muvaffaqiyatlarini yoritishga umid qilamiz.

Lingvistik kompetensiyalar - bu odamlarda mavjud bo'lgan, ona va chet tillarini o'z ichiga olgan til bilan bog'liq qobiliyatlarning ko'p qirrali majmuini ifodalaydi. Bu kompetensiyalar oddiy muloqot doirasidan tashqari, til tuzilmalari, foydalanish va g'oyalar va ma'lumotlarni samarali etkazish qobiliyatini har tomonlama tushunishni o'z ichiga oladi. Lingvistik kompetensiyalarning rivojlanishi dinamik va umrbod jarayon bo'lib, odamlar turli lingvistik kontekstlar bilan shug'ullanganda doimiy ravishda rivojlanib boradi.

Ona tili kompetensiyasi: ona tilini bilish lingvistik kompetensiyalarning asosini tashkil qiladi. Bu grammatikani, lug'atni, talaffuzni, yozma va og'zaki matnlarni tushunish va ishlab chiqarish qobiliyatini o'z ichiga oladi. Ona tili kompetensiyasi samarali muloqot va akademik muvaffaqiyat uchun zarurdir.

Xorijiy til kompetensiyasi: Chet tillardagi kompetensiya madaniyatlararo muloqot uchun eshiklarni ochadi va global bandlikni oshiradi. Bu o'z ona tilidan boshqa tillarda tinglash, gapirish, o'qish va yozishni o'z ichiga oladi.

Professional lingvistik kompetensiya: Ko'pgina sohalarda mutaxassislar maxsus til va terminologiyadan foydalanishlari kutiladi. Masalan, tibbiyot mutaxassislari tibbiy jargonni o'zlashtirishlari kerak, yuridik ekspertlar esa o'ziga xos yuridik atamalardan foydalanadilar. Ushbu ixtisoslashgan tillarda harakat qilish va ulardan foydalanish qobiliyati muayyan kasblar doirasidagi lingvistik kompetensiyalarning muhim tarkibiy qismidir.

Ko'p tilli kompetensiya: Ko'p til biladigan odamlar bir nechta tillarni bilishadi. Ko'p tillilik shaxsiy va professional kontekstda foydali bo'lishi mumkin, bu odamlarga kengroq odamlar va madaniyatlar bilan muloqot qilish imkonini beradi.

Madaniy kompetensiya: Madaniy nuanslar, urf-odatlar va muloqot uslublarini tushunish tilshunoslik kompetensiyalari bilan uzviy bog'liqdir. Tajribali ma'ruzachilar nafaqat tilni yaxshi bilishadi, balki madaniy xilma-xillikni yo'lga qo'yishda ham mohir, madaniyatlararo samarali aloqalarni osonlashtiradilar.

Tushunish va talqin qilish: Og'zaki yoki yozma matnlarni tushunish va sharhlash qobiliyati lingvistik kompetensiyalarning asosiy tarkibiy qismidir. Bu nafaqat so'zma-so'z ma'noni, balki til ichidagi kontekst va nuanslarni ham tushunishni o'z ichiga oladi.

Ekspressiv ko'nikmalar: Malakali lingvistik kompetentsiya fikr va fikrlarni yozma va og'zaki shaklda izchil va ishonarli ifoda etish qobiliyatini o'z ichiga oladi.

Lingvistik kompetensiyalar statik emas; ular vaqt o'tishi bilan rivojlanadi. Moslashuvchanlik va umrbod ta'limga sodiqlik odamlarning tez o'zgaruvchan lingvistik landshaftda, xususan, tildan foydalanish doimiy ravishda rivojlanib borayotgan kasblarda dolzarb va samarali bo'lib qolishlari uchun juda muhimdir.

Globallashib borayotgan dunyoda lingvistik kompetensiyalar global ahamiyatga ega. Ingliz, ispan, mandarin yoki arab kabi tillarni bilish shaxsiy va professional o'sish imkoniyatlarini sezilarli darajada kengaytirishi mumkin, chunki bu tillar xalqaro kontekstda keng tarqalgan.

Lingvistik kompetensiyalar ona va chet tillarini bilishdan tortib maxsus tildan foydalanish va madaniy kompetentsiyagacha bo'lgan keng ko'lamli ko'nikma va bilimlarni o'z ichiga oladi. Ushbu kompetensiyalar nafaqat samarali muloqot uchun asos bo'libgina qolmay, balki o'zaro bog'langan va ko'p madaniyatli dunyoda shaxsiy va kasbiy rivojlanishda hal qiluvchi rol o'ynaydi. Ushbu maqolaning keyingi bo'limlarida lingvistik kompetensiyalarning ahamiyati, o'quvchilar o'z rivojlanishida duch keladigan qiyinchiliklar va ushbu kompetentsiyalarni samarali rivojlantirish uchun qo'llaniladigan strategiyalar o'rganiladi.

Lingvistik kompetensiyalarni rivojlantirish strategiyalari:

Talabalarda lingvistik kompetensiyalarni rivojlantirish ko'p qirrali yondashuvni talab qiladigan dinamik jarayondir. O'qituvchilar, muassasalar va talabalar o'zlari lingvistik kompetensiyalarning o'sishiga yordam berish uchun turli strategiyalarni qo'llashlari mumkin. Ushbu strategiyalar talabalar duch kelishi mumkin bo'lgan muammolarni hal qilish va ularning ona va xorijiy tillarni bilishlarini ta'minlash uchun juda muhimdir. Quyida lingvistik kompetensiyalarni rivojlantirishning samarali strategiyalari keltirilgan:

- Turli xil ta'lim uslublarini qondirish uchun turli xil o'qitish usullaridan foydalaning. Bu til o'rganishni qiziqarli va samarali qilish uchun multimedia resurslari, interfaol mashqlar va real ilovalarni o'z ichiga oladi.

- Talabalarga til o'rganish ilovalari, virtual til laboratoriyalari va onlayn til hamjamiyatlari kabi interaktiv tajribalar bilan ta'minlaydigan texnologiyaga asoslangan til o'rganish vositalari va platformalarini joriy qilish mumkin.

- Immersion dasturlari talabalarga maqsadli til bilan haqiqiy kontekstda tanishish imkoniyatini beradi. Ushbu dasturlar mahalliy yoki xalqaro bo'lishi mumkin va bebaho madaniy tajribalar va real hayotdagi o'zaro ta'sirlarni ta'minlaydi.

- Tilni o'rganish tajribasi chet elda o'qish dasturlari, til almashinuvi bo'yicha hamkorlik yoki maqsadli tilda gaplashadigan mamlakatlarda amaliyot o'tash shaklida bo'lishi mumkin.

- Til bo'yicha murabbiylar va repetitorlar yakkama-yakka ta'lim berishlari, tilga oid muammolarni hal qilishda yordam berishlari va madaniy nuanslar haqida tushuncha berishlari mumkin.

Talabalarga maqsadli tilda so'zlashuvchilar bilan muloqot qilish imkonini beruvchi madaniy almashinuv dasturlarini osonlashtirish. Bunday dasturlar asl tildan foydalanish va madaniyatga singib ketishga yordam beradi. Til o'rganishning aniq maqsad va vazifalarini belgilashga yordam berish orqali o'quvchilarning ichki motivatsiyasini tarbiyalash muhimdir. Ushbu maqsadlar

martaba intilishlari, shaxsiy qiziqishlar yoki sayohat ambitsiyalari bilan bog'lanishi mumkin.

Xulosa qilib aytadigan bo'lsak, o'quvchilar o'rtasida lingvistik kompetensiyalarni rivojlantirish ko'p qirrali ish bo'lib, samarali o'qitish usullari, madaniy singdirish, ustozlik va doimiy yordamni uyg'unlashtirishni talab qiladi. Ushbu strategiyalar nafaqat talabalarga duch kelishi mumkin bo'lgan qiyinchiliklarni engib o'tishga yordam beradi, balki ularga ona va xorijiy tillarda malakali muloqotchilar bo'lish imkoniyatini beradi, bu esa ularga globallashtirilgan dunyoda muvaffaqiyat qozonish imkonini beradi. O'qituvchilar va muassasalar o'quvchilarning o'zlari tanlagan kasbining lingvistik talablariga puxta tayyorgarlik ko'rishlari va o'zaro bog'langan jamiyatda faol ishtirok etishlari uchun ushbu strategiyalarni faol amalga oshirishlari kerak.

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THE CONCEPT OF "LINGUO-CULTUROLOGY" AND "LINGUO-MENTALITY" IN THE FIELD OF LINGUISTICS

M. Temirova¹

Abstract:

The article explores the anthropocentric paradigm in modern linguistics, emphasizing its focus on ethno-cultural specifics, individual and social aspects, and cognitive processes. The text also underscores the anthropocentrism within linguocultural studies, evident in the interdependence of language and culture. Cultural linguistics is presented as a discipline studying the interaction of culture and language.

Key words: Anthropocentric paradigm, linguistics, ethno-cultural, cognitive processes, linguistic cognition, language and personality, cognitive linguistics, psycholinguistics, linguoculturology, interdependence, cultural context, integrative concepts, linguistic cognitive approach, anthropocentrism.

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The anthropocentric paradigm of modern linguistics activates and directs linguistic research towards the examination of the ethno-cultural specifics of linguistic conceptualization of the world, personal and social aspects of an individual, linguistic cognition, speech communication, and human behavior. Additionally, it explores cognitive processes related to storing, transferring, and interpreting knowledge and mental activity. The famous Uzbek linguist Prof. N. Mahmudov expresses the following opinion about the formation of the anthropocentric paradigm in linguistics: "According to such an objective nature of language, in the anthropocentric paradigm, man is placed in the main place, and language is the main element that makes up the human personality. Experts cite the famous Russian writer S. Dovlatov's wise saying that "language makes up 90 percent of a person's personality." As stated by V.A. Maslova, it is impossible to imagine the human mind, as a person himself, outside of language and the ability to create and perceive speech". Aligned with the concepts and issues of the anthropocentric paradigm, various areas of linguistic research such as linguoculturology, cognitive linguistics, psycholinguistics, etc., have emerged and are thriving successfully.

Linguoculturology is a product of the anthropocentric paradigm in linguistics, which has been developing over the past decades. V.A. Maslova believes: "The main directions in modern linguistics, which are being formed within the framework of this paradigm, are cognitive linguistics and linguoculturology, which should be "focused on the cultural factor in a person" (V.N. Telia). Consequently, linguoculturology is a product of the anthropocentric paradigm in linguistics, which has been developing in recent decades.

The anthropocentrism in language within linguocultural studies is evident in the interaction between language and culture, their interdependence, and a

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form of dialogue. V.V.Vorobyov gives the following definition of cultural linguistics: "Cultural linguistics is a complex scientific discipline of a synthesizing type that studies the relationship and interaction of culture and language in its functioning and reflects this process as an integral structure of units in the unity of their linguistic and extralinguistic (cultural) content using system methods with a focus on modern priorities and cultural institutions (a system of norms and universal values)". Linguoculturology emerged as an independent field in linguistics during the 1990s. The term "linguoculturology" gained prominence in connection with the works of the phraseological school led by V.N. Telia, as well as the contributions of Yu.S. Stepanov, A.D. Arutyunova, V.V. Maslova, and other researchers. While culturology explores an individual's self-consciousness in relation to nature, society, history, art, and other aspects of their social and cultural life, and linguistics examines the worldview reflected and encapsulated in language through mental models of the language's representation of the world, linguoculturology focuses on the dialogue and interaction between language and culture as its subject.

Cognitive and linguocultural approaches to interpreting linguo-mental formations, which encompass concepts, enable a more comprehensive and accurate understanding of the deep connections between language, consciousness, and culture. The integrative nature of linguocultural concepts, combining linguocultural and mental-cognitive information in their content, allows for a synthesis to some extent, bridging cognitive and linguocultural approaches in the examination of human concepts. "Linguocognitive and linguocultural approaches to understanding the concept do not contradict each other, but, on the contrary, complement each other, since these are two sides of the same phenomenon, reflecting two phases of one psycho-mental process: the addition of a word and its meanings, the inclusion of a word in a cultural context when it becomes the key to understanding culture. These approaches differ in vectors in relation to the individual: the linguo-cognitive concept is the direction from individual consciousness to culture, and the linguo-cultural concept is the direction from culture to individual consciousness".

Culture stands as a fundamental concept in linguistic and cultural studies, prompting the examination of its ontology, semiotic nature, and other characteristics. It represents a specific level of historical development within society, embodying the creative power and capabilities of humans. Culture manifests itself in various forms of people's lives and activities, as well as in the material and spiritual wealth they generate. The term "culture" involves the interpretation of a particular historical period (such as ancient culture), specific societies, nations (e.g., Uzbek culture), and distinct areas of human activity or life (e.g., labor culture, artistic culture, lifestyle culture). In a narrower sense, the term "culture" is exclusively applied to the realm of a person's spiritual life.

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THE ORIGIN OF SPECIES NAMES: A LOOK INTO ANIMAL NAME ETYMOLOGY OF ENGLISH LANGUAGE

M. Khidirova¹

Abstract:

Each name serves as a key to a story. The weight and wisdom of our predecessors' observations and insights are embodied in every term, whether it is an ode to mythological deities, an echo of an animal's cry in the wild, or a detailed description of odd physical features. By figuring out the derivation of animal names, we not only preserve the linguistic legacy that provides a window into the past of civilizations, but we also deepen our comprehension of nature. By examining these aspects within the article, readers can gain a deeper appreciation for the way language encapsulates ecological diversity and human ingenuity.

Key words: etymology, origin of names, wild animals, linguistic evolution, cultural influence, historical context, folk etymology, loanwords.

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Introduction

Understanding the etymology of species names involves a journey across different disciplines such as linguistics, anthropology, natural history, and even geography. This multidimensional pursuit reveals more than just the origin of names; it reflects the history of human knowledge and interaction with these animals. Through the study of etymology, we learn how language has evolved. For instance, many animal names in English are borrowed from other languages, often Latin or Greek, which were historically used in the scientific classification of species. Exploring these roots can provide a fascinating glimpse into the evolution of taxonomy and how it has shaped our understanding of biological diversity. Some animals are named after figures from mythology or with reference to cultural beliefs. The names often mirror the significance humans have attributed to these creatures and can vary substantially from culture to culture. Understanding the names of species also has direct implications for conservation efforts. Names that underscore a species' rarity, its unique habitat, or its role in the ecosystem can raise awareness and sensitivity toward the challenges faced by these animals. By exploring etymologies, we remind ourselves of the diversity of life and the importance of preserving it. These geographical attributions are more than just identifiers; they spin a narrative of discovery and exploration, and sometimes they preserve the names of lost or ancient places. The naming of species is far from a static or dry exercise; it's a window into our world's complex tapestry, infused with science, art, and the fundamental human curiosity that drives us to know and name the beings with whom we share our planet.

Materials and methods

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Many linguists have studied the etymology of the English language. Some particularly influential scholars including Eric Partridge[2], Ernest Weekley[3], Anatoly Liberman[1], Philip Durkin[4], and many others have contributed to our understanding of where English words come from and how they have taken their current forms. The study of etymology in the English language is an ongoing and ever-expanding field, with new research continually contributing to our knowledge base. Investigating the etymology of animal names involves several scholarly methods. These strategies combine linguistic analysis with historical research to uncover the origins and development of words. Linguists study the historical development of languages to understand how words have evolved. This involves comparing cognates (words that have a common origin) across different languages. Examining ancient texts and historical documents to find the earliest uses of words and tracing their origins and changes in meaning over time. Utilizing dictionaries, especially historical and etymological dictionaries, allows researchers to see how the definitions and spellings of words have changed. Drawing from other academic disciplines such as anthropology, zoology, and botany to understand cultural, historical, and biological contexts that have influenced the naming of animals. Breaking down words into their constituent parts roots, prefixes, suffixes to uncover their structure and original forms. Through these methods, we can uncover not just the origins of animal names but also the journeys these names have undertaken across languages and through time, reflecting a confluence of culture, history, and science.

Discussion and results

When annotating etymology, it's important to consider the interplay of different languages, cultural exchanges, and the physical characteristics or behaviors that led to the naming of an animal. Some names have a straightforward derivation, while others might have a more complex historical background involving multiple language influences. Here some examples of such animal names:

1. "Elephant"- from Middle English "elefaunt", from Old French "elefant", from Latin "elephantus", from Greek "elephas" (genitive "elephantos"), probably from a non-Indo-European language, likely Phoenician. The word is related to the animal's large size and distinctive shape [5].

2. "Tiger"- through Middle English "tigre", from Old English "tigras" (plural), and Latin "tigris", which is derived from the Greek word "tigris", which possibly originated from a Persian source. The name emphasizes the animal's fierce and striped appearance [6].

3. "Kangaroo"- An English loanword from the Guugu Yimithirr, an Australian Aboriginal language, possibly from "gangurru", referring to a grey kangaroo. The name was first recorded as "kanguru" on 12 July 1770 in an entry in the diary of Sir Joseph Banks; this was during Lieutenant James Cook's first voyage to the Pacific [7].

4. "Giraffe" - The name comes from the Arabic word "zarāfah", possibly meaning "fast-walker". The word was used in Middle English as "gerfauntz", and has been influenced by the Italian name "giraffa" from around the 16th century [8].

5. "Hippopotamus"- From Late Latin "hippopotamus", from Greek "hippopotamos", from "hippos" meaning "horse" and "potamos" meaning "river" hence "river horse" reflecting the animal's semi-aquatic lifestyle and some horse-like physical features [9].

6. “Rhinoceros”- the word originates through Latin from the Ancient Greek “rhinokerōs”, which is composed of “rhino-” (“nose”) and “kerōs” (“horn”), an apt description of this animal’s most prominent features [10].

The etymology of animal names often uncovers a tapestry of linguistic influences including Old and Middle English, Latin, Greek, indigenous languages, and various modern languages. This reflects the history of cultural contacts and trade, colonial exploration, and scientific exchanges. A significant number of animal names have been chosen based on a description of the animal itself. This might include physical traits (like with the “rhinoceros” or “nose horn”), behaviors (such as “squirrel” from a Greek word meaning “shadow tail”), or habitats (“hippopotamus” or “river horse”). Some names reflect various cultural or mythological significance attributed to animals. For instance, the “lemur” meaning “spirits of the dead” in Latin, indicates how the animal’s nocturnal habits influenced its name based on local mythologies. The usage of local names by indigenous populations that were then adapted into English highlights the importance of original interactions with these species. “kangaroo” and “wombat” are examples of names derived from Aboriginal Australian languages. Learning the etymology of wild animal names can be quite a rewarding endeavor, and it has several important aspects. The etymology of animal names often provides insight into the languages and cultures that named them. This knowledge helps to appreciate the interconnections of language, culture, and the natural world throughout human history. By understanding the roots of animal names, it can be easier to remember and recall them. Etymologies often provide mnemonic aid since the names can be associated with their meanings or the reasons they were given. An animal’s name can sometimes reflect an aspect of its habitat or behavior that is crucial to its survival. Understanding these can foster a deeper appreciation for the species and highlight the importance of their conservation. Some animal names have deep cultural, spiritual, or mythological significance. Learning etymology helps in respecting and acknowledging the cultural heritage and the value systems associated with these animals. By studying the etymology of wild animal names, one can not only enhance his or her engagement with the world of natural history but also contribute to a broader understanding and communication across different fields of knowledge.

Conclusion

In concluding exploration of the etymology of animal names, it’s clear that such an investigation is much more than a simple tracing of linguistic roots. The study of these names opens a broad perspective on the interaction between language, culture, and science throughout human history. The names we use for animals are more than mere labels; they carry with them the weight of our collective curiosity about the natural world, our drive to classify and understand it, and our desire to convey this understanding through language. In short, the investigation of animal name etymologies not only enhances our understanding of the English language but also provides a window into historical human-animal interactions, the influence of different cultures on English, and the evolving nature of taxonomy. It deepens our connection to the natural world through language and history, reinforcing the complex relationships forged over centuries between human societies and the animal kingdom.

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EUPHEMISM AS A MEANS OF COMMUNICATION

H. Akhmedova¹

Abstract:

The following thesis closely deals with the subject of the notion euphemism and its function in the spoken and written speech as well as it reveals to identify the internal effectiveness of this linguistic device.

Key words: euphemism, circumstances, correctional facility, political correctness, cycle of language, put to sleep.

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Euphemisms are gentle, polite expressions that are used in place of disagreeable language when expressing sadness or discomfort. The word "euphemism" comes from the Greek word "euphēmismos," [1,344] which means "to sound good." In ordinary discourse, euphemisms are frequently employed to defuse awkward situations. A few instances of euphemism are as follows:

Tyler, we have to let you go.

"Letting someone go" equates to firing them. This is a euphemism that sounds far more pleasant than the actual terrible circumstances. One more example for euphemism is below

Jimmy received a letter from a prison.

According to Tom Howard [2;34] "correctional facility" sounds better and more formal term than "jail" or "prison." Euphemisms enable us to soften otherwise unpleasant or difficult topics when we speak, particularly to young listeners or anyone who could be upset or offended by what we are discussing. They can be used to protect kids from adult content, steer clear of awkward confessional moments with loved ones, and keep oneself from using politically incorrect language in public. Both politeness and political correctness are rife with euphemism expressions. We place a great emphasis on politeness, as seen by the widespread use of euphemisms in both formal papers and ordinary speech, both by individuals and institutions. Euphemisms allow us to soften otherwise difficult or unpleasant things when we speak, especially to children, or people who might be offended or disturbed by the situation we are talking about. They can be used to shelter children from adult subjects, avoid awkward moments of truth with loved ones, and avoid politically incorrect phrasings in public. Political correctness and politeness are both filled with euphemistic phrases. The high usage of euphemisms by organizations and individuals in formal documents and everyday conversation alike shows how much we value politeness. Similar to how they are used in everyday conversation, euphemisms are employed in literature to soften otherwise harsh or uncomfortable situations with more pleasant language. This poem serves as an illustration of euphemism:

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In his face, a parallel universe where flesh is a loose shirt dragged to the river and thrashed against rocks, appeared when I stated, "I have to lay you off." I betrayed his faith just by speaking.

In the poem "Dropping the Euphemism" by Bob Hicok, a supervisor substitutes "***I have to lay you off***" for really firing someone. He goes on to talk about "***the cycles of business***," which refers to the necessity of recruiting and firing specific employees based on the company's financial success or failure. As we can see, persons who use euphemisms to dodge the obvious are frequently chastised, particularly if their motivation is to appear more sophisticated. Euphemisms are used in literature just as they are used in everyday speech: to soften otherwise difficult or harsh situations with nicer phrases. In Bob Hicok's poem [3;24] "Dropping the euphemism" a boss uses the euphemism "***I have to lay you off***" for firing someone. He continues to discuss "***the cycles of business***," meaning the need for firing and hiring certain people depending on the financial failure or success of the business. For another example of euphemism in literature, read this extract from George Orwell's [4;56] 1984:

She is feeling under the weather today.

"Feeling under the weather" is a euphemistic way of expressing that someone has fallen ill, without directly saying so. Like euphemisms, innuendos are used to discuss something unpleasant or inappropriate without directly stating the unpleasant or inappropriate subject. Whereas euphemisms soften the harsh reality, innuendos hint at the reality. Although understatements and innuendos work similar to euphemisms, they are different due to the intention: whereas understatements and innuendos can have a variety of intentions, euphemisms always aim for politeness and avoidance of dirty or inappropriate talk. Liars are "creative with the truth," sick pets are "put to sleep," and pregnant women have "buns in the oven." Euphemisms are pervasive in everyday conversation, formal documents, political speeches, and pop songs alike. They soften difficult truths and allow for polite conversation.

Common Examples of Euphemisms.

1. "Passed away" (instead of "died") "Passed away" is a euphemism that is often used to refer to someone who has died. It is a gentler and more polite way of saying that someone has died. Instead of saying "died," which can sound harsh, "passed away" implies that the person has moved on to another place or state of being. It's used to show respect and sensitivity when talking about death.

Example sentences:

- "I'm sorry to hear that your grandmother passed away."

2. Resting in peace (instead of "dead")

"Resting in peace" is a euphemism for being dead. It implies that the person has found peace and happiness now that they are no longer alive. It is often used in a religious context, as it suggests the person has gone to a peaceful afterlife.

Example sentences:

- "He is now resting in peace."

3. "Let go" (instead of "fired")

"Let go" is a euphemism that is often used to refer to someone who has been fired from their job. It is a gentler and more polite way of saying that someone has been terminated from their position.

It implies that the person was released, rather than being sacked or dismissed. It is often used as a way to soften the blow of the news to the person who was let go, as well as to others who may be hearing the news.

Example sentences:

- "I'm sorry, but we have to let you go."

4. Between jobs (instead of "unemployed")

"Between jobs" is a euphemism that is often used to refer to someone who is unemployed. It is a gentler and more polite way of saying that someone is not currently working.

It is often used as a way to avoid the negative connotation that the word "unemployed" may have, and to present the person in a more positive light.

Example sentences:

- "She's currently between jobs but actively looking for a new opportunity."

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CLASSIFICATION OF UZBEK KINSHIP TERMS

G. Ochilova¹

Abstract:

This article describes the widening of the meaning of the terms of kinship and blood kinship with the passage of time, changes in society, new forms of family, marriage forms and changes in relations between them, and the emergence of new types of kinship terms.

Key words: ethnic kinship, blood kinship, term, historical development, linguistics.

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Of course, the terms of kinship in the Uzbek language did not appear suddenly. It has reached its current state after going through specific historical stages. Each term used in today's language has its own history, both in terms of the time of its appearance, its use in various functions, and various changes and adoption of innovations.

Kinship terms in the Uzbek language went through many periods and different stages until they became the present. The passage of time, the economic, political and cultural changes in the life of the Uzbek people have also changed the vocabulary of these languages, many kinship terms have become obsolete and out of use, the meaning circles of a series of terms expanded and changed.

Lexicalized terms used to refer to close relatives are called "kinship terms." Since these nouns deal with social behavior and communication, they belong to the sociolinguistics subdiscipline. They can be grouped and classified in a variety of ways because they can be referential terms or vocatives, which are used to directly address or refer to relatives. They can be classificatory, used for collateral relatives related by blood but not directly in a line of descent, or descriptive, signifying lineal relatives related by a line of descent. Kin spouses, also known as in-law spouses, are referred to as affinal terms. Social terms that refer to people who are not kin can be used.

It is known that in the course of its historical development, the Uzbek people have lived and mixed with many peoples who speak languages of different systems. As a result, the Uzbek language was formed in complex conditions, and its vocabulary, including kinship terms, developed by including lexical elements - terms of other languages. However, despite this, the main ethnic-kinship terms of the Uzbek language have been preserved and have expanded their scope of meaning.

From the point of view of linguistics, kinship terms and names are analyzed mainly in two ways: 1) the origin and development of terms and names: 2) from the point of view of the current status, appearance, lexical and grammatical features of terms and names and their meaning. can be checked. The first of

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these investigations is very complex and requires the cooperation of historians, ethnographers and linguists.

Modern Uzbek kinship terms are mainly divided into three groups according to their origin and meaning:

1. Consanguinity terms.
2. Kinship terms that appeared after marriage.
3. Proximity names.

1.1 The terms of consanguinity in the Uzbek language, as well as in Turkish languages, include terms that express the meanings of *mother, father, brother, uncle, aunt, grandmother (grandfather), grandmother, aunt, granddaughter*.

Consanguineal kinship, also referred to as a blood relation, is a kind of kinship that is founded on descent. Consanguineous kinship includes relationships between children of the same parents, between uncles and their nephews or nieces, and between a child and his parents. The biological reality of a genetic relationship between parents and children forms the basis of a blood relationship, also known as consanguineous kinship. Consanguineal kinship, which in its extended form includes the child's father, grandparents, uncles, cousins, and so on, begins with the relationship between the mother and child. There are various methods used to establish kinship ties. One of them is the blood-based consanguineal relationship. It is a relationship between people who share the same stock or ancestors. Consanguineal relationships can be divided into two categories: *core and peripheral* relationships. A person's parents, siblings, and children make up their core relationships; their parents' brothers and sisters make up their peripheral relationships.

1.2 The kinship terms that appear after marriage are *husband, wife, son-in-law, daughter-in-law, daughter-in-law, daughter-in-law, mother-in-law, father-in-law, mother-in-law, aunt-in-law, grandmother-in-law; terms such as stepfather, stepmother, stepchild*.

Affinity relationships are those formed through the marriage system. Although there are other ways to establish the relationship, there are essentially two main approaches. There are two more types of affinal relations, just like consanguineal relations. The following describes these affinal relations, which are core and peripheral. One's parents, siblings, and children make up their core affinal relation; parents' brothers and sisters make up their peripheral affinal relation.

1.3 This group, which is called the names of proximity, is mainly characteristic of the Uzbek language, and this term is completely different from the above two groups of terms, that is, it is the word *tutingan* with the word *tutingan* - includes terms expressed as *tutingan ota (+m); tutingan ona (+m); tutingan o'g'li (+m)*.

The first group of terms, in turn, is paired with the terms of its own group in forms such as *parents, uncles, cousins, brothers, aunts*, and expresses plural and collective meanings. Also, it can be the main source for creating words with new meanings such as *paternalism and maternalism*, taking new kinship terms such as *great-grandmother, stepmother, father-in-law* and various affixes with other word groups.

According to the expression of ethnic-kinship terms in Turkic languages, including Uzbek, they can be divided into two:

1. Terms expressed by simple (root) words are *mother, child, daughter, brother, sister, nephew, uncle, grandchild, grandfather, grandmother*, etc.

2. Terms expressed by a compound word - *mother-in-law*, *mother-in-law*, *mother-in-law*, *great-grandmother*; terms such as *stepmother*, *stepson* can be included.

I. Ismailov mentions the following explanation about the above-mentioned terms of ethnic kinship and blood kinship: "In terms of ethnic kinship, it is necessary to understand the three groups of terms mentioned above. It represents the meaning of "kinship terms" in English, that is, it has a general meaning. The second kinship term means "terms of blood relationship" in English. It covers a specific group of terms rather than a general one.

In general, kinship patterns can be defined as groups of people who are related through marriage and descent. Certain cultures view kinship ties as extending to individuals with whom one has political or economic ties, as well as other types of social connections. Kinship can also refer to the idea that uses kinship terms to classify people or groups of people into social roles, categories, and genealogy. Broadly speaking, kinship can be defined as an affinity or resemblance between entities based on some or all of the traits that are being examined.

The relationships that are made by the marriage system are called affinal relations. In this way, there are two major ways to establish the relations although there are other ways for establishing the relation. Similar to the consanguineal relations, the affinal relations also have further two types. They are core and peripheral affinal relations which are described below.

The core affinal relation consists of one's parents, siblings, and offspring and the peripheral affinal relation consists of parent's brothers, and sisters.

Kinship terminologies are used in all societies; no community exists that does not have a set of reference words that are used to describe the kinship relationships that are accepted there. Kinship terminologies range in number from roughly 10 to 30 terms, and they differ not only in the number of linguistically recognized kinship relationships but also in the ways in which these kin terms are interrelated. The first systematic study of kinship terminologies dates back to Lewis Henry Morgan's (1871) groundbreaking work in the middle of the 1800s. Morgan asked respondents for the kin terms that a terminology user would use for each of a set of genealogical relations in order to conduct a global study of structural differences among kinship terminologies. The purpose of the relations was to ascertain how kin terms in a terminology relate to lineal and collateral genealogical relations that are defined in relation to the speaker. As a result, a kinship terminology represented how a specific group organized the domain of genealogically defined kinship relations. Morgan assumed that kinship relations are determined through procreation and marriage. Consequently, kin terms have generally been taken by anthropologists to be linguistic labels for culturally understood categories of genealogical relations that are established through procreation.

It is not necessary to assume that genealogy is the foundation of kinship relations in the absence of a relationship between terminology and the social structure through genealogy. Even when taking into account the cultural interpretation of procreation, many ethnographers have observed that, for the group they are studying, kinship and kinship relations are far richer and broader than what is implied under the assumption that kinship relations are created through procreation and then expressed through genealogy.

Conclusion. The following general conclusions can be drawn about the terms of kinship and kinship names in the Turkic languages discussed above:

1) As a result of the independent development of Turkic languages in the following periods, some of the ethnic-kinship terms in one or another Turkic language were adopted from abroad. Among the ethnic-kinship terms of the Uzbek language, terms adopted from Arabic and Persian are more common than in other Turkish languages (volid, volid, amma, tog'a, xola, farzand, padar, zaifa).

2) During the development of languages, terms with new meanings were created based on the basis of blood-kinship terms, they are organized in the same system in most of the Turkic languages, in this field, terms that originated after marriage with the words in-law, stepfather, father-in-law can be shown.

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TIL PEDAGOGIKASI: O'RGANISH VA MULOQOTNI KUCHAYTIRISH*D. Rahmatova¹**Annotatsiya:*

Maqolada til pedagogikasi: o'rganish va muloqotni kuchaytirish to'g'risida turli xil ilmiy va uslubiy qo'llanmalar va metodlar haqida keng ma'lumotlar berilgan.

Kalit so'zlar: kommunikator, pedagogika, texnologiya, prinsplar, predmet.

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Kirish:

Til o'rganish kishilik jamiyatida bag'oyat muhim sohalardan biri hisoblanadi. Muloqot vositasi bo'lmish tilni tabiiy muhitda ya'ni oilada, jamoatchilik orasida yoki uyushgan holda amaliy egallash mumkin. Til hodisalariga oid bilimlar esa nazariy jihatdan o'rgatiladi. Xalqaro munosabatlar avj olgan zamonamizda tillarni bilish, ayniqsa ko'p tillilik ulkan ahamiyat kasb etadi. Mamlakatimizda tahsil oladigan o'quvchi va talabalar odatda uch tilni o'rganadilar. Ushbu tillar maxsus nomlar bilan yuritiladi. Bular quyidagilar: ona tili, ikkinchi til, va chet til. Ona tili tafakkur shakllanishida alohida xizmat o'taydigan birinchi til hisoblanadi. Ikkinchi til haqida so'z yuritilganda, unga boshqa millat vakillaridan iborat qardoshlar, qo'shnilar tili sifatida qaraladi.

Asosiy qism:

Til pedagogikasi: Ko'p tilli muhitda ona tilining qadr-qimmatini anglash, bolalarning uni o'rganishi va undan foydalanishi uchun imkoniyat yaratish muhim ahamiyatga ega. Tadqiqotlar shuni ko'rsatdiki, ko'p tillarni rivojlantirish kognitiv rivojlanish uchun foydalidir va akademik va professional kontekstda afzalliklarni berishi mumkin. Ammo shuni ta'kidlash kerakki, ona tili tilning o'zlashtirilishi va rivojlanishini belgilovchi yagona omil emas. Turli tillarga ta'sir qilish, sifatli til o'rgatishga kirish, motivatsiya va o'rganish uslubi kabi individual farqlar ham rol o'ynaydi. Xulosa qilib aytganda, ona tili tilni o'zlashtirish va rivojlantirishda hal qiluvchi rol o'ynaydi. U boshqa tillarni o'rganish uchun zamin yaratadi, kognitiv qobiliyatlarni rivojlantirishga yordam beradi va madaniy o'ziga xoslikning asosiy jihati hisoblanadi. Til o'qituvchilari sifatida biz ona tilining qadr-qimmatini tan olishimiz va o'quvchilarimizning til ko'nikmalari va madaniy o'ziga xosliklarini rivojlantirish uchun ko'p tillilikni targ'ib qilishimiz kerak. Birinchidan, ona tili tilni egallash uchun mustahkam zamin yaratadi. Bolaning dastlabki til tajribasi ularning til rivojlanishini chuqur shakllantiradi va ularning kognitiv rivojlanishiga uzoq muddatli ta'sir ko'rsatadi. Darhaqiqat, tadqiqotlar shuni ko'rsatadiki, o'z ona tilini erta yoshda o'rgangan bolalar keyinchalik boshqa tillarni o'zlashtirishda muvaffaqiyat qozonishadi. Ona tili aqliy langar bo'lib xizmat qiladi, bu bolalarga o'zlarining yangi tili va birinchi tili o'rtasida aloqa o'rnatishga imkon beradi. Bu tilni yaxshiroq tushunishga, so'z boyligini rivojlantirishga va umumiy til ko'nikmalariga olib keladi.

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Madaniyat inson hayotida hamda jamiyat taraqqiyotida ahamiyatli rol ni o'taydi. Madaniyat va til tushunchalari yonma-yon va ajralmas tushunchalar hisoblanadi. Demak, tillarni o'qitish va o'rganishda madaniyatni o'rgatish, urf-odat va an'analarni hisobga olish asosiy talablardan biridir. Barchamizga ma'lumki, hozirgi davrda chet tillarini o'rganish nafaqat shaxsiy ehtiyoj, balki umumbashariy ahamiyatga ega bo'lgan hodisa deya e'tirof etilmoqda. Tilni bilish bu o'sha tilda so'zlashuvchi xalq vakillari bilan to'liq muloqotga kirisha oladi, degani emas. Chunki, yuqorida ta'kidlaganimizdek, til va madaniyat, xalqning an'analari, kundalik turmush tarzi tilni o'rganish, tilda gapirish va tilni tushunishga katta ta'sir ko'rsatadi. Bu jarayonda esa madaniyatlararo muloqotni shakllantirish hozirgi kundagi tillarni o'rganishda e'tibor qaratilishi muhim bo'lgan omil hisoblanadi.

Madaniyatlararo muloqotni shakllantirishda har bir shaxsning alohida ijtimoiy va psixologik xususiyatlarga ega ekanligini hisobga olish zarur. Bu xususiyatlar esa "faqatgina bir-biriga taqqoslash orqaligina namoyon bo'ladi va bu qiyoslashni amalga oshirish uchun madaniy aloqa bo'lishi kerak" [Azzi va Klein, 1998: 77]. Madaniy muloqot har bir shaxsning o'ziga xos va shu bilan birga boshqa shaxslarga, boshqa millat vakillariga o'xshash ekanligini namoyon qilishga xizmat qiladi va shu orqali inson jamiyatda o'z mavqei va o'rnini belgilab oladi. Til o'rganish orqali shaxs o'z madaniyatini shakllantirishi, insoniy fazilatlarini takomillashtirishi, boshqa xalq madaniyatini tushunish orqali hozirgi davrda muhim bo'lgan tolerantlik fazilatlariga ega bo'lishi mumkin. Madaniyatlararo muloqotning shaxsga bo'lgan ijobiy va salbiy ta'sirlari yuzasidan izlanishlar o'tgan asrning 60-yillarida Amerika olimlari tomonidan boshlangan. Muloqotga kirishishni to'g'ri amalga oshirish uchun o'z madaniyatini boshqa xalq madaniyati bilan faqatgina solishtirib qolmasdan, o'sha madaniyatning o'xshashligi va farqlari, go'zalligi va qo'polligi, yaqinligi va o'z madaniyatidan yiroqligi o'rtasida mutanosiblikni belgilab olish ham muhim ahamiyat kasb etadi. Fransuz sosiologi Karmel Kamilyerining izlanishlari madaniyatlararo muloqot jarayonidagi aynan mana shu jihatlarga e'tibor qaratish zarurligini ta'kidlaydi.

Yuqoridagi sanab o'tilgan omillarni hisobga olib aytishimiz mumkinki, chet tillarini o'rganish bu insonlar va turli millatlar o'rtasidagi mavjud to'siq va chegaralarni bartaraf etishga, yer yuzidagi yashovchi barcha xalq vakillarining bir-birlarini to'g'ri tushunishlariga, hamjihatlik va o'zaro murosada yashashlariga ham xizmat qiladi. Shu sababdan, ingliz tilini o'rgatishda va o'rganishda ingliz tilida so'zlashuvchi barcha davlatlarda yashovchi xalqlarning urf-odatlarining xilma-xil ekanligini, masalan, Buyuk Britaniya va AQSHdagi madaniyat bir xil emasligi, fransuz tilini o'rganishda esa Fransiya madaniyati, Kanada va Afrika davlatlari madaniyatlari bir-biridan to'laligicha farq qilishligini e'tirof etishlik talab etiladi.

Til pedagogikasini o'rganish: Oddiy qilib aytganda, odamlar qanchqalik ko'p tillarni o'rgana boshlasa, shunchalik dunyo ahli bir-biri bilan yaxshi kommunikatsiya aloqalarini yo'lga qo'ya oladi va shu yo'l orqali bir-biriga yaqinlashadi. Ingliz tili ko'nikmalarini o'zlashtirish uchun investitsiyangizni kiriting. Bu axir dunyodagi lingua franka-ku (lingua franka – dunyoda o'z ona tilidek qabul qilingan til). Yaxshi aloqalar kamroq xatolar demakdir. Xato tarjimalar biznesda qimmatga tushishi mumkin. Til o'rganish madaniyatlar almashinuvi, jamiyatlar rivojlanishi hamda boshqa insonlarni tushunish va tinchlik uchun g'amxo'rlik qilish — ular uchun nima dolzarbligini anglash

uchun muhim. Bu dunyo bo'ylab xaridorlar va mijozlar uchun barcha turdagi imkoniyat eshiklarini ochadi. Agar siz tilni xorijga borib o'rgansangiz, unda bu ko'nikma kun-u tun yangi til bilan yashash va birgalikda dunyo mamlakatlari fuqarolari bilan ishlash aspekti, kommunikatsiya, ziddiyatlarni hal qilish va muammoni hal qilish tajribalarini sezilarli darajada oshiradi. Qo'shimcha ravishda ikkinchi va uchinchi tillarni bilish sizning hujjat (CV)ingizni boyitadi: ishga qabul qiluvchilar diqqat markazida bo'lgan ajoyib kommunikatorlarni yaxshi ko'rishadi. Buyuk Britaniyada tilni maktabdan o'rganishga chuqur e'tibor berilmaganligi tufayli mamlakat har yili £48 miqdoridan ko'p xalqaro biznes imkoniyatlarini qo'ldan boy beradi. Yangi tajribalar o'rganish (tillar kabi) aqliy sog'lomlik uchun foydali deb topilgan; nerv sistemalarini yaxshilaydi va o'zingizga bo'lgan ishonchning ortishiga sabab bo'ladi. Bu dunyo bo'ylab yangi do'stlar orttirishning eng yaxshi yo'li. Professional xalqaro aloqalar sizning kariyerangiz asosisidir. Bu muloyimlik belgisi! Sayohat chog'ida, siz mehmon bo'lgan davlatingiz tilida bir necha so'zlarni bilishingiz aholining e'tiborini tortadi va ularni xursand qiladi. qanchalik siz ko'p gapira olsangiz, tub aholi bilan shunchalik yaxshi tajriba almashishingiz va shunchalik ko'p munosabat ko'priklarini qurishingiz mumkin. Bu tadqiqotchi va kashfiyotchilar uchun ham boshqa dunyo olimlari bilan barcha ilm, sog'liq va texnologiyalarga doir so'nggi yangiliklarini bo'lishishga yordam beradi. Akademik qog'ozlarning ingliz tilida yozilganligi ularga tez-tez murojaat qilinishi sababli ham ingliz tili katta ta'sirga ega. Bir necha tillarni bilgan odamlar odatda ajoyib muammolarni yechuvchi kreativlar bo'lishadi, sababi til o'rganish sizning dunyo qarashingizni turli nuqtai nazarlardan o'rgatadi. Jamoaviy hamkorlik orzularning amalga oshishiga xizmat qiladi. Ajoyib til qobiliyatini asosan kuchli kommunikatsiya yuzaga keltiradi. Til o'rganish xotirangizni mustahkamlaydi hamda Altsgeymer va demants kabi xotira bilan bog'liq kasalliklar ta'siridan himoya qiladi. Bunday kasalliklar bizning sog'lig'imizga va butun dunyo iqtisodiyotiga bosim o'tkazadi, shuning uchun til o'rganishni rag'batlatirish bizning g'amxo'rlik tizimimizga va yuqoridagi hastalik bilan azob chekayotganlarga ham yordam berishi mumkin.

Til pedagogikasi: o'rganish va muloqotni kuchaytirish: Muloqot shaxslararo munosabatlarning asosiy ko'rinishi bo'lib, uning yordamida odamlar bir-birlari bilan o'zaro ruhiy jihatdan aloqaga kirishadilar, o'zaro axborot almashadilar, bir-birlariga ta'sir o'tkazadilar, bir-birlarini his qiladilar, tushunadilar. Shuning uchun muloqot ijtimoiy-psixologik hodisa sifatida ijtimoiy turmushning barcha sohalarida ishtirok etib, hamkorlik faoliyatining moddiy, ma'naviy, madaniy, emotsional, motivatsion qirralarining ehtiyoji sifatida vujudga keladi. Insonda yuzaga keladigan har xil ehtiyojlarni maqsadga muvofiq ravishda qondirish muloqot maromiga bog'liq bo'lib, shaxslararo munosabat barkamol avlod, komil inson g'oyalari qaror topishiga xizmat qiladi. Muloqot muvaffaqiyatining negizi shaxsning ruhiy dunyosi, ehtiyojlari motivatsiyasi, xarakter xislati, individual-tipologik xususiyati, qobiliyati, e'tiqodi kabi fazilatlar, sifatlar namoyon bo'lishi, rivojlanishi hisoblanadi. Muloqot tashqi ijobiy ta'sirlar, namunalar asosida o'zini-o'zi tuzatish, qayta tarbiyalash, shaxsiy imkoniyatini ro'yobga chiqarish uchun puxta zamin hozirlaydi, komillik sari yetaklaydi.

Pedagogik muloqot pedagogik ta'sirning ajralmas sifatidir. Bu o'qituvchi va o'quvchining ta'lim-tarbiya jarayonidagi professional muloqoti bo'lib, unda ma'lumot almashinadi va o'quvchilarga o'quv- tarbiyaviy ta'sir o'tkaziladi. Bunda ikki yoqlama muloqot yuzaga kelishining asosi sifatida o'zaro hurmat va ishonch xizmat qiladi. Pedagog o'quvchilar bilan muloqotga kirishish jarayonida ulardan hurmat kutadi. O'quvchilar ham o'qituvchidan hurmat va ishonchni

talab etadilar pedagogik ta'sirning samarali yo'li bo'lib, tajribali pedagoglar bolaning o'z-o'zini hurmatlashiga asoslangan holda munosabatlarni tashkil etadilar va shu orqali o'zaro munosabatlarni amalga oshiradilar. Muloqotning o'ziga xos 3 ta darajalari mavjud. Bular: makro darajada (katta) - insonlar bilan muloqot qilish barcha odob-axloq normalariga suyangan holda amalga oshiriladi. Mezo darajada (o'rta) muloqot ma'lum mavzu asosida kechadi (masalan, askiyada ma'lum mavzudan chekinmaslik). Mikro daraja (kichik) muloqotning oddiy shakllari, savol-javob tariqasida yuz beradi. Muloqotning turlari: shaxslararo (inson-inson), shaxsiy-guruh (guruh-guruh), ommaviy kommunikatsiya (radio, televideniye, ro'znomalar va oynomalar) kabi turlari mavjud.

Pedagogik muloqotda ijodiylik quyidagilarga bog'liq: O'quvchilar bilan o'zaro birgalikda harakat qilish (A.A. Bodalev); bolaga ta'sir qilishda uning xulq-atvorini boshqarish, o'zaro harakatning turli yo'llarini qo'llash;

- o'qituvchining o'z-o'zini boshqara olishi; o'zaro munosabatlar jarayonidagi ijodiylik xarakterini saqlay bilish.

Demak, o'qituvchi o'quvchilar bilan ziddiyatlarga borsa, qandaydir muammo tug'ilsa darhol hal qilishi lozim. Pedagogik muloqotdagi ijodiylik ham shunda bilinadi. Pedagogik muloqotda o'qituvchi bolaning ko'ziga qarab uning xayolidan nima kechayotganligini bilib olishi kerak.

Ijodiylik o'zaro munosabatlardan boshlanadi. Har bir pedagog o'z tajribasidan, uslubidan kelib chiqib bolalar bilan muloqotda bo'lishi, nostandart usullarni izlab topishi kerak. Pedagogik ta'sir ham pedagogik muloqotdagi ijodiylik orqali amalga oshiriladi.

Ijodiylikni amalga oshirish uchun quyidagilarga ahamiyat berish lozim:

- bir necha o'qituvchilarning darslarini kuzatish, unda o'quvchilarning kayfiyatini, o'qituvchining bolalar bilan bo'ladigan munosabatlarini o'rganish;

- o'qituvchining darsda qanday usullarni qo'llashi, muloqotni qanday tashkillashtirish, o'quv-tarbiyaviy muammolarni yechishini aniqlash; - o'zining muloqot texnologiyasini boshqa o'qituvchining texnologiyasiga taqqoslashi; tajribali o'qituvchilarning tarbiyaviy soatlarida qatnashish orqali muloqot jarayonidagi o'quvchilarning individual xususiyatlarini aniqlashdadir.

Kasbiy-pedagogik muloqot murakkab hodisa. Shaxs kasbiy-pedagogik muloqot qilishdan avval o'z oldiga bir necha vazifalarni qo'yadi. Jumladan, muloqot maqsadini, muloqot qachon, qayerda, necha yoshlilar bilan o'tkazilishini rejalashtiradi. Pedagogik muloqotning eng muhim bosqichi - modellashtirish hisoblanadi. Bu bosqichdan muhim, mas'uliyatli muammoni hal qilishda foydalaniladi. Masalan, darsga tayyorlanish, ma'ruzani rejalashtirish ham shu bosqichga kiradi. Birinchidan, dasturga mos ravishda dars loyihasi tuziladi. Ikkinchidan, o'quvchilarning individual xususiyatlari hisobga olinadi. Uchinchidan, dars jarayonida qo'llanadigan ta'lim-tarbiya usullari tanlanadi. To'rtinchidan, bolaning aqliy rivojlanish qobiliyati hisobga olinadi. Ikkinchi bosqich bevosita muloqot bosqichi. Buni «kommunikativ hujum» deb atash mumkin. Chunki o'qituvchi tashabbusni to'liq o'z qo'lga olib dars boshlaydi. Uchinchisi bosqich esa muloqotni boshqarish bosqichi bo'lib, kasbiy kommunikatsiyaning muhim tarkibiy qismidir.

Kasbiy-pedagogik muloqotning vazifasi texnologiyani o'zlashtirish bo'lib, unda o'qituvchi iliq munosabatlarni qo'llay oladi, natijada pedagog shaxsi namoyon bo'ladi. Darsda tashabbusni qo'lga olish usullari quyidagilardan iborat:

Sinf bilan aloqani yo'lga qo'yishda zudlik bilan harakat qilish; tashkiliy ishlardan dars jarayonining muhim bosqichiga tezlik bilan o'ta olish;

Sinfning ijtimoiy-psixologik yakdilligini, «biz» hissini shakl- lantirish;

Vaziyatga qarab bolalar bilan muloqot usullarini qo'llash; butun sinf jamoasi bilan yaxlit aloqani tashkillashtirish;

Latofat, samimiylik, sofdillikni o'zida shakllantira olish, darsda namoyon qila olish;

Taqiqlangan pedagogik talablarni kamaytirish, vaziyatga qarab ish tutish;

Mimika (yuz ifodasi), pantomimika (harakatlar), ko'z bilan ta'sir qilish (noverbal muloqot) ni faol qo'llash; O'zaro bir-birini tushunishni his qilish (V.A. Kan Kalik). Kasbiy-pedagogik muloqotning muvaffaqiyatli bo'lishida o'qituvchining kommunikativ madaniyati muhim o'rin egallaydi. Bola o'qituvchining dildan gapirayotganligini his qilib turishi kerak. Aks holda ishonchli, samimiy muloqot amalga oshmaydi. Ayrim pedagoglar bolalar bilan ularning yoshini hisobga olmasdan muloqotda bo'ladilar. O'qituvchi bola katta bo'layotganligini sezib tursa, bu uning muloqot madaniyati shakllanayotganligidan dalolat beradi.

Xulosa:

Xulosa qilib shuni aytishimiz mumkinki til pedagogikasini o'rganish va mulotni kuchaytirish eng jiddiy masalalardan biri bo'lib kelmoqda. Tili o'qitish birinchi navbatda falsafa va umumiy tilshunoslik bilan, tilshunoslikning nazariy asoslari bilan chambarchas bog'liq. Ilmiy dargohlarda o'qitiladigan o'zbek tili predmetining ilmiy asosini va mazmunini, dastavval til haqidagi fan belgilab beradi. O'zbek tili o'qitishning to'g'ri tashkil etilishi va samarali bo'lishi til to'g'risidagi lingvistik xulosalarning ilmiy va aniq bo'lishiga bog'liq. O'zbek tili o'qitish metodikasini va uning taraqqiyotini tilshunoslik fanisiz tasavvur etib bo'lmaydi. O'zbek tili o'qitish metodikasi pedagogika va psixologiya fanlari bilan ham bog'liq holda ish olib boradi. Pedagogika ta'lim tarbiya prinsplarini belgilab beruvchi fanligi va O'zbek tili darslarida ham ta'lim prinsplari qo'llash kerak.

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METHODS OF IMPROVING SPEAKING SKILLS FOR KIDS

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Abstract:

This piece of work gives useful data about the ways of improving speaking skills of children. The article informs some easy methods to make child to speak fluently in English. Moreover, it discusses the main problem that prevents young generation from expressing their ideas. It can explain some effective methods for both teachers and parents that can be very helpful to improve the speaking skills of the kid. There is information about funny games and strategies.

Key words: speaking skills, methods, language, education, children, stories, TV shows, movies, cartoons, communication, motivation, programs, shuttering, apraxia, selective mutism, tongue-tie, mystery box.

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Most parents want their children to be able to speak English fluently. English is the most common language and it's important for children to start developing language skills as soon as possible so they can communicate more easily. Spending time with your child from an early age is a key to teaching them language skills. This is especially important for children who are learning a new language, as they have a better chance of becoming good speakers. When children start speaking English from a young age, they tend to develop excellent speaking skills. Let's learn about a few ways in which you can improve your child's English-speaking skills.

Developing language skills is not difficult, but the only key to effectively grasping the gifts is to practice consistently. Daily practice can do wonders for your child's speaking skills. In this article, we have discussed some ways to help you develop the English-speaking skills of your child. One of the things that you can do is to inculcate a reading habit. This can only be done by buying your child books of his interests. It can be about their favorite fictional character, or a simple motivational storybook, with great stories and life lessons. If your child likes to be updated with the current affairs and news, make sure that you get him newspapers and magazines to read. Sit with your kid and make time for reading. Reading stories to your child can help them learn new words and improve their vocabulary. With each page filled with colorful pictures and simple language, your child will be building up their vocabulary skills. It's a great alternative to listening to audio stories, and even better if your child reads them to you himself! [1]

Decide what to watch. On the weekends, watching TV shows and movies is a terrific way to unwind. We turn to TV whenever we want to have fun. Kids who

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watch age-appropriate English television can expand their vocabulary and learn new terms. Furthermore, children's English-speaking abilities can be enhanced by the shows' use of simple English sentences. Permit your kid to watch English-language cartoons. We can select to watch cartoons in English since we live in a period when technology such as DTH and HDTV allows us to alter the language on TV shows we wish to watch. Though some children may initially find this adjustment difficult, with time they will grow to like it and pick up some basic English. Encourage Your Child to converse in English at home. Children will talk to you more because they spend most of their time at home. You have enough time to begin teaching English. They are encouraged to respond in the same tongue as a result. Learning some fundamental English phrases and conversational skills at home will help you become more comfortable speaking the language in public. Encourage them at every turn. Your child may attempt to answer in short English sentences when you begin speaking to him in the language. At first, the toddler will make errors and keep making the same ones. You have an obligation to reprimand him without upsetting them. Encourage them to give it more and try speaking again. If you make this a routine, you can get your aim. Keep A Diary in English. Some Children often love to pen down things. They have their separate notebook to write things down about their day or friends. If your kid is among one of those, ask him to pen down his thoughts in English. This will improve the English-speaking skills of the child along with the writing skills. And with time, they will develop a habit of it, making fewer mistakes and more sense. Play some English music. I love how music can lift my spirits. Everyone is greatly affected by it, thus in order to relax, individuals choose to listen to their favorite music. Just as we requested that you select to watch TV shows in English, you ought to favor listening to English-language music. The tunes follow an easy-to-memorize repetitious structure. Songs are especially more quickly remembered by children. They will improve their vocabulary and learn how to pronounce particular words by listening to these tunes. Engage in English Conversation with Friends. As kids get older, they talk to their friends a great deal. Kids will benefit by speaking English with their peers when they are at school, taking tuition classes, or on the phone. The fact that children feel so at ease with their pals is a big benefit of speaking English with them. They are able to communicate fluently since they are not under any pressure to be evaluated for their blunders.

Your child's English-speaking abilities will eventually improve, and they will be able to converse in the language with ease. Play Word Games. An exciting and engaging method to develop the vocabulary of the child is to play word games. This will enhance the knowledge of the words, and with a daily routine of playing word games, your kid will search for new terms every day from different mediums. Sing Out Loud. Rhymes and poems are other interactive ways to develop language skills in the child. With repetitive word patterns, kids tend to memorize new words. When they recite the lyrics in front of friends and classmates, they gain confidence and improve pronunciation. Kids quickly pick up the language and learn it effectively. With the constant hearing of the same words, the kids eventually register the names in their minds and eventually develop English speaking skills.

As they learn their first language, they can also improve English speaking with consistent practice with the right tips and approach. Make sure to follow a rigorous pattern to teach effectively. It is essential to provide them a suitable environment to learn a new language. The process may appear time-consuming,

but every second spent on polishing the English-speaking skills will enhance your child's confidence in the language. [2] Speech impediment, or speech disorder, happens when your child can't speak or can't speak so people understand what they're saying. In some cases, a speech impediment is a sign of physical or developmental differences.

Left untreated, a speech impediment can make it difficult for children to learn to read and write. Children with speech impediments might also have trouble socializing. There are some speech impediments like tongue tie or cleft palate that may be treated with surgery. In most cases, however, speech therapy helps treat speech impediments.[3] That speech impediments always brings forward very big problems for your child that prevent speaking fluently in a given language. Mostly children would have a sense of shame when they have these kind of speech impediments.

Stuttering. This condition may indicate developmental delay, an inherited condition or a sign your child's brain isn't coordinating the functions that drive speech.

Articulation errors. This happens when children can't form speech sounds because they have trouble with placing their tongue in the right position. Lispering is an example of an articulation error.

Tongue-tie (ankyloglossia). That is considered as a physical condition that makes it hard for children to move their tongues.

Apraxia. This condition occurs when a child's brain can't coordinate the muscles that enable speech.

Dysarthria. This condition happens when children slur their words because of brain damage.

Selective mutism. This condition happens when children become so anxious about being in certain places and situations that they can't speak.[4]

There are several very engaging games that are really effective to improve kid's speaking skills. Funny pictures- Find unusual pictures and show them to a child and make him to try using observation skill and explain the image. Teacher also can give some words or phrases that should be used. It will definitely help your child to develop his or her fluency in foreign languages.

That or this / would you rather- Those games are not useful for not only critical thinking but also helpful for developing reasoning skills: inductive and deductive. These activities are so effective for teaching completeness and clarity.

Mystery box- Put any object into the box and call the kids one by one in order to describe those objects. But they should not use the names of the objects. They must say the definition and classification of object. It is a great way to develop gestures and expressions.

Start with it- teachers can also play with different prompts like stories or complete sentences like I would love to assist, I am really glad because, or others. This helps them to explore their creativity, imagination and completeness of their speech.

Disappearing Text- if you are a parent, just write some words on the blackboard then erase them. It is so fun how many words do they remember. You can catch pronunciation errors during the game. It is so helpful for kids to practice their English. One of the most vital aspects of speaking is confidence and getting rid of the stage fear. If parents make their children to do these activities at home, they will be more confident in front of their teacher than ever before. Educators must motivate every young pupil to participate, while parents

can take time to engage their children in these activities at home. Verbal communication could be a challenge for many, however with long term practice and right support, it becomes much easier when it can be made exiting for the child learn.[5]

To take all into consideration, both educators and parents should work equally in order to prevent the kids from different troubles and problems related to improving speech. Different types of funny games and effective methods help them to tackle the issue easily.

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COHERENCE AND COHESION IN WRITING

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Abstract:

This article studies what are coherence and cohesion actually, and when we can use them appropriately in the writing. The target of writing this article is giving some information about how important is using coherence and cohesion in writing.

Key words: writing comprehension, connection, linking words, synonyms, publications, academic writing, repeated words or ideas, reference words, thematic development, substitution, ellipsis

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What are coherence and cohesion in general?

Coherence and cohesion serve for adding direct ideas and connecting them with proper way in the speech or writing. Although they are needful for speaking, they have the biggest role in the writing. Writing comprehensions always should have general meaning, obvious structure and related ideas for topic. Coherence and cohesion provide these criteria in the writing. In addition, they are associated with each other. If there is not one of them in the writing, the reader cannot understand the real concept clearly. For this reason, both of them are very essential for aiding readability and correct communication between the opinions and ideas. Besides that, they are also responsible for the thematic development. Of course, when the reader reads one of the essays or publications, he or she pays attention to its headline at first. At that time, the reader has just a little and initial meaning about the whole topic. Then he or she reads the writing with this opinion. Therefore, the writer should write the text with thematic development and do not go out of topic. Also, it causes to broke the coherence and cohesion in writing.

Where is difference between both of them?

Separating coherence and cohesion is slight complicated. Because, their concern is so similar with each other. In general, coherence is the correspondence to the one of reports. For example, there are a lot of writing types also their themes are dissimilar. To know how use the appropriate opinion or statistics is coherence. Namely, coherence is much more duty to make everything flow smoothly. When ideas and opinions are added correctly, the coherence is achieved in the writing.

In contrast, cohesion is the words that connect the sentences adequately. That is, using the definite logical bridges, synonyms, linking words in writing is cohesion. This is another important feature to reach the general meaning in the

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essays. To write cohesive essay, the writer has to give concentration to these main methods:

- repeated words or ideas;
- reference words;
- transitional signals;
- substitution;
- ellipsis;

Repeated words or ideas. This is one of the ways for achieving the cohesion in the writing. Obviously, most of students consider that repeat the same word or conjunction is not proper for writing. That's exactly right, because we repeat the matching words again and again it must be affected to the losing of cohesion in writing. Admittedly, finding synonyms will be a bit complicated for some students during writing. However, not repeat and to change just word form is the best way for saving time from thinking of some difficult synonyms and keeping the real meaning of essay. For instance:

"In academic writing every idea should be planned. Because, the plan helps to be coherent and meaningful."

Reference words. These words or phrases helps to refer to something which is mentioned earliest in the text. It can be name, place and grammatical rule. The common version of reference words is pronouns. Pronouns need exchange the name of the first thing in the writing. For example:

"Reading different books is very useful activity for our brain. It can aid to widen the outlook."

Using this method in the writing, gives being coherent and cohesive. And, the reader is not bored during reading it.

Transitional signals. This type also called linking words or cohesive devices. Linking words assist to connect the words, phrases or sentences and make relationship between them. If the transitional signals namely, linking words are used in the writing, general meaning and thematic development will be appeared distinctly. Samples of transitional signals:

- at first - for beginning the paragraph;
- in addition - to add other opinions;
- because - used for explaining the reason;
- however - used for making a contrast idea;
- for example - used for including samples;
- in conclusion - to concluding the writing;

Substitution. This method means using one word or phrase to replace another word which is written earlier. Admittedly, it is so resembled with reference words, however there is just small difference that is, the reference words always use after the main thing which is texted earlier and they are expressed with pronouns. But the substitution is usually limited to the clause which follows the words being exchanged. Moreover, *one*, *so* and auxiliary verbs like *do*, *have*, and *be*, especially used as substitutions during writing something. For example:

"Strolling in the morning is very simple and useful activity for our health, doing so can exercise our body also."

Ellipsis indicates omitting one word our several words which is already evident in the text. Sometimes it is called like *substitution by zero* because ellipsis does not substitute with any word taking its place. It can be more obvious with this example:

“Apple is one of the handy fruits among others. The first importance of it is the healthiest fruit for our teeth. The second is also beneficial for increasing of blood in the organism.”

Samples & Synonyms

As I mentioned before, there will be several and variety of opinions in one writing. For example, we will have ideas which should be connected parallel or sometimes we must link the sentences with subordinating conjunctions. Of course, it happens because of the writing content. On that time, linking words, conjunctions and phrases come to assist for adding or connecting the thoughts in the writing. And here is a table which is shown such samples of linking words.

Type	Examples
To add personal opinion:	<i>In my own opinion; to my mind; in my view; I suppose that; I strongly believe that...</i>
For listing the ideas:	<i>Firstly; to begin with; first of all; Secondly; then; next; after this/that; Finally; lastly;</i>
To show cause:	<i>Because; as; since; due to the fact that; for this reason;</i>
To show result:	<i>Therefore; consequently; as a consequence; as a result; so;</i>
For showing purpose:	<i>So that; in order to;</i>
To give samples:	<i>For example; for instance; such as; like;</i>
For adding more ideas to the one topic:	<i>Besides that/this; furthermore; moreover; apart from this/that; in addition to;</i>
To show contrast:	<i>But; however; yet; nevertheless; nonetheless; although; even though; in spite of; despite of;</i>
For concluding:	<i>In conclusion; to sum up; on the whole; all in all;</i>

How are they essential in academic writing?

Coherence and cohesion have the large influence for the academic writing. In other words, academic writing paragraphs have to be coherent and cohesive. To achieve coherence and cohesion, our sentences need to connect in a logical way with each other so that the reader understand clearly the development of our ideas and mainly what we want to say. It will be easy to evaluate for them if our essay is linked with clarity. If we use one-word, cohesive device or even idea wrongly, it can be reason for losing the main content from the essay and taking the lower mark. Therefore, in IELTS and TOEFL tests 25% of score is given because of having coherence and cohesion in the writing.

Instructor and examiner Kies gave this advice about coherence:

“Coherence is a product of many different factors, which combine to make every paragraph, every sentence, and every phrase contribute to the meaning of the whole piece. Coherence in writing is much more difficult to sustain than coherent speech simply because writers have no nonverbal clues to inform if their message is clear or not. Therefore, writers must make their patterns of coherence more explicit and much more carefully planned. Coherence itself is the product or two factors – paragraph unity and sentence cohesion.”

All in all, coherence and cohesion are inherent patterns in the writing types. They are so essential for writing the readable and expressive essays or publications. Then, the writer should know the structure of adding the true ideas and using transitional signals. Thereby, any type of writing will be coherent and cohesive by understanding the formation of writing paragraphs.

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OG'ZAKI SO'ZLASH KO'NIKMASINI SHAKLLANTIRISH

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Annotatsiya:

Har bir tilni o'rganishning 4 ko'nikmasi mavjud va ularni o'rganishning maxsus yo'llari mavjud. Tinglab tushunish, o'qib tushunish, yozish va gapirish ko'nikmalarini shakllantirish har qanday til o'rganuvchi oldida turgan asosiy maqsad hisoblanadi. Bularning orasida gapirish ko'nikmasi barcha til o'rganuvchilar uchun qiyin va ba'zi holatlarda ular umuman gapira olishmaydi. Bunga sabab esa ularda o'z kamchiliklaridan uyalish hissining kuchli ekanligi va uni boshqara olmasligidir. Ushbu maqolada siz qanday qilib o'zga tillarda gapirish ko'nikmasini shakllantirish usullarini bilib olishingiz mumkin.

Kalit so'zlar: eshitish, so'z boyligi, tinglab tushunish, to'g'ri talaffuz qilish, audio, turlar

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Kirish

Barchamizga ma'lumki, har bir tilning o'z shakl va o'rganish davomidagi qiyinchiliklari mavjud. Ularni shakllantirish va so'zlarni to'g'ri talaffuz qilish borasida har qanday til o'rganuvchi uchun qiyinchiliklar paydo bo'lishi esa tabiiy holdir. Ayniqsa gapirish ko'nikmasini shakllantirish davomida avvaliga katta qiyinchiliklar paydo bo'ladi. Keyinchalik esa ular asta kamayishni boshlaydi. O'zga tillarning o'z talaffuz qilish yo'nalishi ham mavjudligini hisobga oladigan bo'lsak, so'zlarning qanday yozilishi va talaffuz qilinishiga jiddiy ahamiyat berish kerak bo'ladi. Misol uchun ingliz tilidagi *through* so'zining o'qilish qoidasi /θru:/. Ammo talaffuzda yozilgani kabi o'qilmaydi. Sru deb talaffuz qilinadi. Bu esa til o'rganuvchini ancha chalg'itib qo'yishi mumkin. Chunki ingliz tilida bu kabi so'zlar anchagina. Tinglab tushunish ko'nikmasi bilan gapirish ko'nikmasi uzviy bog'liq hisoblanadi. Nega deganda, to'g'ri eshitgan inson uni to'g'ri tarjima qila oladi va to'g'ri javob bera oladi. Aslini olganda barcha til ko'nikmalari bir-biriga uzviy bog'liqdir, har bir til o'rganish jarayonida juda muhimdir. Xususan yozish ko'nikmasi orqali ham gapirish ko'nikmasini shakllantirish mumkin. Buning uchun mavzuga doir bo'lgan yangi so'zlar topiladi. Ular nafaqat yozishda balki og'zaki nutqda ham qo'llasa bo'ladigan so'zlarni ham yozishda ham gapirishda qo'llashi kerak bo'ladi. Aksar til o'rganuvchilar aynan shu tarzda ham gapirish ko'nikmasini shakllantiradilar. Har kuni bittadan mavzuga doir bo'lgan kerakli so'zlarni topib ular ishtirokida matn yozish va og'zaki nutqda qo'llash kerak. Yoki turli xil savollarga javobni yozib keyin yodlash ham gapirish ko'nikmasi juda past bo'lgan insonlarni 1 oy davomida IELTS imtixonida 5-5.5 ball oladigan

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darajada nutqini shakllantiradi. Savollarga javob yozish, til o'rganuvchida 60% esda qoladi va uni yodlaganda esa bu javob uning xotirasida kamida 6 oy mobaynida saqlanib turishini ta'minlaydi. Har bir o'rganuvchini til o'rganishi uchun o'z texnikasi bo'ladi. Kimdir aynan shu yozib o'qish orqali tilni yaxshi o'rgansa, kimdir esa ko'proq o'qib, ya'ni reading qismi orqali o'z nutqini rivojlantiradi.

Ayrim hollarda insonlarda gapirish ko'nikmasi grammatikasiz ham atrof – muhit orqali yaxshi rivojlanishi mumkin. Ya'ni bunda 1- muhit eng birlamchi omil vazifasini bajaradi. Bunda albatta o'rganuvchi mustaqil, ko'chadan yokida boshqa shaharga tashrifida, aynan shu tilda gaplashadigan insonlar doirasida bo'lganligida uni tezroq o'rganadi. 2-muhit esa bu bir o'quv markazi, ta'lim muassasida o'qituvchi tomonidan yaratilgan shart-sharoit muhit orqali rivojlanadi.

Muhokama va natijalar

Har qanday muammoning yechimi va natijasi bo'lganidek, gapirish ko'nikmasini shakllantirishning ham qulay bo'lgan usullari mavjud. Hozir texnologiyaning jadal rivojlanganligi sababli ham til o'rganishda ko'plab imkoniyatlar mavjud. Jumladan, ayrim mobil ilovalar til o'rganuvchilar uchun ayniqsa, gapirish ko'nikmasini shakllantirish uchun ancha qo'l keladi. FluentU-bu ilovada siz istalgan videoni tamosha qilishingiz, ekran ostida video davomida eshitgan so'zlaringizning matnini ham o'qib tushunib borishingiz mumkin bo'ladi. Bunda siz yozilishi va talaffuz qilinishi turlicha bo'lgan so'zlarni o'rganishingiz mumkin. ELSA Speak – bu ilova sizda to'g'ri talaffuz qilish ko'nikmangizni shakllantirishga ulkan hissa qo'shadi. Ulardan yana biri esa Memrise- bunda ingliz tilidagi iboralarni o'rganishingiz va qulay bo'lgan so'z birikmalarini ham yodlab olish imkoniyatiga ega bo'lasiz. Bu kabi kerakli ilovalar juda ko'p, ammo ularni faqat saralab olish va har bir odam o'z qiziqishidan kelib chiqqan holda tanlashi zarur. Ammo bir narsani ta'kidlash joizki, mobil ilovalar bu shunchaki bizga yordamchi xolos. Avvalo, biz grammatik qoidalarni yaxshi bilishimiz va bema'lol gapirib keta olishimiz uchun ustoz bilan birgalikda ishlashimiz kerak bo'ladi. Misol tariqasida shuni ayta olamanki, agar siz boshlang'ich bilimni ya'ni umumiy (general) bilimingizni yaxshi rivojlantirib olsangiz, keyin gapirish uchun ham alohida qat'iyat bilan kirishishingiz kerak bo'ladi. Har bir bosqich o'zining ko'plab vazifalariga va majburiyatlariga ega. Unda so'z yodlash tartibi, matnlarni o'qib tahlil qilish, dialoglar tinglash va ulardagi mazmunni anglagan holda to'g'ri talaffuz qilish kerak deb hisoblayman.

Ammo ayrim til o'rgatuvchilar bu usul juda eski va qiyin deb hisoblashadi. Ular boshqa bir usulni ya'ni "Shadowing" texnikasini taklif qilishadi va o'z o'quvchilarida allaqachon sinab ham ko'rishgan. Bu texnikaning asosiy vazifasi shundan iboratki, u Grammatik qoidalarsiz ham gapira olish ko'nikmasini yaratishga yordam beradi. Bu usul 1950-yil Rossiyda nutqida kamchilig bor insonlar uchun ishlab chiqilgan va televideniyalarda namoyish qilib borilgan. Undan keyin esa Amerikalik olimlar buni ta'limga ya'ni xorijiy tilni o'rganishga qo'llab ko'rishgan. Ammo bu texnika bizning mamlakatimizda ancha yillar mobaynida shakllanmagan edi. Hozirgi kunda esa bu usulni bilmaydigan insonning o'zi topilmasa kerak. Aynan bu texnikani qo'llash orqali til o'rganuvchilar to'g'ri talaffuz qilishni, so'zlarga urg'u berib gapirishni va bo'g'inlarni ham birdan talaffuzida o'rganib ketadilar. Videoda yoki audiodagi so'zlarni huddi eshitganlaridek qaytarishlari orqali ular boshlanishida qiyinchilik bilan talaffuz qilishlari mumkin, ammo bu qiyinchiliklar tezda ortda qoladi va ular keyinchalik oson bu usul bilan shug'ullana boshlaydilar. Lekin,

hammaga ham bu usul yordam bera olmaydi. Yani boshi ta'kidlab o'tganimizdek, har bir ta'limni oshirishga qaratilgan usullar ayrim toifadagi insonlarga yordam bera oladi holos. Ayrim insonlarning ongiga esa boshqa usullar qulay bo'ladi.

Yana bir qulay usul mavjudki, u so'zlarni to'g'ri talaffuz qilishni shakllantiradi. Savollarga javoblar tayyorlash, yoki biror mavzuda matn tayyorlab talaffuz qilish va talaffuz qilayotgan paytda uni telefonning ovoz yozish funksiyasiga yozib olish kerak bo'ladi. Uni eshitib ko'rib qanchalik to'g'ri talaffuz qilingani tekshirib ko'riladi. Agar to'g'ri talaffuz qilinmagan so'zlar miqdori ko'p bo'lsa, xatolarni tuzatib yana qayta ovoz yozib olinadi. Odatda to'g'ri talaffuz qilishni shakllantirish uchun bu usulni 7 yoki 8 marta qayta va qayta bajarishga to'g'ri keladi. Albatta, biror natijaga erishish uchun keraklicha vaqt va mashaqqat kerak bo'ladi.

Bundan tashqari yana bir usul sifatida ingliz tilidagi "Retelling" ni keltirishimiz mumkin. Bu usulda siz biror video ko'rishingiz kerak, yoki biror bir kattaroq hikoya olib uni o'qiymiz va uni sherikimizga qarab o'qib beramiz. Bu usulda ya'ni siz o'zingiz eshitgan textni qaytarib aytasiz, bu orqali ham nutq, ham sizning so'z boyligingiz va talaffuz qilishingiz yanada oshadi. Retelling texnikasi uchun agar siz sherik topolmasangiz, o'sha eshitgan textlaringizni huddi o'zidek qilib, ko'zguga qarab aytib berishingiz ham mumkin. Bu usul sizda o'zingizga ishonchni oshiradi va hayajoningizni bosadi, bu tilda gaplashishga uyalayotgan insonlarda nutqni ravon va chiroyli tarzda ifoda etishga yordam beradi.

Xulosa

Xulosa o'rnida shuni aytishimiz mumkinki, gapirish ko'nikmasini shakllantirishda uyatchan bolalar bilan ishlashda ancha qiyinchiliklarga duch kelishimiz mumkin, ammo barchasida ham emas. Bizning o'zbekona odatlarimizda farzand kamroq gapirishi va ko'proq tinglashi kerak hisoblanadi. Ammo ingliz va boshqa xorijiy tillarda esa ko'proq tinimsiz gapiradigan, gapdon bolalar gapirish ko'nikmasini tezda rivojlantiradilar. Xalqaro til bilish imtixonlarida ham aksar gapdon o'rganuvchilar gapirish ko'nikmasidan yuqori bahoni qo'lga kiritadilar. Chunki ular o'zlaridagi qo'rquvni, o'zlarida uyalish hissini yengib o'tgan bo'lishadi va ular xato gapirsalar ham gapirishdan to'xtamaydilar. Til o'rganuvchilardagi eng katta qiyinchilik bu o'zlikdan uyalish hissi bilan yashash. Qanchalik til o'rganuvchi yangi usullarda mashq qilmasin, qulay ilovalardan foydalanmasin va hattoki grammatikani ham zo'r o'rganmasin agar o'zidagi qo'rquvni va uyatni yenga olmas ekan, u hech narsaga erisha olmaydi. Aksar til o'rganuvchilarning asosiy maqsadi yetarli darajadagi til sertifikatiga ega bo'lish. Ular shuning uchun ham tilni faqat imtixonga kirish darajasida o'rganadilar. Ammo bu notog'ri. Uni kundalik hayotimizga doimiy til sifatida olib kirish kerak. Bunda asosan og'zaki nutq muhim rol o'ynaydi. Uydagi barcha uy anjomlarini xorijiy tilde yodlash, kundalik muhim so'zlashuvlarni yodlash va amalda qo'llash, o'rganayotgan tilni huddi o'z ona tilidek ko'p qo'llashi kerak bo'ladi. Aynan mana shu holatdagina gapirish ko'nikmasini tez va oson shakllantirish mumkin.

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THE IMPORTANCE OF PHRASEOLOGY IN TEACHING A LANGUAGE

N. Iskandarova¹

Abstract:

This article devoted to analyze the importance of phraseology in teaching a language. Moreover, information about classification of phraseological units in English were noted.

Key words: phraseological unit, lingual aspects, corpus linguists, verbum meaning, words-components, phraseological synonyms

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Introduction

One area that is a source of some confusion in second language acquisition is the field of phraseology that is defined as the study of word combinations and a phraseological unit is defined as being made up of at least two words. It is rather difficult to define the meaning of a phraseological unit as it is connected with many lingual and extra lingual aspects – logical and psychological, historical and philosophical. Lexis and syntax, or vocabulary (phraseology as a part of vocabulary) and grammar, have traditionally been viewed as discrete aspects of language in teaching (Hoey, 2005; Romer, 2009), but a growing number of scholars from a variety of theoretical camps within applied linguistics and second language acquisition argue that the two are in fact inseparable (e.g. cognitive linguists, constructionists, and corpus linguists). The importance of phraseological studies is permanently discussed as it demonstrates the interrelation between the language and the society. The article is centered on the problem of meaning of word-components in a phraseological unit. Considering all possible points of view, the authors keep to the four types of word-components in phraseological units: real words– word-components with ad verbum meaning; potential words– word-components with weak meaning; “former” words – word-components with re-comprehended meaning; “ghost-words”- with word-components that do not exist in the language.

Main body

As you know, word combinations which are turned into phraseological units are included in complex semantic processes. Phraseologists have not yet reached a common opinion on a mechanism and regularities of changing a semantic essence of words-components of phraseological units. A formal semantic structure of the phraseological unit, i.e. the study of its plane of content and plane of expression, represents a special issue. In other words, the question is how elements of semantics of phraseological units are classified by their lexical components, i.e. a degree of a so-called semantic combination and semantic dividedness of the phraseological unit [1]. Phraseological units are stable expressions that cannot be translated literally, since they have their own

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meaning, which differs from the meanings of individual words in the expression. This is an integral part of the English language, they are found in dialogues, letters, books, etc. Phraseologisms can be formed in different ways. Some of them have historical roots or are associated with specific cultural and social contexts. For example, the expression to break the ice (to break through the ice) arose in those days when ships used an ice ax to break through the ice cover. Even centuries later, this expression is used in everyday speech.

Other phraseological units arise with the help of metaphors and symbols. Consider the expression to be over the moon (to be in seventh heaven). It expresses happiness, and its origin is associated with the idea that somewhere at the very top of the universe is the seventh heaven, the sacred territory of the gods and angels. Some phraseological units are nothing more than a play on words. For example, to have a frog in one's throat (speak with a scratchy throat). This expression means that a person has health problems. But its origin is due to the fact that the voice, when tickled, resembles the croaking of a frog [2]. Phraseological synonyms also play an important role in the field of phraseology. Phraseologisms can be used to express any idea, but with the help of phraseological synonyms they can be used in different contexts in different stylistic ways. The components of phraseology are often figurative. Phraseologisms, which are composed of components that have a figurative meaning has their original meaning hidden behind them. There are also synonyms that have the same meaning in different languages and can be equivalent to each other. "The exact equivalent is a phraseology that has the same meaning in different languages," said Borisova in her scientific views. Such phrases can be found in different languages. However, the translations of their meanings do not always match. Also, if we want to translate them as expressions, expressions such as from head to toe from thread to needle from hair to tail are synonymous phraseological units that are equally suitable for translating these phraseologies. The family is an important society of intra family relations between people. The group of phraseological units reflecting family or kinship relations includes units that reveal the national and cultural characteristics of marriage, family, clan and family relations [Terpak, 2006, p. 9]. The group of phraseological units reflecting family or kinship relations includes units that reveal the national and cultural characteristics of marriage, family, clan and kinship [3].

In the Uzbek linguistic culture, the male stereotype consists of the following concepts: education, work, marriage, family, the role of breadwinner, responsibility, caring for parents, career advancement, ensuring the future for children, caring for grandchildren. As can be seen from the components of the male gender stereotype, masculinity, career growth, the role of breadwinner, and family are identical in both languages. However, in the Uzbek linguistic culture, the stereotype of a man requires more responsibility and care, and not only about his family, but also about his elderly parents and even grandchildren. Such a chain of mutual concern in Uzbek culture strengthens family ties and removes a man from unnecessary entertainment. The concept of "kinship relations" is reflected in linguistic units with kinship terms that convey information about the types of kinship [4]. The study of phraseological units with the terms of kinship made it possible to divide kinship into two main groups:

1. Blood relations and close family relations;
2. Distant kinship relations, including clan ties.

This classification of family relationships was first proposed by Yu.I. Levin, who distinguished blood and non-blood relationship. From multi-system languages in this paragraph to the analysis English and Uzbek phraseological units related to the concept sphere “family” are involved. The diversity of these languages makes it possible to conduct a typological study of the reflection of the concept of “family” in English and Uzbek phraseological units and to identify the national specifics of family traditions and relationships.

Phraseological unities are much more numerous. They are partially motivated word-groups because their meaning can be usually guessed from the meaning of its components through the metaphorical meaning of the whole phraseological unit. The classification of phraseological units on a semantic principle was suggested by the prominent Russian scholar V.V. Vinogradov, who made the great contribution to this branch of linguistic science. He took into account the degree of idiomaticity (motivation of meaning) of phraseological units that is the relationship existing between the meaning of the whole and the meaning of their component parts. In other words, he considered the degree of semantic cohesion between the components of phraseological units: the more distant the meaning of a phraseological unit from the current meaning of its constituent parts, the greater is its degree of semantic cohesion. Thus, according to this principal Academician Vinogradov V.V. pointed out three types of phraseological units, namely phraseological fusions, phraseological unities and phraseological collocations. Phraseological fusions are completely non-motivated word groups. The meaning of the whole in phraseological fusions cannot be deduced at least synchronically from the meanings of its constituent parts [5]. So, the degree of motivation is very low in this case, and idiomaticity is, as a rule, combined with complete stability of the lexical components and the grammatical structure of the fusion. Phraseological fusions are specific for every language and do not lend themselves to literal translation into other languages.

Usage of phraseological units. English phraseological units must be memorized only as integral expressions, always check the meanings in the dictionary, pay attention to examples of use, avoiding translating them into words. So, the expression to let the cat out of the bag has nothing to do with cats (cat) and bags (bag), but was formed at one time due to the fact that sellers at fairs used bags with cats instead of real goods to deceive buyers. If you use this expression, you must remember that it means to give away a secret or expose someone's plans, not to free a furry pet. In addition, phraseological units can have different levels of formality. Most of them are more suitable for colloquial speech. For example, in the meaning of starting something, the expression to get the ball rolling is more informal than to commence proceedings. Therefore, it is important to keep track of what is appropriate to use in a friendly conversation, and which expressions are best avoided in business documents. Phraseologisms can have different degrees of use depending on the region and culture. To take a rain check (reschedule to another day) is a very popular phrase in the US, but may not be familiar to native English speakers from other countries.

Conclusion

To sum up, all possible points of view are discussed and four types of words in phraseological units are defined: real words, potential words, “former” words, ghost-words. The process of phraseological units forming is complicated and continuous theoretically and practically that is connected with the development of civilization and teaching phraseology should consider both linguistic and extra

linguistic aspects. Successful foreign language teaching presupposes knowing both the methodology of teaching and the theory of the language. Teaching phraseology is a part of cultural approach to foreign teaching and organizing vocabulary, phraseology according to structure of components is a linguistic approach in English teaching vocabulary. Therefore, in order to avoid misunderstandings when using phraseological units, it is important not only to know their meaning, but also to take into account the context, the level of formality and the dialect of the interlocutor with whom you are communicating.

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THE BACKGROUND, OBJECTIVES, AND TASKS OF PEDAGOGICAL DIAGNOSTICS; THEIR SIGNIFICANCE IN FOREIGN LANGUAGE INSTRUCTION

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Abstract:

The background, goals, assignments, and importance of pedagogical diagnostics in the context of teaching foreign languages are all thoroughly explored in this article. In order to support successful language teaching and learning practices, the author emphasizes the significance of systematic assessment and data-driven decision-making, drawing on insights from educational psychology, assessment theory, and language learning research. The paper clarifies the pedagogical diagnostics' many goals—such as determining learning needs, evaluating language competency, and guiding teaching practices—through a thorough examination of the diagnostics. A thorough discussion of the pedagogical diagnostics tasks—which include creating assessment tools, evaluating student performance, and tracking advancement—is provided, with a focus on how these tasks support tailored learning experiences and cater to the needs of individual students.

Key words: educational psychology, assessment theory, linguistic competence, cultural competence, intercultural understanding, personalized learning, data-driven decision-making, foreign language instruction, assessment, language proficiency, learning needs, instructional practices, and pedagogical diagnostics.

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Introduction.

A crucial part of education is played by pedagogical diagnostics, especially when it comes to teaching foreign languages. Teachers can evaluate student progress, pinpoint areas for growth, and modify instruction to fit each student's unique learning needs by knowing the history, goals, and tasks of pedagogical diagnostics. This essay will examine the value of pedagogical diagnostics in teaching foreign languages and how it affects both teachers and students.

The origins of pedagogical diagnostics can be found in the disciplines of assessment theory and educational psychology, where researchers have long highlighted the value of data-driven decision-making and systematic evaluation (Brown, 2014; Harmer, 2007). It is becoming more and more clear that educators need efficient diagnostic tools and methodologies as they struggle with the complexities of language learning and teaching. Foreign language instruction has seen a rise in the use of pedagogical diagnostics, a comprehensive framework for evaluating student learning and guiding instructional practices.

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There are many goals for pedagogical diagnostics in foreign language training. First, according to Richards and Rodgers (2014), the goal of pedagogical diagnostics is to evaluate students' language proficiency in a range of skill areas, such as speaking, listening, reading, and writing. Through assessing students' proficiency in each of these domains, teachers can acquire important knowledge about their language assets and limitations. Furthermore, the goal of pedagogical diagnostics is to pinpoint the unique requirements and difficulties that students might have when learning a language (Lightbown & Spada, 2013). Whether it's learning new vocabulary, grasping grammar rules, or honing pronunciation, diagnostic evaluation identifies areas in which students need focused assistance and intervention.

There are many different and intricate tasks related to pedagogical diagnostics in foreign language instruction. Creating and utilizing assessment tools that precisely gauge students' language ability and communicative competence is one of the most important tasks (Bachman & Palmer, 2010). Standardized tests, performance-based evaluations, oral interviews, and portfolio assessments are a few examples of these tools. Furthermore, studying students' language performance and production to pinpoint misunderstanding areas, recurring mistakes, and linguistic patterns is known as pedagogical diagnostics (Norris & Ortega, 2000). With the use of error analysis, teachers can create instructional interventions that specifically target students' learning needs and give them focused feedback.

Moreover, pedagogical diagnostics entails continuous observation and assessment of learners' advancement over time (Larsen-Freeman & Anderson, 2011). Teachers can decide on curriculum alignment, instructional pace, and content sequencing by monitoring students' language development and proficiency levels. Additionally, by using diagnostic assessment data, educators can personalize learning experiences and differentiate instruction to meet the unique needs and learning preferences of their students (Tomlinson, 2017).

Pedagogical diagnostics tasks: Pedagogical diagnostics is a collection of tasks designed to evaluate different facets of students' language learning process. These assignments could consist of:

1. Language Proficiency Assessment: Using performance tasks, authentic assessments, and standardized tests, teachers can determine how proficient their students are in speaking, writing, listening, and reading.

2. Error analysis is the process of identifying linguistic patterns and frequent mistakes made by students in order to identify areas of confusion or difficulty.

3. Feedback and Assessment: Giving students timely feedback on their language proficiency and development in accordance with predetermined standards and benchmarks, as well as assessing their overall performance.

4. Customized instruction includes differentiated instruction, scaffolding, and focused intervention techniques to match each student's unique needs and learning preferences.

It is impossible to exaggerate the importance of pedagogical diagnostics in teaching foreign languages. Being able to communicate in a second language is becoming more and more important in today's globalized society for personal, professional, and academic reasons (Crystal, 2003). Byram (1997) asserts that pedagogical diagnostics enables educators to create meaningful language learning experiences that foster students' linguistic proficiency, cultural competence, and intercultural understanding. Teachers can establish inclusive

learning environments that celebrate linguistic diversity and promote communicative competence across languages and cultures by adopting a diagnostic approach to teaching and assessment.

In conclusion, pedagogical diagnostics is essential to teaching foreign languages because it gives teachers important information about the needs and processes of their students' language acquisition. Through an awareness of the history, goals, and tasks associated with pedagogical diagnostics, teachers can create meaningful language learning outcomes and assist students' language development through well-designed instructional interventions.

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THE IMPORTANCE OF TEACHING CONTENT IN LEARNING ENGLISH SPEECH

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Abstract:

This article discusses the content and importance of teaching English in technical universities.

Key words: pedagogical skills, learning content, self-study, linguistic methodology, association

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Interdisciplinary communication is of great importance in teaching English or any other subject. At a time when rapid changes are taking place in various fields and international political, economic and cultural ties are becoming increasingly thick, it means that we need to master foreign languages in a deep, wide and perfect way. We also increase the effectiveness of education only if every teacher in the field of education, using their knowledge and pedagogical skills, uses them in practical experiences, based on their own circumstances.

The teaching of a foreign language in technical universities requires a new natural approach. The content of teaching English speech is organized under the following names for 1st, 2nd, 3rd courses: Topics, Lexics, Grammar, Pronunciation, Listening, Speaking, Reading, Writing, Crosscultural, Self-study. reflects.

Speech requires the ability to use language material to express an idea or to understand an expressed idea. To achieve this, a strong and flexible connection, an association, must be established between the means of language and the content of speech. Three-step methodological skills are used in practice to build lexical skills:

1. The presentation phase consists of introducing a new lexical unit and performing its initial lexical actions;
2. Perform lexical exercises. This stage is mainly focused on skill building;
3. The stage of application of the lexical phenomenon in the types of speech activities. Lexical skills are used in speech and work is done to turn them into skills.

Vocabulary serves to shape skills, not to absorb knowledge. One of the most important issues is to determine the level of lexical skills and speaking skills acquired by students of technical universities in English and to determine the program requirements in this area. Students have a certain level of knowledge, skills and competencies in English and need to improve them again.

Within the context of a technical university, students first learn the abstract concept and simple rules of foreign language phenomena and, secondly, the information expressed through that language. In the process of learning English speech, students receive not only knowledge but also education. Their cognitive

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activity is increased and their spiritual needs for language are met. Students achieve spiritual maturity by comprehending (reading / listening) English texts in class and exchanging information (receiving / giving) in comprehension (speaking / writing). Depending on the facts of general and specific linguistics, the typology of difficulties associated with the phenomenon of interlingual interference is determined, and the selection and organization of educational material is carried out. Linguistic information about the central role of the word in the language system, based on information from the theory of speech activity, confirms that it plays a key role in the reception and transmission of information in speech. Both attitudes are important for being able to speak a language: the first ensures that words in that group are selected according to their meaning, and the second ensures that they are connected correctly when used in a sentence. The solution of this whole set of problems is related to linguistics, the nature of the language material, the concept of language and speech, their interrelationships and functions, language contacts.

The essence of the goal is to develop the mental (educational), emotional (educational) and motivational (speech tendencies) aspects of students of technical universities. As for the content of foreign language teaching, its components are defined in lingovomethodics: (1) speech topics included in the program, (2) speaking skills and competencies, and (3) language material. The institute provides general information about the phonetic side of the language, grammatical structure and vocabulary, depending on the age and level of knowledge of students. It is in connection with this knowledge that the norms of writing and stylistics are taught. The content and scope of these are determined in the foreign language subject programs, and their content is described in textbooks. Vocabulary training, especially vocabulary training, should be explained in relation to social events and changes in life. In this case, the teacher should use the materials of the local press and fiction.

The topics selected for teaching English in technical universities include, in general, (1) "Our Institute", (2) "My Specialty" and (3) "Cultural Capitals of Uzbekistan".

In the case of specialization in any field, in addition, another topic is included under the title "Future specialization of students."

Conclusion.

In this case, the task of teaching / learning sectoral terminology is also set. Terms are selected separately for each Technical University, for example, chemistry, mathematics, physics, etc. Being able to communicate in English in their field of specialization, understanding and responding to the opinions of others (orally / in writing), in turn, requires more independent work and research in practice.

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TA'LIM JARAYONIDA LINGVODIDAKTIKANING O'RNI*N. Ne'matova¹**Annotatsiya:*

Ushbu maqolada zamonaviy lingvodidaktika kompetentsiyalarining roli muhokama qilinadi. Lingvodidaktikani ta'lim jarayoniga tadbiq etish haqida so'z yuritiladi. Lingvodidaktikadan foydalanish orqali talabalarning ham fan yuzasidan kerakli bilim va ko'nikmalarga ega bo'lishlari bilan bir qatorda ularning kasbiy ko'nikmalarini ham rivojlantirish ko'zda tutiladi va samaradorliklari aytib o'tiladi.

Kalit so'zlar: lingvodidaktika, kompetentsiya, kasbiy kompetentsiya, yangi pedagogik texnologiya, lingvistik bilimlar, o'qitish usullari, tinglab tushunish, axborot bilimlari

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Shiddat bilan rivojlanib borayotgan hozirgi sivilizatsion davrda har bir soha jadal suratlarda modernizatsiyalashib bormoqda. Shu jumladan, ayniqsa ta'lim sohasiga bo'lgan e'tibor kundan kunga ortib bormoqda. Shunday ekan, barcha ta'lim muassasalarida bugun ta'lim va tarbiya jarayoniga alohida e'tibor qaratilmoqda va yildan yilga rivojlantirilmoqda. Lingvodidaktika ham aynan ana shu asnoda ta'lim jarayoniga kirib kelgan. Lingvodidaktika atamasi 20-asrning ikkinchi yarmida paydo bo'lgan bo'lib, dastlab lingvodidaktika atamasi N.M. Shanskiy tomonidan ta'lim jarayonida qo'llanilgan. Lingvodidaktika atamasi lotin tilidan kirib kelgan bo'lib "lingua"-"til", "didaktikos"-"o'qitish" kabi so'zlardan tashkil topgan. Olimlar orasida ushbu yangi ta'limot to'g'risida turli xil farazlari bo'lgan ba'zi olimlar ushbu ta'limotning kelajakdagi tutadigan o'rni to'g'risida hech qanday jo'yali farazlari bo'lmagan va ushbu so'z bilan bog'liq bo'lgan turli xil nomlardan keyin "Lingvodidaktika" deb atashni lozim ko'rishgan. Ushbu fan ta'lim jarayonini integratsiya va modernizatsiya qilish to'g'risidagi ta'limot bo'lib, ta'lim jarayonini samarali tashkil etish va olib borish haqidadir. Shu asnoda shuni ta'kidlash joizki, ushbu fan ta'lim olish jarayoni bilan bir vaqtning o'zida til o'rganishga qaratilgandir. Tabir joiz bo'lsa shuni alohida ta'kidlashimiz joizki, bugungi kunda rivojlanayotgan texnologiyalar asrida har bir o'qituvchidan, birinchi navbatda, axborot-kommunikatsiya va chet tillarini mukammal bilish, zamon bilan hamnafas yashashni talab etiladi. Zamonaviy pedagogik texnologiyalar dars mazmunini turli yo'llar bilan ochib berishga xizmat qiladi, chet tillari va kasbiy kompetentsiya bilan bog'liq holda ish joyida o'qituvchining til va didaktik kompetentsiyalarini rivojlantirishni tezlashtiradi. Bizga ma'lumki, bugungi kunda fanda kompetensiya tushunchasi nazariy bilim va ko'nikmalarni ta'lim jarayonida qo'llash va o'quvchilar orasida berilgan mavzu doirasidagi bilim va ko'nikmalarni puxta egallashi uchun o'qituvchi tomonidan kerakli va zarur bo'lgan metodika va texnologiyalardan foydalanishni talab qiladi. Bilamizki ta'lim jarayonida tarbiya va bilim olish o'zaro chambarchas bog'liqdir, shunday ekan bir vaqtning o'zida o'quvchi yoshlar orasida ta'lim

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berish bilan bir paytda ularga madaniy va tarbiyaviy bilimlarni berib borish - bugungi kunda o'qituvchilarning oldidagi ulkan vazifalardan biri hisoblanadi. Madaniyatni shakllantirish bilan birga, sinfda lingvodidaktika kompetentsiyalaridan foydalanish o'qituvchilar va talabalar o'rtasidagi og'zaki muloqot har bir darsning sifatini oshiradi. Shuning uchun ham bugungi kunning asosiy vazifalari talabalarni shaxsiy va kasbiy ko'nikmalarning har xil turlaridan samarali foydalanish, lingvistik va didaktik kompetensiyalar orqali ijtimoiy vaziyatlar, fanga oid zarur ma'lumotlarni mustaqil izlash, asosiy bilimlarni tahlil qilish, tegishli materiallarni tanlash kabi funksiyalarni shakllantirishga o'rgatishdir. Chet tillarini o'rgatish nafaqat pedagogik metodlarni qo'llash orqali, balki o'quvchilarning psixologik jihatlarini chuqur o'rganish va bilish asosida ham amalga oshiriladi. Aqliy va og'zaki ko'nikma va malakalar o'quvchilarni rivojlantiradi. Amaliy faoliyat jarayonida lingvistik va didaktik kompetensiyalar nazariy bilimlardan unumli foydalanish va yuqori saviyadagi kasbiy mahoratni namoyon eta olish qobiliyatini ta'kidlashga xizmat qiladi. Kasbiy nuqtai nazardan tahlil qilingan lingvistik va didaktik kompetensiyalar bilim, ko'nikma va tajribani birlashtirish jarayonini umumlashtiradi. O'qituvchi kasbiy lingvodidaktik kompetensiyalarga qo'shimcha ravishda bir qator ko'nikmalarga ega bo'lishi kerak:

- o'qituvchilar o'z faoliyatida yoshlarning faolligi, his-tuyg'ulari va xulq-atvorini rivojlantirish va ta'sir ko'rsatishning namunasidir.

- har bir dars uchun materialni tanlash, uning murakkabligini hisobga olish va oldingi va keyingilari bilan aloqani ta'minlash, darsni, o'yinni va ish topshiriqlarini takomillashtirish.

- pedagogik jarayonni o'quv qurollari majmuasidan foydalangan holda rejalashtirish, shu jumladan o'qituvchilar va talabalar bilan ishlash.

- ish joyingizni tartibga soling, lingvodidaktik kompetensiyalar va chet tilining imkoniyatlariga asoslangan turli usullarni ishlab chiqing.

Psixologik nuqtai nazardan, lingvodidaktik kompetensiyalar talabalar bilan amaliy ish olib borishda noodatiy vaziyatlarni, kutilmagan vaziyatlarda ularning o'zini qanday tutishi va muloqot qilishini ham tahlil qiladi.

Sharq mutafakkirlarining chet tillarni o'rgatishdagi ma'naviy merosi lingvodidaktik kompetensiyalarni yanada oshiradi. Chunki ularning turli chet tillardagi ilmiy merosidan fanda foydalanish ilmiy manbalar sifatida ommabop xususiyatga ega. Yangi ta'lim tizimida lingvodidaktik kompetensiyalar nafaqat o'quvchilarning kelajakda kasbiy rivojlanishiga yordam beradi, balki o'quvchining bevosita bilim olishida ishtirok etishi bilan birga, jamiyatning bir bo'lagi sifatida o'zini namoyon qilish imkoniyatini ham beradi.

Umumta'lim maktablarida yangi va zamonaviy lingvodidaktik kompetensiyalarni shakllantirishga asos bo'ladigan noan'anaviy sinflar, psixologlar ishtirokidagi mashg'ulotlar, muloqot madaniyatini rivojlantirish bo'yicha mashg'ulotlar, guruh va individual o'qitishning qiziqarli usullari ko'paymoqda. Chet tilining boshqa fanlardan farqi shundaki, u ham o'rganish vositasidir. Umumiy tillar orasidagi farq shundaki, ularda talaba nutq faoliyati bilan shug'ullanadi. Boshqacha aytganda, til mavzulari kommunikativ vazifani bajaradi. O'quvchilarning psixologik xususiyatlari, til ko'nikmalari ham hisobga olinadi.

Xulosa qilib aytganda, shuni ta'kidlash joizki, lingvodidaktika bugungi kunda o'zining samaradorligi va afzalliklari ya'ni, vaqtni tejash va qisqa vaqt ichida samarali natijalaraga erishilishi bilan ajralib turadi. Bugungi kunda

ta'limning barcha yo'nalishlarida ushbu ta'limotdan keng tarzda foydalanish mumkinligi va samarali ekanligi isbotlangan. Ayniqsa, tilni o'qitishda ushbu ta'limot qo'llanilganda yuqori natijalarga erishilganligi barcha pedagoglar va tilshunoslarga ma'lum, bu paytda har bir talaba ma'lum bir mavzuni o'zlashtirish jarayonida bir yo'la produktiv ko'nikmalar bo'lmish - eshitish ko'nikmalarini shakllantiradi va yozma nutqni ham bir yo'la rivojlantirib boradi.

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THE IMPORTANCE OF DIPLOMATIC SPEECH IN THE DEVELOPMENT OF THE INTERNATIONAL RELATIONS

N. Rashidova¹

Abstract:

This article discusses the role of diplomatic relations in the life of the state and society, as well as the ethics and methodology of speech in establishing international relations. After all, the achievement of a deep and influential character of speech in the establishment of international relations is considered an important factor contributing to the consolidation of this country on the world stage.

Key words: Diplomacy, International relations, international norms and standards, diplomatic discourse

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In the current fast-growing era, the establishment of ties between countries plays an important role in the social, economic, political, cultural and even educational growth of life. Especially, the role of the representatives of international relations in the globe has being highlighted due to the fact that this is exactly diplomats and members of diplomatic corps who establish those important bridges between countries. The achievement of a deep and influential character of speech in the establishment of international relations is considered an important factor contributing to the consolidation of this country on the world stage. From this perspective, it can be easily noticed that studying the sphere of International Relations is becoming attention-catching field of study among people of different ages. The percentage of those who give their preferences to the diplomatic study has been significantly increased for the last couple of decades.

This article discusses the observance of ethics and the assimilation of speech in establishing diplomatic relations. Diplomacy – principled activities of heads of State, government and special bodies of external relations on the implementation of the goals and objectives of the foreign policy of the state, and also to protect the rights and interests of the state abroad. [3,75] Diplomacy is the conduct of international relations through negotiation, a method, with help; and which these relations are regulated and maintained; the work or art of a diplomat; the creation of international confidence [5,156]. In this case a thorough analysis of diplomatic discourse is crucial. When speaking about diplomatic discourse, it is important to note to identify its area of usage; the circle of diplomatic communication and International Relations. Many democratic countries are gathered under one umbrella in terms of following international standards to build a democracy in their territories. Foreign policy is based on equal, mutually beneficial, partnership relations, the principles of which are regulated by national legislation (for example: norms of international law (Vienna

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convention on diplomatic relations of 1961, Convention on Privileges and Immunities of the United Nations of 1946, regulations of international meetings and conferences, other international normative acts). (4,75) Supporting the statements mentioned above, it can be said that Diplomacy is the public and official act conducted by official state members. Diplomacy is an activity carried out by peaceful means and aimed at creating international trust, strengthening and developing international relations; consequently, diplomatic discourse characterizes a set of linguistic means aimed at cooperation and achievement mutual understanding. (3,76) Every country in the universe possess their own culture, mentality and way of perception. Acting and communicating delicately is one of the key factors of successful diplomatic relations, indeed. Diplomatic speech is mainly the skill of reaching agreements during communication, putting the interests of their state first. Speaking of diplomatic speech, in turn, we can say that diplomatic speech will be goal-oriented. Taking into deep consideration above-mentioned ideas, it can be easily noted that deeper understanding of diplomatic discourse is very needed in this case.

In diplomatic discourse the addresser and addressee are the subjects in diplomatic communications and the main aim of both actors in this process is to establish international ties for the state security, cooperation, search for consent and concurrent interests with foreign countries, promoting a positive perception of the state in the world. (4,11) Without any doubt, it is trusted state representatives of each country who lead the meetings and conversations in a smooth way following the natural flow of the speech. Speaking of this type of speech kindles researches to dig deeper for better understanding and providing theoretical and practical explanations and arguments regarding fundamental elements of diplomatic speech.

Studies in the field of diplomatic discourse show that diplomatic speeches and texts consist of some structural components which help to build fragile however, meaningful units of diplomatic language. They can be divided into the following ones:

- diplomatic/political terminology
- euphemisms
- clichés
- phrases
- special signs
- abbreviations
- borrowings
- neologisms

Each of these is a crucial part of diplomatic discourse and are commonly used in official types of documents like memorandums, verbal notes and letters, and negotiations, public speeches of state leaders. Note that it is quite difficult to establish clear boundaries between separate layers of vocabulary, since there is a constant transition from one layer to another; this process is inevitably linked to the question of what context a particular word is used in. This process is inevitably connected with the question of the context in which this or that lexical unit is used lexical unit [4,102]. Each component with the diplomatic discourse is needed to be studied from semantic, pragmatic, cultural backgrounds in order to avoid misunderstandings and reach an effective and successful agreement between the diplomatic representatives of countries.

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IMPROVING WRITING SKILLS WITH THE SOCRATIC METHOD

N. Tillayeva¹*Abstract:*

The article focuses on the implementation of Socratic seminars in EFL/ESL writing classes as an important tool to develop writing skills. According to the observations throughout the years, most EFL students often struggle with expressing their point of view in written form. The problems with the writing are mainly associated with generating and organizing topic-related ideas, accuracy, and vocabulary usage. The study explores the effectiveness of Socratic questioning in cultivating critical thinking and developing productive skills, including writing skills. The literature review reveals that Socratic seminars and questioning are effective ways to develop a way of thinking that can lead to effective engagement and language acquisition. Furthermore, Socratic seminars offer a promising pedagogical approach to dealing with problems like cultural diversity and multi-level language proficiency. The pre- and post-exploratory process survey, which included 25 university freshman year students with intermediate-B1 English language ability, employed a mixed-methods technique. The findings of a post-exploratory survey suggest that Socratic seminars improve language learners' capacity to integrate situations and details in order to maintain the coherence and cohesiveness of spoken and written output. As a follow-up activity, peer-reviewing adds further support to the development of accuracy, fluency, coherence, and cohesion in both spoken and written discourse. Overall, Socratic seminars contribute to the cultivation of critical thinking, discourse management, and effective communication skills, which are very important in their academic lives.

Key words: Socratic questioning, cognitive ability, critical thinking, composition writing, task achievement

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Introduction:

Acquiring proficient writing skills in language classes is a complex task for ESL students. They often struggle with developing clear ideas, organizing thoughts logically, and avoiding accuracy and vocabulary usage problems. Recognizing the connection between cognitive growth and writing competence, educators have increasingly turned to integrating cognitive skill development, including critical thinking, into ESL writing instruction. Strategies like Socratic seminars provide a dynamic platform for ESL students to engage in meaningful discussions, fostering the cognitive skills necessary to address writing challenges and refine their expressive writing abilities. This article explores how integrating Socratic seminars, with a focus on critical thinking and collaborative discussion, can help ESL students overcome these writing hurdles.

A Literature Review:

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Socratic seminars, deeply rooted in Socratic philosophy, are student-centered teaching techniques that rely on organized, open-ended dialogues. These dialogues encourage participants to investigate complex subject matter, express various viewpoints, and collaboratively arrive at innovative conclusions (Echevarria & Short, 2004). These thought-provoking discussions typically revolve around engaging texts, enabling students to ask questions, evaluate concepts, and engage in constructive dialogue, ultimately strengthening their critical thinking and communication skills.

Incorporating Socratic seminars can extend beyond language acquisition, addressing the development of critical thinking skills essential in ESL teaching (Wang & Tang, 2019). These seminars engage higher-order cognitive processes by encouraging participants to formulate probing questions and articulate insightful arguments. The ability to analyze facts, evaluate arguments, and synthesize ideas becomes second nature, cultivating an analytical rigor that extends beyond the classroom.

Socratic seminars are also known for their ability to promote student participation and motivation (Nguyen & Gu, 2020). The interactive nature of these seminars not only encourages active participation but also peer interaction, creating a dynamic learning environment where ideas are discussed and debated. This collaborative dynamic fosters a sense of ownership in learners, motivating them to engage more deeply with the subject matter and consequently improving their written and spoken communication.

However, the integration of Socratic seminars in ESL classes has sparked debates among scholars and educators. Concerns about cultural sensitivity in diverse ESL classrooms, where communication norms and teaching styles may vary significantly, have been raised (Nguyen & Gu, 2020). Additionally, variations in students' language proficiency levels could lead to uneven participation during Socratic seminars, potentially demotivating those with lower language skills (Liu & Wang, 2016). These concerns highlight the need for careful consideration of the benefits and challenges of incorporating Socratic seminars in ESL writing classes.

Methodology:

This study adopts a mixed-methods approach to investigate the impact of integrating Socratic seminars into ESL writing classes. It involves 25 university freshman students with intermediate English proficiency. The research addresses three key research questions:

- Why do teachers believe students need extra support to improve their writing skills?
- To what extent does collaborative discourse during Socratic seminars enhance ESL students' writing abilities?
- How do ESL students perceive the role of Socratic seminars in addressing challenges related to generating clear ideas and structuring thoughts in writing?

The research begins with semi-structured interviews to identify common writing challenges among the students. These interviews are transcribed and analyzed to identify recurring themes and challenges related to idea generation, thought structuring, and other writing difficulties.

Next, students are tasked with composing an essay on a given topic without prior preparation. The essays are evaluated using rubrics that assess task achievement, accuracy, vocabulary usage, coherence, and cohesion. The analysis of these essays reveals that many students struggle with aspects such

as generating clear ideas and structuring them coherently, compared to issues like accuracy and vocabulary usage.

Results and Analysis:

The research findings demonstrate the effectiveness of integrating Socratic seminars into ESL writing classes. During the designed lessons, students engage in discussions and activities aimed at addressing their cognitive challenges in writing. The lessons focus on equipping intermediate ESL students with the skills to compose well-structured argumentative essays through Socratic seminars.

Students begin by sharing their initial opinions on a given topic, sparking debates that encourage critical thinking and the exchange of ideas. Following this, they analyze texts related to the topic in small groups during Socratic seminar discussions. These discussions help students refine their analytical and critical thinking skills.

Subsequently, students work in smaller groups to create outlines for their essays, fostering collaboration and effective idea generation. They present their outlines to their peers, further enhancing their communication skills. This collaborative approach continues with peer reviews of their essays, helping students improve their writing through feedback and constructive criticism.

The integration of Socratic seminars has a noticeable positive impact on the quality of essays produced by the students. Many students effectively incorporate details into their essays, justify their arguments with supportive ideas, and maintain a clear and logical flow of ideas. Peer review plays a pivotal role in enhancing essay accuracy and clarity.

However, it's important to acknowledge the potential drawbacks of Socratic seminars, including time constraints and challenges posed by large class sizes. These issues must be considered when implementing Socratic seminars in ESL writing classes.

Conclusion:

In conclusion, the integration of Socratic seminars into ESL writing classes positively impacts students' writing skills by promoting critical thinking, collaborative discourse, and effective communication. Socratic seminars contribute to improved idea integration, coherence, and cohesion in students' writing, addressing common challenges in ESL writing classes.

These seminars also enhance students' organizational skills, leading to logically structured essays. Peer review further improves language accuracy and clarity. The interactive and collaborative nature of Socratic seminars enriches students' content and idea generation, resulting in more compelling and insightful written compositions.

Given these positive outcomes, it is strongly recommended to incorporate Socratic seminars into ESL writing classes as a valuable approach to enhancing students' writing skills. These seminars not only empower students in their academic journey but also equip them with essential lifelong skills, such as critical thinking, collaborative discourse, and effective communication.

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TEACHING ENGLISH THROUGH PROJECTS: EXPERIENTIAL LEARNING

Kalyana Chakravarthi Thirunagari¹

Abstract:

This paper focuses on Project-based Learning (PBL) with one of the most influential models in teaching which was proposed by David Kolb, the Experiential Learning Theory (ELT). It is still seen as one of the most widely used learning styles model. It can be tried out in English Language Learning (ELL) too.

Key words: PBL, Experiential Learning, Writing, Speaking, Critical Thinking, Technology

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Introduction

ELT involves learning from practical experience. According to Kolb, experiential learning can be defined as a learning process where knowledge results from the combination of grasping and transforming an experience.

Kolb's experiential learning cycle concept divides the learning process into a cycle of four basic theoretical components: concrete experience, reflective observation, abstract conceptualization, and active experimentation.

Applying Kolb's learning theory has benefits for students, educators and employers. Hence, this theory is taken up by the Author and Presenter of this paper who has implemented the above theory as “English Project: Experiential Learning” involving Grade 11 students of Yangibazar School No:1 (Maktab 1), Khorezm region, which functions under the Ministry of Public Education in Uzbekistan. This Project can be taken up further by any school, college or university in the country or other foreign countries too.

Explanation

The term “learning style” is commonly used in education. This popular theory teaches that people learn better when taught in a way that matches their learning style.

The following are the Kolb's four learning styles:

- Diverging (feeling and watching)
- Assimilating (watching and thinking)
- Converging (doing and thinking)
- Accommodating (doing and feeling)

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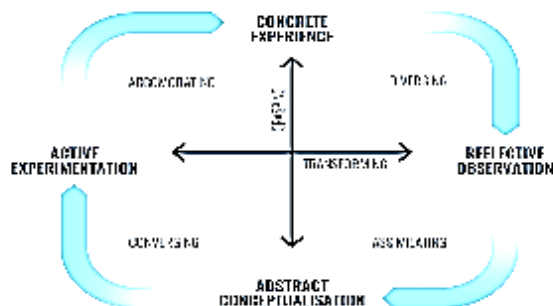


Figure 1: Learning Styles
Source: ELT, David Kolb (1984)

World Economic Forum, in the recent publication, mentioned that there are some skills which are in high demand. These skills can be integrated into English Language curriculum also.

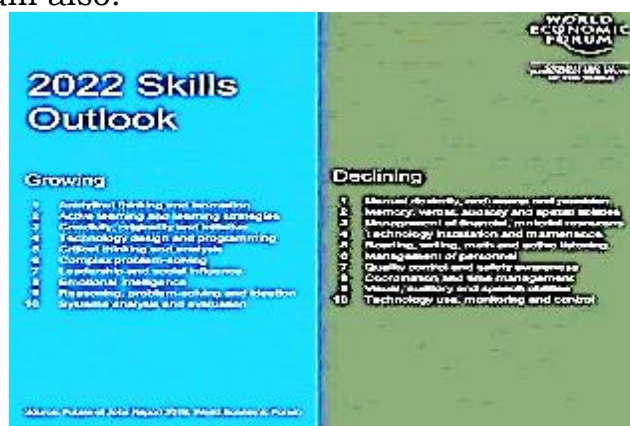


Fig 2: Future of Jobs Report 2019
Source: World Economic Forum

Based on the above Skills set the Project-based Teaching covers more than 70% of the skills that are globally recognized and demanded.

English Project- Experiential Learning

This Project can be both online and face-to-face while implementing at an institution. The Author/ Presenter involved 43 students of Grade 11 who are presently studying at School No:1, Yangibazaar, Khorezm region, Ministry of Public Education, Uzbekistan. The Author/ Presenter is presently working there as an International English Teacher.

Objectives of the Project

- To improve Speaking and Writing in English
- To engage students in experiential learning
- To enable them to use head, heart and hand
- To practice collaborative learning
- To equip them with active learning
- To apply technology using social media in language learning
- To improve interpersonal skills
- To practice working in teams
- To inform the local and global audience

What are the benefits of experiential learning?

- Students can better grasp concepts.
- Students have the opportunity to be more creative.

- Students have the opportunity to reflect.
- Students' mistakes become valuable experiences.
- Teachers often observe improved attitudes towards learning.

Types of learning experiences include the following:

- Group experiences either in-person or online/distance learning,
- Individual experiences with self-study products
- Blended experiences - elements of both group and individual learning experiences.

Stages of the Project

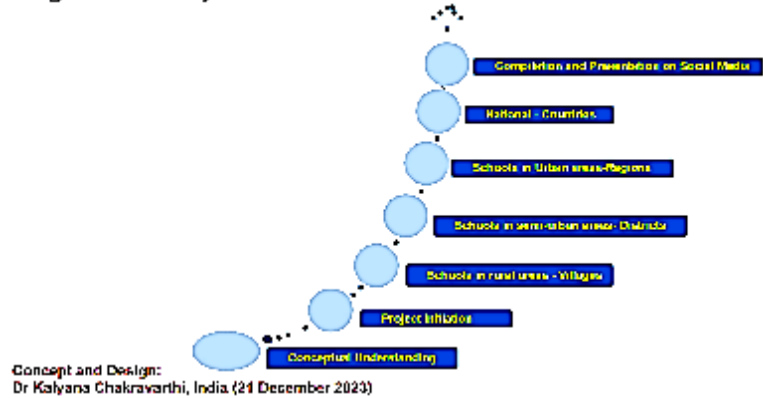


Fig 3: Project Development

Source: Author's own design

Structure of the Project

Size- Student Groups of 5 members

Level- Grades 10 and 11

Type-Group work, Experiential and Collaborative Learning and Presentation in the class (Text, Pictures, Audio, Video)

Evaluation

Weightage- 20 marks, Time- 2 Weeks,

Requirements

Mobile camera – audio, video recording

Computer – Typing text, PPT, Editing and Internet for Uploading,

Notebooks, pens

Paper for printing/ Writing

Activity and Tasks for Students

- Visit a nearby market- village, town, city etc
- Choose 1 specific field of study per each group
- Take pictures, videos, interviews of the concerned
- Write about each picture, video, interview Q & A
- Speak about each picture, video, how and whose interview you conducted
- Prepare a presentation with pics, videos after editing
- Record your own video while presenting your group work
- Submit your Group Project – printed or hand-written format with pictures and text
- Submit an edited video – Title, working stills, names with your pics, class, school, district, city, country
- Prepare a video with a brief explanation about the Project and your Experience

The below shown picture reflects the output of the Project after 2 weeks of the announcement in the classes. These are the posters hand-written by the students of Grade 11 (A & B)

Sample Projects (Hand Written), School 1, Yangibazar, Khorezm region, Uzbekistan
Guidance: Dr. Kalyan and English Teachers of the School

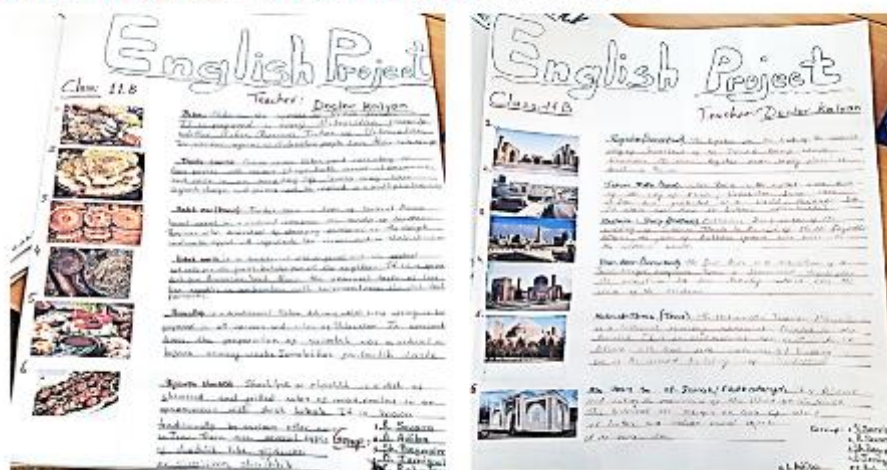


Fig 4: Project Development
Source: Author's own design

The following are the screen shots of Audio and Video versions of the Project which will be played for the audience in the International Scientific and Practical Conference on “Exploring Global Perspectives in Language Teaching and Learning”, 21 February 2024, Samarkand, jointly organized by Samarkand State Institute of Foreign Languages (IFL) and Uzbekistan Teachers of English Association (UzTEA) for the benefit of all the Participants.

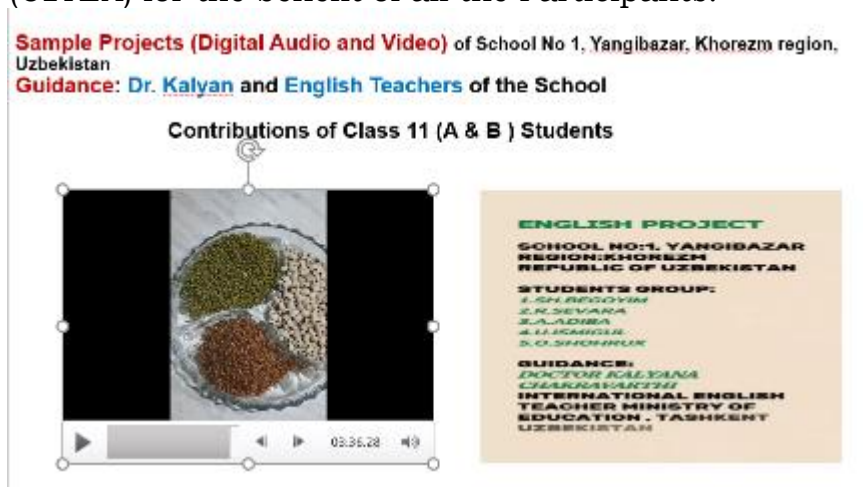


Fig 5: Project Development
Source: Author's own design

Activities for Teachers

- Maintain a record of the students names and progress
- Monitor their work throughout the Project
- Keep reminding their work
- Check progress by visiting their working area
- Collect printed Projects and Evaluate
- Collect edited videos of their Presentations

Important

- Prepare a video with your own details, brief explanation about the Project, Outcome and your Observations
- Add your Introduction video to Students videos
- Upload on YouTube and other Social Media (optional)

- Share the video link on FB, LinkedIn (optional)

Conclusion

Many Projects can be taken up by the Teachers at Schools, Colleges and Faculties at various Universities in Uzbekistan and other countries. There can be inter-regional and international Projects too. For further details and collaboration, the Author/ Presenter can be contacted through E-mail, Telegram and mobile phone as well.

Acknowledgement

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EMBRACING DIGITAL MEDIA: ENHANCING ENGLISH CLASSROOM TEACHING IN THE GLOBAL CONTEXT

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Abstract:

The integration of digital media in English language teaching has significantly enriched global classroom practices. It enhances language acquisition, promotes authentic communication, and fosters cultural understanding. Digital tools like videos, podcasts, and online platforms create immersive learning experiences. They also develop critical digital literacy skills, empowering students to participate in their learning journey. Digital media also fosters global connections and collaboration, allowing learners to engage in authentic communication with peers and speakers worldwide. This shift represents a paradigm shift in English language education, preparing learners for active global participation. Integrating digital media into the language classroom can greatly enhance engagement, interaction, and learning outcomes.

Key words: Digital Media-English Language Classroom-Teaching-Strategies-Improve Proficiency.

doi: <https://doi.org/10.2024/b0a7nt95>

Introduction: In today's interconnected world, the integration of digital media has revolutionized English language teaching, fostering dynamic and interactive learning environments. This abstract presents an exploration of the diverse ways in which digital media can enrich English classroom teaching practices on a global scale. Drawing upon research and practical experiences, this presentation aims to elucidate the significance and impact of incorporating digital media in English language classrooms.

The utilization of digital media offers myriad opportunities for enhancing language acquisition, promoting authentic communication, and fostering cultural understanding. Through the integration of multimedia resources such as videos, podcasts, interactive simulations, and online platforms, educators can create engaging and immersive learning experiences that cater to diverse learner preferences and needs.

Furthermore, the incorporation of digital media facilitates the development of critical digital literacy skills, equipping learners with the ability to navigate, evaluate, and create digital content effectively. By harnessing the power of digital tools and platforms, educators can empower students to become active participants in their learning journey, fostering autonomy and self-directed learning habits.

Moreover, digital media provides avenues for fostering global connections and collaboration, enabling learners to engage in authentic communication with

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peers and speakers of English from around the world. Through virtual exchange programs, online forums, and collaborative projects, students can broaden their cultural perspectives, enhance their intercultural competence, and develop empathy towards diverse linguistic and cultural backgrounds. By exploring innovative instructional strategies, effective digital tools, and best practices, educators can navigate the challenges and harness the transformative potential of digital media to enrich English language teaching and learning experiences globally.

In this paper, I would like to discuss 10 tools and various strategies that make teaching more innovative and interesting for students in this digital world. They are Duolingo, Quizlet, Kahoot, Google Classroom, Flipgrid, Padlet, Seesaw, Read and Write for Google Chrome, Edmodo, and Nearpod. These software and apps offer diverse features and functionalities that can enhance English language teaching and learning experiences in the classroom, catering to different learning styles and preferences.

By integrating these apps into your language classroom, you can create dynamic and interactive learning experiences that cater to diverse learning styles and promote student engagement and proficiency in English language skills. Integrating digital media into the language classroom can greatly enhance engagement, interaction, and learning outcomes. Here are some strategies for making the language classroom more interesting with digital media like Interactive Multimedia Presentations, Virtual Field Trips, Authentic Videos and Podcasts, Digital Storytelling, Online Language Learning Platforms, Language Learning Apps, Virtual Language Exchanges, Online Collaborative Projects, Gamification, and Digital Cultural Immersion.

These platforms create multimedia presentations using tools like Microsoft PowerPoint, Google Slides, or Prezi. They incorporate images, videos, audio clips, and interactive elements to introduce new vocabulary, grammar concepts, and cultural topics. They take students on virtual field trips using platforms like Google Earth, Google Arts & Culture, or virtual museum tours. Explore famous landmarks, museums, and cultural sites related to the language being studied. Utilize authentic videos and podcasts in the target language to expose students to real-life language use, accents, and cultural contexts. Platforms like YouTube, TED Talks, and language-specific podcasts offer a wealth of authentic content for language learners. Students are encouraged to create digital stories or presentations using tools like Adobe Spark, Storybird, or Book Creator. Through these students narrate stories, create comic strips, or produce multimedia projects related to language themes and topics. Online language learning platforms such as Duolingo, Babbel, or Rosetta Stone as supplementary resources for vocabulary practice, grammar drills, and language skill development can be incorporated. Specific lessons or activities are aligned with classroom learning objectives. Language learning apps like Quizlet, Memrise, or FluentU for the development of vocabulary building, grammar practice, and language reinforcement can be instilled.

These apps offer interactive exercises, flashcards, quizzes, and games designed to enhance language proficiency and facilitate virtual language exchanges with native speakers or classrooms from other countries using platforms like Skype, Zoom, or Flipgrid. Arrange language exchange sessions for students to practice speaking and listening skills with peers from different cultural backgrounds. They engage students in online collaborative projects and discussions using platforms like Google Classroom, Padlet, or Edmodo. Assign

group projects, discussions, or debates on language-related topics and encourage students to collaborate virtually. Incorporate gamification elements into language learning using platforms like Kahoot!, Quizizz, or Gimkit. Creating interactive quizzes, trivia games, or language challenges motivates student participation and reinforces language concepts. Students are immersed in learning the target language and culture through digital resources such as online newspapers, blogs, social media, and forums. It gives a chance to explore authentic cultural materials, articles, and discussions relevant to language proficiency and cultural understanding.

With interactive lessons, tests, and games to improve vocabulary, grammar, and listening abilities, Duolingo is a well-known language-learning app. Students can track their progress and receive individualized learning routes from it. To reinforce vocabulary and grammar principles learned in class, this application gives specialized lessons or skill practices as homework. Students are motivated to monitor their advancement and establish objectives for finishing courses. Peer assistance and interaction can be promoted through the usage of Duolingo's discussion boards.

To assist students in learning and reviewing English vocabulary and grammar ideas, teachers can design personalized flashcards, quizzes, and games using Quizlet. It provides multiple study modalities, such as tests, matching games, and flashcards. Make flashcards for the grammar rules, idioms, and vocabulary terms that were presented in class. Before quizzes or exams, use Quizlet's study modes for individual or group review sessions. Students should be encouraged to make and distribute their own sets of flashcards to their peers.

With the game-based learning platform Kahoot!, educators may make interactive tests, polls, and debates. Through competitive tests and challenges, it encourages students' active participation and engagement. To practice vocabulary, grammar, and reading comprehension, make interactive tests or trivia games. Organize Kahoot! contests to encourage student involvement and participation. To further reinforce learning, talk about the right answers and justifications for each question.

Google Classroom is an online learning tool that makes it easier to collaborate, communicate, and handle assignments. Instructors can make assignments, assign them, give comments, and get students involved in group projects and conversations. Distribute texts, films, and internet articles about English language subjects. Give kids writing ideas, worksheets, and homework to complete and turn in online. Give students instant feedback and comments on their work in Google Classroom.

With the video discussion platform Flipgrid, educators may make assignments and prompts based on videos. Students can practice speaking and listening in English by recording quick video responses. Assign speaking assignments, such as addressing a subject, presenting a brief presentation, or describing an image. Students should be encouraged to film their responses to questions on video and then share them with their peers for comments. Use Flipgrid as a platform to practice oral language and take virtual speaking exams.

Teachers can construct collaborative boards using Padlet, a virtual bulletin board, to share materials, generate ideas, and lead discussions. It can be used to gather feedback from students, provide multimedia files, and encourage English-language communication. Make brainstorming boards with others to share multimedia materials, come up with ideas for writing tasks, or come up

with vocabulary words. To gather student answers to discussion starters or reflection questions, use Padlet. Students should be encouraged to offer queries, remarks, and answers to one another's work.

Seesaw is an online portfolio tool intended for use in K–12 classrooms. In addition to creating multimedia tasks, teachers can also gather samples of student work and offer feedback. It encourages students to reflect and participate in English language learning activities. Encourage students to build digital portfolios that include samples of their multimedia, speaking, and writing assignments to demonstrate their progress in learning a language. Assign multimedia assignments using Seesaw, such as annotating literature, making digital presentations, or recording audio readings. Comment and offer criticism on student work through the Seesaw platform.

With features including word prediction, highlighting, and text-to-speech, Read & Write is a literacy help application. It can help pupils with English understanding, writing, and reading assignments. Include Read & Write resources in writing projects to help students with vocabulary, grammar, and spelling. Help pupils practice their pronunciation and reading comprehension by using the text-to-speech tool. To increase their vocabulary and write more fluently, encourage your kids to make use of the word prediction tool.

Edmodo is a social learning platform that helps students and teachers collaborate, communicate, and share resources. It has features including assignment management tools, polls, and discussion boards. For online conversations, debates, and group projects about English language issues, use Edmodo's discussion boards. To enhance classroom learning, distribute interactive exercises, multimedia tools, and links to web articles. Create online surveys and quizzes to evaluate students' comprehension and get input on their educational experiences.

With the help of interactive games, tests, and polls, educators may build captivating multimedia classes using Nearpod, an interactive presentation platform. It encourages participation from students in English language education and active learning. To keep students interested during lessons, make interactive presentations that include polls, quizzes, and multimedia information. Make English language lessons more engaging by utilizing Nearpod's interactive capabilities, which include 3D models, simulations, and virtual field trips. During live sessions, keep an eye on student engagement and responses in real time, and give prompt feedback.

In conclusion, the integration of digital media represents a paradigm shift in English language education, offering unprecedented opportunities for promoting language proficiency, fostering cultural competence, and preparing learners for active participation in the global community. This presentation invites educators, researchers, and practitioners to engage in a dialogue about the transformative potential of digital media in shaping the future of English classroom teaching in the global context.

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ENHANCING WRITING SKILLS IN SCHOOL: INNOVATIVE ACTIVITIES FOR SUCCESS

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Abstract:

In today's rapidly evolving educational landscape, writing skills remain a cornerstone of academic achievement and lifelong success. However, cultivating proficient writing abilities among students requires more than traditional instruction. This article explores various activities aimed at enhancing writing skills in school settings. From creative exercises to collaborative projects, educators can employ diverse strategies to engage students and foster their writing proficiency. By integrating these activities into the curriculum, educators can empower students to become confident, articulate communicators equipped for the challenges of the 21st century.

Key words: skills, writing, effective writing, academic boundaries, academic boundaries, academic boundaries, debate exercises, creative writing, writing workshops, real-world contexts, authentic tasks, journaling, collaborative storytelling, debate, literary analysis, creative writing prompts, digital storytelling, peer editing, experiential projects.

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Introduction

Effective writing is an essential skill that transcends academic boundaries, shaping students' abilities to articulate ideas, express opinions, and engage with the world around them. In the school environment, cultivating strong writing skills is a multifaceted endeavor that demands innovative approaches to instruction. While traditional methods such as lectures and worksheets have their place, educators must embrace a diverse array of activities to foster creativity, critical thinking, and effective communication among students. This article explores nine engaging activities designed to boost writing skills in school, offering educators practical tools to inspire and empower their students.

1. Journaling Journeys

Encouraging students to maintain personal journals is a powerful way to nurture their writing skills. Journals provide a safe space for students to explore their thoughts, feelings, and experiences, allowing them to develop their unique voices and writing styles. Whether in the form of daily reflections, creative narratives, or expressive poetry, journaling fosters self-expression and introspection. Educators can incorporate journaling into their curriculum by allocating time for regular journal entries and providing prompts to stimulate reflection and creativity.

2. Collaborative Storytelling

Collaborative storytelling harnesses the collective imagination of students, promoting collaboration, creativity, and communication skills. In this activity,

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students work together to construct a narrative, taking turns adding paragraphs or chapters to the story. Through this collaborative process, students learn to build upon each other's ideas, develop cohesive storylines, and refine their writing through peer feedback. Collaborative storytelling not only enhances writing skills but also fosters teamwork and empathy among students.

3. Debate and Persuasive Writing

Debate exercises offer students a platform to hone their persuasive writing skills while engaging in critical thinking and public speaking. By researching and presenting arguments on various topics, students learn to articulate their opinions convincingly, support their claims with evidence, and anticipate counterarguments. Debates can be structured as formal competitions or classroom discussions, providing students with valuable opportunities to refine their writing and communication skills in a dynamic, interactive setting.

4. Literary Analysis Workshops

Literary analysis workshops immerse students in the study of literature, fostering analytical thinking, interpretation, and writing proficiency. Through close reading of texts, students learn to identify literary devices, analyze themes and motifs, and craft insightful interpretations. Educators can facilitate discussions, Socratic seminars, and writing assignments that prompt students to explore the complexities of literature and develop their analytical writing skills. By engaging with diverse literary works, students broaden their perspectives and deepen their understanding of the written word.

5. Creative Writing Prompts

Creative writing prompts provide students with a springboard for imaginative expression, challenging them to explore new ideas, genres, and narrative techniques. Whether inspired by visual images, intriguing questions, or unusual scenarios, creative writing prompts stimulate students' creativity and encourage experimentation with language and form. Educators can integrate creative writing prompts into their curriculum as daily exercises, weekly assignments, or special projects, fostering a supportive environment where students feel empowered to unleash their imagination and craft original stories.

6. Digital Storytelling Projects

Digital storytelling projects combine writing with multimedia elements such as images, audio, and video, offering students a dynamic platform to express their ideas and narratives. From podcasts and vlogs to digital presentations and interactive websites, students can leverage technology to enhance the impact and accessibility of their writing. Digital storytelling projects promote digital literacy, visual communication skills, and multimedia composition while empowering students to engage with diverse audiences in the digital age.

7. Peer Editing and Revision

Peer editing and revision workshops empower students to refine their writing through constructive feedback and revision. By exchanging drafts with their peers, students gain fresh perspectives on their work, identify strengths and areas for improvement, and develop essential editing and revision skills. Educators can provide guidance on effective feedback strategies and facilitate peer review sessions that promote collaboration, accountability, and growth mindset. Peer editing and revision not only enhance writing skills but also foster a culture of mutual support and continuous improvement in the classroom.

8. Experiential Writing Projects

Experiential writing projects immerse students in real-world contexts and experiences, prompting them to apply their writing skills to authentic tasks and audiences. Whether writing for community publications, creating marketing materials for local businesses, or documenting their experiences through travel blogs, students gain practical experience and develop transferable skills that extend beyond the classroom. Experiential writing projects foster creativity, adaptability, and professional communication skills, preparing students for success in a rapidly evolving global society.

9. Author Visits and Writing Workshops

Author visits and writing workshops offer students unique opportunities to interact with professional writers, gain insights into the writing process, and receive personalized guidance and feedback. Whether through in-person visits, virtual author talks, or writing residencies, students engage in dialogue with established authors, explore different genres and writing styles, and receive mentorship and inspiration to pursue their own creative aspirations. Author visits and writing workshops foster a culture of lifelong learning and creativity, empowering students to become confident, proficient writers with the courage to share their voices with the world.

Conclusion

In conclusion, enhancing writing skills in school requires a multifaceted approach that goes beyond traditional instruction. By incorporating diverse activities such as journaling, collaborative storytelling, debate, literary analysis, creative writing prompts, digital storytelling, peer editing, experiential projects, and author visits into the curriculum, educators can inspire and empower students to become confident, articulate communicators equipped for success in academic, professional, and personal pursuits. Through engaging, interactive experiences that foster creativity, critical thinking, and collaboration, educators can cultivate a generation of proficient writers who are poised to make meaningful contributions to the world.

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ПОНЯТИЕ О МЕТОДАХ ОБУЧЕНИЯ ЯЗЫКУ И ИХ КЛАССИФИКАЦИЯ

А. Ахророва¹

Аннотация:

В этом тезисе рассматриваются понятие о методах при обучении иностранным языкам, о реализации учебного процесса и решения главной дидактической задачи в целом.

Ключевые слова: метод, технология, прием, субъект, инновация.

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Под методом понимается обобщенная модель реализации ключевых компонентов учебного процесса по иностранному языку, в основе которой лежит доминирующая идея решения главной дидактической задачи.

Метод имеет место при систематическом повторении одних и тех же форм, и способов работы для успешного решения, циклично повторяющихся задач учебного процесса.

В публикациях и научных трудах последних лет система средств, методов организации и управления учебно-воспитательным процессом стала называться технологией. В современной дидактике педагогической технологией называют устойчивый способ работы учителя в классе [13, 85]. Термин технология первоначально означал правила и порядок использования технических средств в учебном процессе. Инновационно настроенная часть педагогического сообщества стала употреблять этот термин для обозначения понятия «методы обучения», которые, по существу, являются блоками технологии обучения. Слово «технология» происходит от греческих корней и говорит о схватывании в неслучайном знании (логосе) искусства, мастерства (технэ) [3, 279].

Проблеме обучающих технологий посвящены труды многих отечественных исследователей: Г.А. Китайгородской, М.М. Левиной, А.В. Лоренкова, Н.В. Петкевича, А.М. Пырского, М.М. Поташника, О.Г. Хомерики, В.А. Якунина.

Среди зарубежных авторов наиболее известны работы Р. Браура, Н. Винница, Г. Хенрици, К.Э.Херфурта, Г. Холлтивша, Г. Шлеммингера.

Большинство авторов употребляют слово «технология» в сочетании со словами «новая» или «инновационная», а также «инновационно - альтернативная». Инновационные технологии – это новейшие методы обучения, основанные на конструировании знаний, на мотивации и интенсификации общения учителя с учащимися и между учащимися.

Целевыми назначениями данных технологий являются:

- ориентация на индивидуальность учащегося;
- технологическая компетентность;
- направленность на познавательную деятельность, интеграцию общих и специальных умений.

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Инновационно-альтернативные технологии основаны на принципе коммуникативного обучения, но при этом отличаются достаточно высоким уровнем трудности моделируемых познавательных ситуаций, рассчитанных на индивидуальные уровни доступности и преодоление возникающих затруднений в рассуждении.

В результате анализа научно-теоретической литературы и обобщения теоретических идей было выявлено, что в основу классификации инновационно-альтернативных технологий могут быть положены следующие отличительные характеристики:

- объемность, интеграция и скоординированность познавательных, коммуникативно-познавательных, эмоциональных и действенно-практических аспектов обучения и потребностей обучения [1, 34];
- гуманная форма процесса изучения иностранного языка посредством расширения субъект-объектных связей в парах субъект-субъект, субъект-среда и субъект – учитель;
- создание непринужденной обстановки, позитивной атмосферы, снимающей напряжение, а также способствующей раскрытию творческих способностей учащегося, устранение препятствий, вызванных негативно воздействующими эмоциями, к примеру, страхом [21, 30-33].

На современном этапе развития общества потребность в быстром и эффективном овладении иностранным языком вызвала к жизни новые формы и методы обучения, дала толчок к развитию так называемых «активных методов».

Активные методы обучения иностранным языкам основаны на принципе непосредственного участия, который обязывает преподавателя сделать каждого студента активным участником учебно-воспитательного процесса, ведущим поиск путей и способов решения обсуждаемой проблемы.

Используя активный метод в обучении иностранным языкам, преподаватель сотрудничает с учащимся, относится к нему как к полноправному объекту. Между преподавателем и обучаемым присутствуют субъект-субъектные отношения преподаватель-руководитель и организатор межличностных отношений, при этом он выступает в роли эксперта, снабжая учащихся недостающей информацией и средствами оформления мысли [50, 101-107].

Традиционными формами организации деятельности обучаемых называют индивидуальную, фронтальную, парную, групповую и коллективную формы. Анализ самых разнообразных форм организации деятельности обучаемых представлен на страницах современных отечественных исследователей Г.И. Арефьевой, Ю.Б. Зотова, В.И. Загвязинского, С.В. Иванова, Л.А. Карпенко, А.А. Леонтьева, И.Я. Лернера, Р.П. Мильруд, Г.И. Михалевской, Е.И. Пассова, П.И. Пидкасистого, Г.В. Роговой, В.А. Якунина и др. К средствам обучения относятся разнообразные материалы и орудия учебного процесса, благодаря использованию которых более успешно и за рационально короткое время достигаются поставленные цели обучения. Дидактические средства призваны способствовать созданию условной языковой среды.

На протяжении веков накопилось достаточно большого опыта обучения. Многие педагоги исследовали формы обучения (И. М. Чередов, В. К. Дьяченко, В. А. Сластёнин и т. д.), таким образом, сложились различные точки зрения на понятие, эффективность применения различных форм

процесса обучения. До сих пор нет единого мнения по данному вопросу. Ведутся поиски новых форм обучения и анализируются традиционные, с целью создания высокого уровня образования учащихся.

Метод обучения (от греч. *metodos* – путь к чему-либо) – это упорядоченная деятельность педагога и учащихся, направленная на достижение заданной цели обучения. Под методами обучения (дидактическими методами) часто понимают совокупность путей, способов достижения целей, решения задач образования.

Метод обучения характеризуется тремя признаками, он обозначает:

- цель обучения;
- способ усвоения;
- характер взаимодействия субъектов обучения.

Понятие метода обучения отражает:

- способы обучающей работы учителя и способы учебной работы учащихся в их взаимосвязи;
- специфику их работы по достижению различных целей обучения.

В структуре методов обучения выделяются приемы.

Прием – это элемент метода, его составная часть, разовое действие, отдельный шаг в реализации метода или модификация метода в том случае, когда метод небольшой по объему или простой по структуре.

Метод обучения – сложное, многомерное, многокачественное образование. В методе обучения находят отражение объективные закономерности, цели, содержание, принципы обучения. Диалектика связи метода с другими категориями дидактики взаимообратная: будучи производным от целей, содержания, форм обучения, методы в то же время оказывают обратное и очень сильное влияние на становление и развитие этих категорий. Ни цели, ни содержание, ни формы работы не могут быть введены без учета возможностей их практической реализации, именно такую возможность обеспечивают методы. Они же задают темп развития дидактической системы – обучение прогрессирует настолько быстро, насколько позволяют ему двигаться вперед применяемые методы.

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TIL ASPEKTLARI O'QITISH AMALIYOTI FANINI O'QITISH TEKNOLOGIYASIDAN FOYDALANGAN HOLDA O'QITISH

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Annotatsiya:

Mazkur maqolada dars berishning yangidan yangi rivojlantiruvchi texnologiyalari va usullaridan foydalanish, tayyorlash, tanishish, tahlil qilish va yakuniy qaror qabul qilish kabi bosqichlar tahlil qilinadi.

Kalit so'zlar: leksika, diskurs, grammatika, malaka, ko'nikma, bilim, texnologiya.

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Til aspektlari o'qitish amaliyoti tilning uch muhim aspekti: grammatika, leksika ya diskurs tahlilini o'rgatish, ularni muloqotda to'g'ri qo'llash malakalarini rivojlantirish va til aspektlari to'g'risidagi fandir. Mazkur fanidan malakali kadrlarni o'rganuvchilar talablariga qarab tayyorlash, talabalarning ingliz tilidan bilim, ko'nikma va malakalarini shakllantirish hozirgi zamon talabidir. Shuning uchun ham, fan o'qituvchilari talabalarga dars berishning yangidan yangi rivojlantiruvchi texnologiyalari va usullarini foydalanishi kerak bo'ladi. Shunday usullaridan biri muammoli o'qitish texnologiyasidir. Bu texnologiyaning asosiy vazifasi – talabalarning fanga oid bilimlarni samarali o'zlashtirishlariga yordam berish, hamda olgan bilimlarini kelajakda kasbiy faoliyatlarida paydo bo'ladigan yangi vaziyatlarda ijodiy yondashish orqali mavjud bo'lgan muammolarini yechish ko'nikmalarini hosil qilishdan iborat. Bunda fan o'qituvchisi savollar qo'yish orqali qo'yilgan savol yechimlarining usullarini taklif qilish va ularni tasdiqlash yoki rad etish, talabalarga muommoni yechimini topish uchun murojaat etish ta'lim usullari orqali talabalarni ijodiy fikrlashga va munozaraga chorlash mazkur texnologiyaning asosiy mohiyati hisoblanadi. Talablar qo'yilgan muammo yechimlarini izlash jarayonida mavjud ma'lumotlardan foydalanish davomida, ya'ni yangi so'z va so'z birikmalarini eslab qolish bilan birga yangi sinonim, omonim yoki antonim so'z va so'z birikmalariga ham murojat etadi va ulardan foydalanishni o'rganadi [1-5].

Bu texnologiyadan foydalanishda muammoni to'g'ri qo'yish va muammoni hal qilish uchun talabalar yakka holda yakka jamoa bo'lib topish asosiy ahamiyat kasb etadi[1]. Shu sababli yaratilgan muammoli vaziyat shunday ketma-ketlikda qurilishi kerakki, fan bo'yicha o'tilgan o'quv materiallaridan tuzilgan bo'lib, talabalar mustaqil ishlashlari va o'zlashtirishlari kerak. Ingliz tili fanini o'qitishda muammoli vaziyatni o'rganish berilgan materialni tahlil qilishda talaba shu vaziyatga mustaqil kirishishi, uni tushunishi, baholay olishi kerak. Uzoqova L.P., Turdieva M.J. [1] ishlarida maxsus fanlardan mashg'ulotlarni muammoli o'qitish texnologiyasi asosida tashkil etishning ilmiy-amaliy asoslar

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haqida to'xtalib o'tilgan. Лернер И.Я [2] va Селевко Г.К. [3] lar darslarda qo'llaniladigan ko'pgina metodlar haqida umumiy tushunchalar berilgan.

Til aspektlari o'qitish amaliyoti fanidan muammoli vaziyatni yaratish tayyorlash, tanishish, tahlil qilish va yakuniy qaror qabul qilish kabi bosqichlarga bo'linadi [2]. Muammoli vaziyatni yaratishning ilk bosqichida ingliz tili fani o'qituvchisi qo'yilayotgan muammo ingliz tili kursining mantiqiy davomi bo'lishi, vazifaning murakkabligi talabalarning imkoniyatlaridan kelib chiqishi kerak, talabalarga qo'yilgan vazifalarni bajarish uchun ko'rsatma bo'lishi kerak. Tanishish qismida fan o'qituvchisi qo'yilayotgan vazifaning umumiy mohiyati va mazmunini tushuntirib beradi. Shu bilan birgalikda talabalarni muhokama qilishga chorlaydi. Tahlil qilish va yakuniy qaror qabul qilish qismida qo'yilgan muammo tahlil qilinadi va munozarali shaklda guruh bo'lib muhokama qilinadi.

Muammoli o'qitish texnologiyaning muhim jihati shundan iboratki, talabalarda kelajakdagi kasbiy faoliyatida duch keladigan muammolarni tahlil qilishi va vaziyatlarni mustaqil hal qila olish ko'nikmalarini shakllantiradi. Shu sababli ingliz tili darslari mazkur texnologiyadan foydalangan holda tashkil qilish talabalarda ijodiy va mustaqil fikr yuritishni rivojlantiradi. Til aspektlari o'qitish amaliyoti fanini muammoli o'qitish texnologiyasining yozish ko'nikmasi (writing skill) quyidagicha bo'lishi mumkin.

- O'qituvchi yozish uchun muammoli vaziyat yaratadi, misol keltiradigan bo'lsak, "Pronouns" mavzusini olaylik. Shu mavzuga doir mashg'ulotlar tayyorlanadi; talabalarga kishilik olmoshlari beriladi va qaysi kishilik olmoshlari Bosh kelishikdagi kishilik olmoshlari (Personal Pronouns in Nominative Case) yoki Obyekt kelishikdagi kishilik olmoshlari (Personal Pronouns in Objective Case)ni tavsiflashini aniqlash va ulardan beshtasini tanlab har bir kishilik olmoshini asoslovchi jumlar yozish, so'ngra qisqa paragraf yozish aytiladi. (Decide which adjectives describe positive or negative qualities. Choose any five of them and write sentences justifying each quality, then write a short paragraph). Muammoni echishni ijodiy hal qilish uchun talabalarni kichik guruhlariga ajratamiz. Kichik guruhlariga ajratish orqali muhokama qilish uchun sharoit yaratiladi.

- muammoni yechish uchun talabalar o'tilgan mavzularda olgan bilimlaridan foydalanib, kichik guruhdagi talabalar berilgan kishilik olmoshlaridan foydalanib umumlashgan yechimga keladi. Bunda har bir talabada ijodiy fikrlash qobiliyati rivojlanibgina qolmasdan bilim olish darajasi ortadi. Qo'yilgan "kishilik olmoshlari" muammosida hal qilishda foydalanish faolligi ortadi.

Shuning uchun ham til aspektlari o'qitish amaliyoti fanini o'qitishda muammoli vaziyat yaratish orqali talabalarning uchta muhim aspekti: grammatika, leksika ya diskurs tahlilini ko'nikmalarini puxta o'zlashtiradilar shuningdek, talaba guruh bilan ishlash, guruh a'zolarini fikrlarini qo'llab quvvatlash, o'z fikrini jamoada erkin bayon etish, mustaqil fikrlay olish, ko'nikmalari shakllanadi. Ingliz tilini o'rgatishda barcha ko'nikmalarni hisobga olgan holda, muammoli vaziyat tanlashda hozirgi vaqtda ijtimoiy tarmoqlardagi voqealar asosida tashkil etish maqsadga muvofiq hisoblanadi. Chunki voqealar va dalillar qanchalik ommabop bo'lsa, talabalarning faolligi va muammoni hal qilish imkoniyatlari yetarlicha oshadi. til aspektlari o'qitish amaliyoti fanini o'qitishda muammoli vaziyatlar yaratish orqali talabalarning mustaqil bilim olishlarini, har bir mavzuga ijodiy yondoshishlarini rivojlantiradigan metodlar

bilan boyitishdir. Til aspektlari o'qitish amaliyoti fanini muammoli o'qitish texnologiyasidan foydalanib o'qitish ijobiy natijalar beradi [2].

O'qitishda muammoli vaziyat yaratilganda, muammoni talaba o'zlashtirgan bilimlariga tayangan holda hal qiladi. Masalan, berilgan fikrga tarafdor va fikrga qarshi insholar (agree or disagree essay) yozishda o'rganuvchi mavzuga qo'shiladimi, yuqmi yoki betaraf ekanligini sabablarini misollar bilan bayon etadi. Bu esa o'z navbatida mazkur texnologiya mazmuni va mohiyatidan mantiqiy ketma-ketlikka ham o'xshaydi.

Talabalarni guruh bo'lib muammoni hal qilishlari orqali tengdoshlari orasida fikrlarini hech qanday to'siqlarsiz, qarshiliksiz, boshqaning fikrlariga qaramsiz bayon etadilar. Shu sababli o'qituvchi har bir talabaning fikrini rag'batlantirish kerak bo'ladi. Masalan, "Idioms and fixed expressions" mavzusida talaba B2 darajasidagi so'z yoki so'z birikmasini ishlatgan bo'lsa, unga mos C1 darajasidagi akademik so'z yoki so'z birikmasi ishlatilganda yanada yaxshi bo'lar edi degan ma'noda talaba foydalangan so'zni inkor qilmaslik, ya'ni ijodiy fikr muloqot tarzda berilishi kerak. Guruh bilan ishlashda guruhga nisbatan faolroq talabalarning borligi muammoni hal qilishda ijodiy fikrlashni rivojlantiradi va muammoning echimini tezroq bartaraf etishga olib keladi. Bu esa qolgan talabalarda keyingi qo'yiladigan muammolarga yanada faolroq bo'lishlariga undaydi.

Masalan, Hissiyotlar va harakatlar (Feelings and actions) yozishda talaba "Hissiyotlar va harakatlar bir-biridan qanday farq qiladi?", "Hissiyotlar va harakatlar qanday ajratiladi yoki necha qismdan iborat bo'ladi?", "Hissiyotlar va harakatlarning qanday turlari mavjud?", "Hissiyotlar va harakatlar qanday holatlarda tasvirlanadi?" kabi savollarga javob topishga harakat qiladi. Bu esa o'z navbatida talabaning bilimni oshirishiga imkon beradi, ya'ni ilmiy-izlanuvchanlik qobiliyati rivojlanadi. Shu sababli ingliz tilini muammoli o'qitish texnologiyasidan foydalanib ta'lim berish talabalarning muammo yechimlarini topish jarayonidan izlanishlarni boshqaradi. Talaba tomonidan yangi bilimlarni bilish va egallash omillari o'qituvchi yordamida amalga oshiriladi. Qo'yilgan muammoli savollar orqali talabalarni faolligi oshiriladi.

Til aspektlari o'qitish amaliyoti fanini muammoli o'qitish texnologiyasidan foydalanib ta'lim berganda turli shakllardan foydalanish mumkin [1,3,5]:

1. Fan o'qituvchisi qo'yilayotgan muammoli savolni to'liq bayon qiladi va yechimi beradi. Bunda o'qituvchi talabalarga savollar berish orqali ularni mustaqil mulohaza yuritishga undaydi. Masalan, Conjunctions and interjections yozishning shakllari mavzusi yuzasidan topshiriqlar beriladi va talabalardan Conjunctions and interjections yozilish tartibi bandlari, unda ishlatiladigan so'z birikmalarini qanday ishlatilishini nazorat qilib boriladi.

2. Fan o'qituvchisi muammoli savolni qo'yadi va faqatgina topshiriqning mazmunini bayon qiladi. Talabalardan mustaqil ishlashni talab qiladi. Masalan, Homonyms (Omonimlar)ni yozish muammosi qo'yilsa, bu omonimtlarning farq qiladigan jihatlari aytiladi va mavzu ustida mustaqil ishlash talab etiladi.

3. Fan o'qituvchisi muammoli vaziyat yaratadi. Bunda talabalarga muammoli savolga javob topish uchun mustaqil fikrlashga yo'naltiriladi.

4. Fan o'qituvchisi muammoli vaziyatning mazmuni va yechimini bermaydida unga "yaqinlashadi". Bunda talabalar ijodiy yondoshgan holda muammoli vaziyatdan chiqishadilar.

Til aspektlari o'qitish amaliyoti fanini o'qituvchisi mazkur texnologiyadan foydalanganda talabalarga yechimlarni bermasligi lozim. Shundagina, o'qituvchi talabalarning yangi bilimlarni izlash va idrok etish ko'nikmalarini

rivojlantirishga yordam bergan bo'ladi. Natijada talaba olgan bilimlaridan keltirilgan dalillar ketma-ketligida aqliy masalalarni mustaqil yecha oladi, xulosa chiqaradi, umumlashtiradi va kelajakda duch keladigan muammoli vaziyatlarda qo'llay oladi.

Xulosa qilib aytadigan bo'lsak, til aspektlari o'qitish amaliyoti fanini o'qitishda muammoli o'qitish texnologiyasidan foydalanish natijasida talabalarda o'z ustida ishlash, yangi bilimlarni mustaqil olish, qo'yilgan muammoli vaziyatdan chiqib ketishning har xil variantlarini topish va ularni tahlil qilishda to'g'ri yechimga kelishning aqliy faoliyatni rivojlantirish, olgan bilimlarini kelajakda qo'llay olish, qaror qabul qilish ko'nikmalarini shakllantirish orqali bilimlarini oshirishga yordam beradi.

Foydalanilgan adabiyotlar:

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TIL O'QITISH VA O'RGANISHDA GLOBAL ISTIQBOLLARNI O'RGANISHS. Allaberganova¹*Annotatsiya:*

Ushbu maqolada til o'rganishning xususiyatlari haqida so'z yuritilgan bo'lib, shuningdek tavsiyalar haqida ma'lumot berilgan.

Kalit so'zlar: xorijiy tillarni o'rganish, ikkinchi til, baynalmilallik.

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Ta'lim sifatini oshirish, xorijiy tillarni o'qitishni rivojlantirish, o'quvchi yoshlarning xorijiy tillarni o'rganish bo'yicha ko'nikma va malakalarini oshirish davlat siyosatining ta'lim sohasidagi ustuvor vazifalardan biriga aylandi. Bolalarimiz maktabdan ona tili va chet tillarini puxta o'zlashtirib, kompyuterda ishlashni o'rganib chiqishi zarur. Bu davr insoniyatning zamon bilan hamnafas odimlashini talab etadi. Shu boisdan, turli soha mutaxassislari o'z ona tilini mukammal bilish bilan bir qatorda, bir nechta xorijiy tillarni bilishlari va muloqot qila olishlari maqsadga muvofiq. Buning uchun xorijiy tillarni o'rganish va o'qitish tizimini yanada zamonaviy metodlar bilan takomillashtirish hamda chet tillarini o'rganishga bo'lgan motivatsiyani oshirish nihoyatda katta ahamiyat kasb etadi.

Oliy ta'lim muassasalari pedagoglarining zimmasiga – xorijiy til o'qituvchilari chet tillarni chuqur o'rganish va o'rgatish vazifalarini, xorijdagi rivojlangan mamlakatlarning ilg'or innovatsion pedagogik tajribalaridan foydalanish va shu asosida xorijiy tilni o'qitishning zamonaviy samarali metodikasini yaratish vazifasi qo'yildi. Xorijiy tillarni o'qitish va o'quvchi yoshlar bilimni baholash borasida zamonaviy kommunikativ kompetensiyaviy metodikalarga asoslangan innovatsion ta'lim dasturlarini ishlab chiqish va ta'lim tizimining barcha bosqichlariga joriy etish vazifasi ham kun tartibidagi muhim vazifalarga aylanmoqda.

Xorijiy tillarni o'qitish borasida yangicha yondashuvlarga yo'naltirilgan ilmiy faoliyatni ko'proq rag'batlantirish, bunda asosiy e'tiborni ilmiy ishning amaliy samaradorligiga qaratish muhim ahamiyatga ega. Ilmiy izlanuvchilar tomonidan ishlab chiqilgan metodlarni bevosita ta'lim muassasalarida amaliy sinovdan o'tkazish tizimini ishlab chiqish va joriy etish samarali natijalarga olib kelishi shubhasiz.

Ona tilidan keyingi navbatda o'rganiladigan har qanday til ikkinchi deb hisoblanadi. Uni o'rganishda o'ziga xos qiyinchiliklar paydo bo'ladi. Oldin o'zlashtirilgan birinchi tilning yordam berishi (transpozitsiya) yoki xalaqit berishi (interferensiya) hollari yuz beradi. Til ta'limshunosligidagi o'qitish sharoiti, maqsadi, mazmuni, metodi tushunchalari orqali ikkinchi til metodikasi tahlil qilinadi. Sharoit xususida faqat ijobiy gap bo'lishi mumkin: tabiiy muhitda qo'shni, mahalladosh, „domdosh“, hamyurt tili o'rganiladi. Uning tilini o'rganish do'stlik ramzidir. Axborot vositalari ikkinchi til muxlislari xizmatiga doim tayyor.

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Tashkiliy ravishda ikkinchi til o'rganish ham bir qancha qulayliklarga ega til o'rganish uchun sharoit mavjud va maqsadlar aniq. Ta'lim maqsadlariga ko'ra nutq malakalari va tilshunoslik ma'lumotlari o'rganiladi. Turli o'quv yurtlari manfaatlarini ko'zlab ushbu tilda dasturiy talablar qoidalashtirilgan. Ona tili va chet til o'qitish maqsadlari bilan ikkinchi tildagi maqsadlarni muvofiqlashtirish tavsifa etiladi.

Chet tillarini nima uchun o'rganishimiz kerak? Men hozir chet tillarini nega o'rganish kerakligi sabablarini haqida yozib chiqaman.

1. Chet tillarni o'rganish miyangizni o'stiradi. Tadqiqotlar, siz necha yoshda bo'lishingizdan qat'i nazar, boshqa tilni o'rganishning kognitiv afzalliklarini namoyish etdi. Ushbu tadqiqotlar shuni ko'rsatdiki, ikki tilli odamlarning miyasi kattaroq, xotirasi yaxshi, ijodiy, muammolarni hal qiladigan va boshqalar. Ushbu afzalliklar nafaqat ko'proq tillarni o'rganishni, balki hamma narsani o'rganishni osonlashtiradi. Vazifalarni tezda almashtirish qobiliyati, bugungi band bo'lgan ko'p vazifali dunyoda ayniqsa muhimdir. Ikki tilli vazifalar bir tilli hamkasblariga qaraganda ancha tezroq almashinishi va bir vaqtning o'zida ko'plab boshqa vazifalarni bajarishi mumkin.

2. Chet tilini o'rganganingizda sayohat arzonlashadi va osonlashadi Albatta ko'p insonlar sayohat qilishni hush ko'rishadi. Chet davlatga borganingizda til bilish sizga juda katta foyda beradi. Oddiygina ovqatlanishga borganda o'zingiz istagan taomni bimalol tushuntira olasiz. Yo'l so'rashni ham o'zingiz atrofdagi mahalliy insonlardan so'rab, qiyinchiliklarsiz eplay olasiz. Agar siz o'zingiz bilan gid oladigan bo'lsangiz juda ham qimmatga tushardingiz.

3. Chet tilni o'rganish ish topish uchun dunyo ochadi. Hech kimga sir emaski, chet tilini o'rganish ish bilan ta'minlash istiqbollari yaxshilashi mumkin. Har qachongidan ham ko'proq kompaniyalar dunyoning bir necha, ko'pincha o'z mamlakatlarida ish olib bormoqdalar, ammo ular hech bo'lmaganda bitta chet tilini tushunadigan odamlarni ishga yollamasdan buni qila olmaydilar. Hatto kichik mahalliy kompaniyalarda ham ikkinchi tilda gaplashish qobiliyati sizni boshqa ish oluvchilardan ajratib qo'yishi ehtimoli katta.

Xorijiy tilni o'rganishdan hayiqib, «menga shu til kerak bo'larmikan?» deb o'ziga savol beruvchilar, shubhalarigiz bekorligiga ishonavering. Zamonaviy dunyoda xorijiy til suv bilan havodek zarur. Til o'rganuvchilarning aksariyati 17-30 yoshni qarshilagan kishilardir. Endi ishga kelgan tajribasiz yoshlarning ko'pchiligi to'g'ri tajriba orttirguncha chet tillaridan bir nechtasini bilishi evaziga «jon saqlashadi».

Ikkinchi til bo'yicha ta'lim mazmuni muammosi xalqaro miqyosda mukammal ishlab chiqilgan. Binobarin, ikkinchi til o'rganishni baynalmilal maqomda muvofiqlashtirish mumkin. Ikkinchi til o'rganish ona tiliga yaqinroq turadi. Ta'lim mazmunini sinfdan/maktabdan tashqarida o'zlashtirish imkoniyati mavjud. Beixtiyor o'rganiladigan material tez va puxta o'zlashtirib olinishi tabiiy. Ushbu tilni egallash shu darajaga yetishi mumkinki, hatto u ikkinchi ona tili (albatta, bu shartli termin, chunki ona bitta bo'ladi, ikkinchisi o'gay bo'lishi mumkin) degan nomni ham qozona oladi. Xorijda va mamlakatimizda nashr etilgan til o'qitishga oid metodik adabiyotlar orasida ikkinchi tilni o'rgatishga doirlari nihoyatda ko'p. Demak, masalalarning ishlanganligi, sharoit muhayyoligi va xohish-istak borligi ushbu tilni egallashga keng yo'l ochadi. Ikkinchi tilni o'rganish ona tilidagi tajribaga suyanishni taqozo etadi va, o'z navbatida, cfyet tilni egallashga o'zining tegishli ta'sirini o'tkazadi.

Har bir ta'limga daxldor inson Prezidentimizning ushbu "Najot – ta'limda, najot – tarbiyada, najot – bilimda. Chunki, barcha ezgu maqsadlarga bilim va tarbiya tufayli erishiladi" kabi fikrini hamma vaqt yodimizda tutishimiz ham qarz, ham farz demakdir.

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EXPLORING GLOBAL PERSPECTIVES IN LANGUAGE TEACHING AND LEARNING

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Abstract:

Language teaching and learning have evolved significantly over the years, shaped by cultural, technological, and socio-economic changes. In today's interconnected world, the need for effective language education that considers global perspectives is more crucial than ever. This article explores the dynamic landscape of language teaching and learning, examining the importance of incorporating global perspectives, the challenges faced, and innovative approaches to enhance language education.

Key words: socio-economic, dynamic landscape, innovative approaches, inclusive language, authentic materials, dialects, policymakers, critical thinking, global mindset, transformative approach.

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Language is a powerful tool that not only facilitates communication but also opens doors to diverse cultures and perspectives. The globalized nature of our society demands a more inclusive approach to language education. As educators, it is essential to recognize the cultural nuances embedded in languages and incorporate them into teaching methodologies. This not only enhances linguistic proficiency but also fosters intercultural competence among learners.

One notable example of incorporating global perspectives in language teaching is the use of authentic materials from various cultural contexts. Incorporating literature, media, and real-life communication examples from around the world helps learners gain a more comprehensive understanding of the language they are studying. For instance, utilizing international news articles, podcasts, and films not only exposes learners to different accents and dialects but also broadens their cultural awareness. [2]

While the incorporation of global perspectives in language teaching is essential, it comes with its set of challenges. The incorporation of global perspectives in language teaching is a multifaceted approach that embraces cultural diversity, international collaboration, and a deep understanding of global issues. By implementing these strategies, educators can create enriching language learning experiences that prepare students not only as proficient language users but also as globally competent and culturally aware individuals. One major hurdle is the lack of standardized resources catering to learners' diverse linguistic and cultural needs. Educators often find themselves struggling to strike a balance between teaching a language's fundamentals and exposing students to the richness of global linguistic diversity.

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Collaborative efforts among educators, researchers, and policymakers are imperative to address this challenge. Establishing international partnerships and networks can facilitate the exchange of best practices, resources, and methodologies. Additionally, technology plays a pivotal role in overcoming these challenges. Online platforms, virtual exchange programs, and language learning apps can bridge the gap by providing access to a wide array of authentic materials and connecting learners with native speakers from different linguistic backgrounds. By acknowledging these challenges and actively seeking solutions, language educators can better navigate the complexities of incorporating global perspectives into their teaching, ultimately providing students with a more comprehensive and relevant language education. [1]

Despite the challenges, the opportunities presented by global perspectives in language teaching are immense. Language educators have the chance to cultivate a generation of linguistically and culturally competent individuals who can thrive in a globalized society. By fostering an appreciation for linguistic diversity and intercultural understanding, language education becomes a powerful tool for promoting unity and mutual respect.

Innovative approaches to language teaching and learning are essential for integrating global perspectives successfully. One such approach is project-based learning with a global focus. This involves collaborative projects that require students to engage with real-world issues and communicate with peers from different linguistic and cultural backgrounds. This not only enhances language skills but also promotes teamwork, critical thinking, and a global mindset. [3] In addition, transcending borders: A global mindset isn't just about travel, it's about embracing diverse perspectives. It's viewing the world not as separate countries, but as interconnected systems where cultures dance, economies intertwine, and challenges echo across continents. Moreover, beyond stereotypes: it's shedding assumptions and seeking understanding. Stepping outside your cultural comfort zone to appreciate unique viewpoints, communication styles, and values, even when they differ dramatically from your own. Lastly, agility and empathy: It's the ability to adapt flexibly to unfamiliar situations, navigate cultural nuances with sensitivity, and connect with people from different backgrounds on a human level. It's appreciating local contexts while recognizing shared values and global realities.

Furthermore, incorporating service learning into language education offers a transformative approach that benefits both students and the broader community. By engaging in meaningful service activities, students enhance their language skills, develop cultural understanding, and cultivate a sense of social responsibility. The integration of service-learning aligns language education with real-world applications, making it a valuable and enriching experience for all involved. Incorporating service-learning opportunities into language education provides a hands-on experience for students to apply their language skills in real-world contexts. This approach not only reinforces language proficiency but also instils a sense of social responsibility and global citizenship.

Exploring global perspectives in language teaching and learning is vital for preparing students to thrive in an interconnected world. By acknowledging the challenges, leveraging opportunities, and adopting innovative approaches, educators can create a dynamic and inclusive language learning environment. As the field continues to evolve, ongoing research, collaboration, and technological advancements will play pivotal roles in shaping the future of language education on a global scale.

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TIL O`QITISH VA O`RGANISHDA GLOBAL ISTIQBOLLARNI O`RGANISH

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Annotatsiya:

Til o`qitish va o`rganishda global istiqbollarni o`rganish, bugungi kunda juda dorzarblik kasb etayotgan mavzulardan biridir. Global istiqbollar, ya'ni dunyodagi barcha tillarning o`zaro aloqalarini, ularning o`zgaruvchanligini va dunyodagi boshqa tillar bilan ta'sirini tushunishni o`z ichiga oladi. Bu, insonlarning boshqa tillar va madaniyatlarga oid ko`nikmalarini o`rganish, boshqa tillarda kommunikatsiya qilish va boshqa tillardagi matnlarni tushunishga imkon beradi. Ushbu maqolada tillarni o`qitish va o`rganishdagi global bo`glanishlar, til ta'limidagi yutuqlar va til o`rganish pedagogikasi haqida ma'lumotlar beriladi.

Kalit so'zlar: til, video konferensiyalar, kompetentlik, global istiqbollar, til pedagogikasi.

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Til kishilar o`rtasidagi aloqa-aralashuv qurolidir. Shunga ko`ra u ijtimoiy hodisa sanaladi. Til vositasida fikrlaymiz va boshqalarga ham fikrimizni uzatamiz. Tilni xalq yaratadi va unga sayqal beradi [1;3].

Til, insonlar o`rtasidagi kommunikatsiya uchun muhim bo`lgan vosita hisoblanib, umumiy muhitni tushunishda muhim rol o`ynaydi. Til orqali insonlar o`z o`ylarini, hissiyotlarini, maqsadlarini va bilimlarini boshqalarga ifodalash va ulashishda asosiy vosita sifatida xizmat qiladi. Tilning turli xil turlari mavjud bo`lib, har bir jamiyat o`zining milliy tiliga ega bo`ladi. Bu esa jamiyatning identifikatsiyasi va madaniyatining asosiy qismi bo`lib, insonlar o`rtasidagi aloqalarni kuchaytiradi.

Birlashgan Millatlar Tashkiloti o'tgan asrda rasman 2976 tilni qayd etgan bo'lsa-da, sohaning yetakchi mutaxassislari hozirgi paytda jami 6809 ta til mavjud ekanligini ta'kidlashmoqda. 2005-yilda tuzilgan YUNESKO ro'yxati 6912 tilni qamrab oladi. Dunyodagi eng katta tillar olinadigan bo'lsa, statistik ma'lumotlarga ko`ra, 200 tilning har birida 1 milliondan ortiq, 70 tilning har birida 5 milliondan ortiq, faqat 13 tilning har birida 50 mindan ortiq kishi muloqot qiladi [2;34].

Til moddiy, ma'naviy merosni saqlash va boyitishning eng kuchli vositasi hisoblanadi. Til o`rganish global oqimning bir qismni tashlik etadi, chunki bu jarayonda til o`rganuvchilar dunyoni tushunishga va tillarning jamiyat tarqaqchilikdagi o`rni va ahamiyati haqida ma'lumotlarga ega bo`ladi. Til o`rganish esa insonlarga dunyo bo`ylab aloqalar tuzish, global muammolarga yechim topish va boshqa tillar sohasida rivojlanishlar qilish imkoniyatlarini beradi.

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Global istiqbollar, ya'ni dunyodagi barcha tillarning o'zaro aloqalarini, ularning o'zgaruvchanligini va dunyodagi boshqa tillar bilan ta'sirini tushunishni o'z ichiga oladi. Bu, insonlarning boshqa tillar va madaniyatlarga oid ko'nikmalarini o'rganish, boshqa tillarda kommunikatsiya qilish va matnlarni tushunishga imkon beradi. Global istiqbollar, globalizatsiya jarayonining bir qismidir. Bu insonlarga, tillar va madaniyatlar o'rtasidagi bog'liqni tushuntirishga yordam beradi. Bu jarayonning bir qismi sifatida, global istiqbollarni o'rganish, insonlarga dunyodagi boshqa tillarda kompetentlikni oshirish, turli xil tillarda matnlar tushunish va o'qishni oshirishga yordam beradi.

'Kompetentlik' tushunchasi ta'lim sohasiga psixologlarning ilmiy izlanishlari natijasida kirib kelgan. Psixologik nuqtai nazardan kompetentlik 'noan'anaviy vaziyatlar, kutilmagan hollarda mutaxassisning o'zini qanday tutishi, muloqotga kirishishi, raqiblar bilan o'zaro munosabatlarda yangi yo'l tutishi, noaniq vazifalarni bajarishda, ziddiyatlarga to'la ma'lumotlardan foydalanishda, izchil rivojlanib boruvchi va murakkab jarayonlarda harakatlanish rejasiga egalik'ni anglatadi. Kompetentlik (ingl. "competence" – "qobiliyat") – faoliyatda nazariy bilimlardan samarali foydalanish, yuqori darajadagi kasbiy malaka, mahorat va iqtidorni namoyon eta olish degan ma'nolarni ifodalaydi.

Til kompetentligi, insonning biror tildan samarali ravishda foydalanish va uni tushunish bilan bog'liq bo'lgan ko'nikmalar va bilimlarni ifodalaydi. Til kompetentligi o'quvchilarning o'zlarini ma'lum bir tilni samarali ravishda foydalanishlari uchun tayyorlashda muhimdir. Bu kompetentlikning asosiy ko'nikmalari quyidagilardir: 1. Tilni tushunish: O'quvchilarning biror bir til bo'yicha ma'nolarni tushunish va ularni qo'llash bilan bog'liq bo'lgan ko'nikmalarni oshirish. 2. Tildan foydalanish: O'quvchilarning tilni to'g'ri va samarali foydalanishlari, masalan, gaplarni qo'llash, yozuvni to'g'ri yozish va tarjima qilish. 3. Muloqot va fikrlarini ifodalash: O'quvchilarning biror bir tilda muloqot orqali fikrlarini ifodalashlari, savollar berish va javob berish orqali izohlashlari. 4. Tilni tahlil qilish: O'quvchilarning tilni tahlil qilishlari, masalan, matnlardagi muhim ma'nolarni aniqlash va izohlashlaridir. 5. Tilni ijtimoiy ravishda qo'llash: O'quvchilarning tilni ijtimoiy ravishda qo'llashlari, masalan, jamiyatda muloqot qilish, xabar berish yoki maqola yozish kabi ko'nikmalarni tashkil etadi.

Bu kompetentliklarni oshirish uchun o'quvchilarga amaliy mashg'ulotlar tashkil etish, muloqotlar va muzokaralar orqali tilni o'rganish va samarali foydalanishlari uchun imkoniyat yaratish muhimdir.

Til pedagogikasi, o'quvchilarga tillarni o'rganish, fikr ifodalash, va muloqot qilishda yordam berish uchun foydali bo'lgan pedagogik usullarni o'rganishni va ularni amalga oshirishni qamrab oladi. Pedagogik o'rganish va muloqotni kuchaytirish uchun quyidagi yo'llarni amalga oshiriladi:

1. O'quvchilarning tilni o'rganish uchun motivatsiyasini oshirish: bundan asosiy maqsad o'quvchilarning tilni o'rganishga qizitirish, qanday qilib qisqa fursatlarda chet tillarini o'rgatish bo'yicha maslahatlar berish va til o'raguvchilarning o'z fikrlarini ifodalashga imkoniyat yaratish uchun ularga qiziqishlariga mos keladigan mavzular va mashg'ulotlarni tashkil etish.

2. Tilning amaliy ko'rinishini oshirish: O'quvchilarga tilni amaliy ravishda qo'llash uchun imkoniyat yaratish. Mavzularni amaliy mashg'ulotlar

orqali o'rgatish va o'quvchilarga tilni amaliy ko'rinishda qo'llashga imkoniyat yaratish.

3. Mavzu bo'yicha muloqotlar va muzokaralar: O'quvchilarga til mavzusida muloqotlar va muzokaralar orqali fikrlarini ifodalash va boshqalar bilan muloqot qilishlari uchun imkoniyat yaratish.

4. Ta'lim materiallaridan foydalanish: Til pedagogikasi uchun mo'ljallangan ta'lim materiallaridan foydalanib, o'quvchilarga tilni o'rganishda va muloqotlarni kuchaytirishda ularga yordam berish.

Tillarni o'rgatishda ushbu tamoyillardan foydalanganimizda, til pedagogikasi asosida o'quvchilarga tilni o'rgatish va muloqotni kuchaytirishlari uchun yaxshi imkoniyatlarni yaratishimiz mumkin bo'ladi.

Konferensiya (lot. konferentia -bir joyga to'playman) — davlat yoki partiya, jamoat va olimlar vakillarining muayyan masalani muhokama etish uchun yig'ilishi. XIX-asrning 2-yarmigacha G'arbiy Yevropada, asosan, ma'muriy-texnik, madaniy, iqtisodiy va huquqiy masalalarga oid yig'ilishlar ham konferensiya deb atalgan. Keyinchalik Konferensiya tushunchasi kongress atamasi o'rnida ham qo'llanila boshlandi. Videokonferensiya (VCC) - bu uch yoki undan ortiq masofaviy abonentlarning interaktiv [manba 3715 kunlik] o'zaro aloqasi uchun telekommunikatsiya texnologiyasi bo'lib, ularda boshqaruv ma'lumotlarini uzatishni hisobga olgan holda real vaqt rejimida audio va video ma'lumotlar almashish mumkin. Til o'rganishda va o'qitishda konferenslarda qatnashish, video konfersiyalarni ko'rish yoki badiiy kitoblar o'qish orqali til o'rganuvchilarda boshqa malakatlarning tillari va u tillarning tuzulishi haqida, madaniyati va tarixi haqida ma'lumotlar olishlari mumkin.

Xulosa qilib aytganda, tillarni o'rganish va o'qitishda global istiqbollarni o'rganishning yana bir muhim jihati shundaki, til o'rganuvchilarga global muamolarni o'z hayotlari va jamiyat bilan bog'lashda muhim ahamiyat kasb etadi. Bu talabalarga global muomolarning dolzarbligini, ta'sirini ko'rishga yordam beradi, shuningdek ta'lim va ijtimoiy hayotda o'zgarishlar va yangiliklar qilish uchun imkoniyatlar eshingini ochadi.

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COGNITIVE CHARACTERISTICS OF CLASSROOM DISCOURSE IN SECOND LANGUAGE ACQUISITION

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Abstract:

This article explores the importance of the cognitive aspects of discourse in learning and teaching the second foreign language. It provides necessary information regarding the term of discourse, what it is, types of it, discourse analysis and classroom discourse. Additionally, this research paper aims to explain the cognitive characteristics of classroom and communication procedure between teacher and student in details as these topics are related to each other.

Key words: Discourse, discourse types, discourse parameters, cognitive characteristics, communication, interaction.

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1. Introduction. Before moving to cognitive aspects of discourse and applying it in classroom and language acquisition, we need to know what is discourse itself? Discourse comes from the Medieval Latin word “discursus” meaning “argument”, the evidence and knowledge created through discussion. “Discourse” refers to a way of speaking, writing or communicating about a particular topic and is considered an active speech act. In modern linguistics, the concept of discourse was started using in the middle of the last century by American linguist Z. Harris. In 1952, he had used the term of discourse in his article “Analysis of discourse” for the first time and gave his opinions about discourse. Another great conception of discourse was explained by Halliday and Hasan, they distinguish three situational parameters of discourse: field, tenor and mode. Field of discourse is defined as the subject or area of discussion in a conversation or text. Tenor of discourse refers to who is taking part in a conversation, what kinds of relationship are involved between discourse participants. Lastly, mode of discourse is used for the way information is presented or communicated. Although many linguists put forward their own opinions and bias about what is discourse, still they agree with the idea that discourse should be analyzed in a combination of social, psychological, cultural conditions of communication. Discourse can be categorized into four types: descriptive, narrative, expository and argumentative. The first type, descriptive discourse relies on the five senses and aims to create a sensory experience for reader or listener namely, a vivid picture by describing people, place, objects, or events in detail. The second type, narrative discourse involves storytelling and recounting events in a chronological order. Its aim is to engage the audience

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emotionally and intellectually, fostering the sense of understanding and connection with the story being told. The third expository discourse is about providing information in an easy and factual manner. It describes concepts, clarifies ideas and often uses logical reasoning and examples to present a clear explanation. Last one, argumentative discourse involves presenting a viewpoint or opinion and defending it by providing evidence and reasoning. In this type of discourse, the aim is to persuade or convince the audience to a particular opinion by claiming the audience's opinion is not true.

2. Main body. Classroom discourse is defined as the language (both oral and written) used by teacher and student in the classroom in order to communicate. In the past teachers tend to dominate the conversation, talking all the time without students' participation, however, today, concept of classroom discourse took the different approach and teachers recognized the benefits of purposeful talk and discussion-based lessons. Now, in classes, teachers try to interact with students more and involve them in the learning process. It is very crucial to have a balance in teacher talk and student talk. Students who were active during classes tend to acquire more knowledge than who stayed calm and did not talk at all. This is because when you communicate more, ask questions and give your own opinion about a particular subject, you are more likely to strengthen your knowledge and experience on it.

Before discussing cognitive characteristics of classroom, let's look at what cognition is. Cognition refers to the mental process of gaining and understanding the knowledge. So cognitive characteristics refer to the mental (brain-based) processes and abilities involved in learning. These are attention, memory, problem-solving skills, critical thinking, and information processing. These cognitive processes can be supported by classroom, factors like teacher-student interaction, creating suitable learning environment. Teachers should create learning environment for students, students have natural tendency to explore new things and if teachers lead them further, push them to learn hard and more, it will help improve students' cognitive function. Besides, asking students to reflect on their experience, helping them to find solutions to problems and asking students explain their thinking are also cognitive aspects of the classroom.

In learning process, it is very significant to communicate with students, including group discussion or speaking to a student one-to-one and so teacher should attract all students in a classroom to discussion. The first thing that the teacher should do is to create a supportive learning environment for learner. This can be praising a student for his/her achievements, or helping students to answer questions. When students feel the teacher's support, they will not afraid of speaking in front of the class, participating in group works, or expressing their ideas. Another way of improving communication among students and their teacher is making more teamwork, such as dividing the class into small groups and making peer work. By this way collaboration among students increases and they will be able to exchange ideas and foster their communication skills. Thus, academic performance of students is mostly developed by teachers.

The cognitive aspects of classroom discourse play a vital role in Second Language Acquisition (SLA). Effective discourse encourages learners to interact with the language cognitively, improving their language acquisition. Teachers, by urging students to actively participate, can foster cognitive engagement, aiding the internalization of language structures and vocabulary. Regular interaction in the target language also helps develop essential cognitive skills for acquisition. Moreover, engaging in cognitive discourse allows learners to connect

new language elements with their existing knowledge, facilitating the organization of linguistic information. When learning a new language, participating in thoughtful conversations, such as discussing a favorite hobby, helps learners connect new language elements to what they already know. Therefore, this connection strengthens vocabulary and enhances language retention.

3. Conclusion. In general, this paper aims to provide knowledge on discourse, classroom discourse and cognitive aspects of classroom discussion in learning the second language. Not only in learning the language but in other subjects also teacher is one who helps improve a student's performance. In order to make it easy students to acquire second language, teachers should use classroom discourse effectively in their lessons. This can be a group work or peer learning. When students communicate with each other about a specific topic and exchange ideas in the classroom, then they will learn and memorize things more easily. Besides, we need to take into account of cognitive elements, brain-related process like thinking, memorizing and so on. A teacher can make students learning more productive, if she or he uses cognitive characteristics in classroom.

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METHODS OF TEACHING OF FOREIGN LANGUAGE ENGLISH TO YOUNG LEARNERS

Sh. Khalilova¹

Abstract:

The aim of this article is to provide and explain the appropriate way of teaching to young school teachers and understand the characteristics of the different methods used in teaching a foreign language to avoid difficulties in teaching a foreign language and to achieve good results taking into account the individual needs of young learners.

Key words: audio-lingualism, Communicative approach, Task-based learning, Humanistic teaching, the Natural.

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Introduction

In recent years young learners has been interesting in learning English by this way requirement in English language is rising. Currently English is offered in primary and even in pre-school education. There are a lot of opportunities that English language offers to young learners.

- Learning English enhances cognitive abilities. Studies have shown that bilingual children often demonstrate superior cognitive abilities including a better understanding of shapes and patterns.

- Global language is English.

- Improves native language skills. Learning English can also enhance your skills in your native language.

- Learning language improves Children memory, thinking, perception, imagination. In this article we will be aware of Methods of teaching language

Methods and materials

According to Kuziev Sarvarbek (published in November 21,2020) Task-Based learning (TBL) is a lesson structure a method of sequencing activities in your lesson.[1] This method is essential for teaching foreign languages nowadays because in task-based learning students are free to use a range different communicative language skills that are important in learning and understanding a new language.[2] So in this way TBL helps students to improve their language skills Secondly one of the popular methods of nowadays is Total physical response (TPR) method. In the works of Aprilia Riyana (published in 2026) Total physical response is one of an alternative good method for teaching English for young learners to memorize some commands or some vocabularies easily through use their physical. According to Mubin Muradovich Raximov Muradovich, Raximov Mubin (published in 2021) Presentation Practice-Production (PPP) - The PPP method could be characterized as a common-sense approach to teaching as it consists of 3 stages that most people who have learnt how to do anything will be familiar with. • The first stage is the presentation of an aspect of language in a context that students are familiar with, much the

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same way that a swimming instructor would demonstrate a stroke outside the pool to beginners. • The second stage is practice, where students will be given an activity that gives them plenty of opportunities to practice the new aspect of language and become familiar with it whilst receiving limited and appropriate assistance from the teacher. To continue with the analogy, the swimming instructor allowing the children to rehearse the stroke in the pool whilst being close enough to give any support required and plenty of encouragement.[4] The final stage is a production where the students will use the language in context, in an activity set up by the teacher who will be giving minimal assistance, like the swimming instructor allowing his young charges to take their first few tentative strokes on their own.

Proverbs-English proverbs can be used as an alternative to having a lead-in activity. Webster defines a proverb as a short, traditional saying that expresses some obvious truth or similar experiences. Proverbs have been used as teaching tools for centuries to teach moral values and social skills. They may deal with mind, wisdom, experience, learning, and authority. They are indeed effective devices to communicate wisdom and knowledge about human nature and the world at large. [5] Proverbs contain truth in few words that relate to everyday life having a universal value, and they can be remembered easily.

Considering the good values of proverbs, a teacher may use proverbs to teach English as a foreign language as a lead-in activity before teaching language skills. [6] It is a good way to consolidate the learning of vocabulary, grammar, sentence patterns, moral values, and the like.

Conclusion

TBL is a form of group learning where you are able to develop skills such as complex problem-solving critical thinking, collaboration and time management. It also allows you to learn about the importance of teamwork and accountability which is highly regarded in the workforce. Total physical response (TPR) as it is popularly known is a language learning method that has body movement and language acquisition at its core solving the body, singing dancing all work very well in this method as it helps the learner cement the action and the meaning with its association in their heads.

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THE ROLE OF THE AUDIO-LINGUAL METHOD IN TEACHING ENGLISH

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Abstract:

This article describes the methods of effective teaching of English among students using the principles of the audio lingual method. Also it provides information on the characteristics and oral drills of the audio lingual method.

Key words: method, teaching, students, learn, teachers, speaking, listening, skills, improve, understand, effective, memorize.

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The audio-lingual method is a method for foreign language teaching which emphasized the teaching of listening and speaking before reading and writing. This method based on Behaviorisms: language learning should become automatic habit formation through drill and pattern practice. I will support this views with argument in the following paragraphs.

This method is combination between behavioral psychology and linguistic. It is also called Army method. The main objective of audio lingual method is to help learners or students acquire accurate pronunciation. Behaviorist lingual method focuses on structure. So audio lingual method helps us to improve our English through listening and speaking skills. Listening activity process include four steps.

They are hearing, understanding, evaluating and responding.

1. Hearing-it deals with a series of sounds that involves with the words and sentences

2. Understanding it means that the meaning of those words and sentences are understood

3. Evaluating-it means that the meaning gained is evaluated the total communication is accepted or rejected

4. Responding-a response is made to what is heard by further through bodily movement facial expression or audible reaction.

Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-legalism, there is no explicit grammar instruction: everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously. The lessons are built on static drills in which the students have little or no control on their own output; the teacher is expecting a particular response and not providing the desired response will result in a student receiving negative feedback. This type of activity, for the foundation of language learning, is in direct opposition with communicative language teaching. Charles Carpenter Fries, the director of the

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English Language Institute at the University of Michigan, the first of its kind in the United States, believed that learning structure or grammar was the starting point for the student. In other words, it was the students' job to recite the basic sentence patterns and grammatical structures. The students were given only "enough vocabulary to make such drills possible." [3]. Fries later included principles of behavioral psychology, as developed by B.F. Skinner, into this method. Inflection: Teacher: I ate the sandwich. Student: I ate the sandwiches. Replacement: Teacher: He bought the car for half-price. Student: He bought it for half-price. Restatement: Teacher: Tell me not to smoke so often. Student: Don't smoke so often! The following example illustrates how more than one sort of drill can be incorporated into one practice session: "Teacher: There's a cup on the table ... repeat Students: There's a cup on the table Teacher: Spoon Students: There's a spoon on the table Teacher: Book Students: There's a book on the table Teacher: On the chair Students: There's a book on the chair etc." In the next paragraph, I will write about the characteristic of the audio lingual method:

- Language learning is habit information
- Mistakes are bad and should be avoided as they are considered bad habits.
- Language skills are learned more effectively if they are presented orally first, then in written form.
- Analogy is a better foundation for language learning than analysis. The meanings of words can be learned only in a linguistic and cultural context.

Next, I will give brief information about oral drills:

- Repetition: the student repeats an utterance as soon as she hears it.
- Inflection: one word in a sentence appears in another form when repeated.
- Replacement: one word is replaced by another.
- Restatement: the student rephrases an utterance.

The audio lingual method Focuses on speaking and listening competence stressing repetition and habit formation to learn a second or a foreign language. This method make the learner understand the second language by memorizing and practice speaking with drilling from the people communication.

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THE GENRE OF THE ACADEMIC DISCOURSE

G. Rakhimova¹

Abstract:

This research paper has explored that the pedagogical discourse includes the whole field of the pedagogical activity and its social relations. In the pedagogical discourse the teacher's activity and the teaching process' social participants and the tools are the object of the research. The genre of academic discourse can be the important part of the communication during the pedagogical process and it impacts on the outcomes of the teaching and learning.

Key words: Genre, academic discourse, micro genres, participants, communicative situations.

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1.Introduction. In modern linguistics there are several approaches to the speech genres. The scholar M.M.Bakhtin is the researcher of the speech genres stated that the genre is the stable type of the utterance [2]. The classification of the genres is based on the communicative intention of the linguistic personality. The genre of the academic discourse is commonly oral and written. Accordingly, there are many micro genres in the academic discourse such as the educational –didactic genre for example, books, teaching manuals, handouts and etc.; the educational –academic genre such as the control work, the school essay, report, assignment, master dissertation and etc.; -educational –academic genre for gaining and improving the knowledge such as class work, homework, lecture and etc.; - scientific –academic genre such as the scientific publications, annotation, critique, dissertation and etc. The secondary written micro genres are the syllabus, the program of the discipline. The academic discourse can be illustrated by these above-mentioned genres because all of them are written in the academic language which is understandable to the addressee - the academic personality of the academic sphere. A lesson, a lecture, a conference report, a presentation, a seminar, a discussion, debate can be characterized the oral type of the genre of the academic discourse.

2.Main part. The study of the written and spoken discourse have been researches by many scholars in the last decades. It was the basis for the creation of the genre schools. Three Genre Studies Schools were established – New Rhetoric Studies, English for Specific Purposes, Systemic Functional Linguistics. New Rhetoric Studies is called Rhetorical Genre Studies (RGS) with the term RGS was found by Freedman and increased by Bawarshi and Reiff. The article “Genre as Social Action” by Carolyn Miller the approach to discourse implicit in RGS was mentioned primarily. Miller explicated the importance of the genre for the pedagogical discourse, he stated that the genre is the basic key for comprehending how to react in communicative situation in the academic

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sphere.¹ For instance, academic genres (a seminar, a workshop or a lecture) are often resulted in such a way (linguistically) that help students obtain the specialized knowledge (linguistic forms, terminology, functional language) they acquire in the academic setting with their profession, get prepared for the active participation in the discourse community they will be representing. Miller mentioned to understand the genre as a social action, Berkenkotter and Huckin supposed that the genres “can be changed according to rhetorical circumstances”, “genres evolve, develop and decay”, and in other words, although genres have a certain form, they should not be viewed as static texts as they can be modified depending on the communicative situation.²

Systemic Functional Genre Studies which is famous as The Sydney School based on their theories of the study of the genre on the work Halliday, Halliday and Matthiessen, Halliday and Hasan and Martin who gave the explanation as “the language is as tool for expressing the meaning rather than as a set of rules”. The significance of the meanings in context is clearly explained in the quotation of one of the famous scholars of the SFL approach Halliday who stated that “for a linguist, to describe language without accounting for text is sterile; to describe text without relating it to language is vacuous.”³ SFL states that language has the systems which can give a choice to the writer/speaker for expressing the meanings. Systemic functional linguistics suppose the meaning as social, and the social meaning influence on linguistic forms and the role of form is to represent a social function.

According to the researches of SFL scholars the genre is comprehend as the following:

- the genre has the social peculiarities because the participants act in genres with other people;
- the genre is goal-oriented because the participants use genres to get a particular aim;
- the genre is staged because the participants get their intention with step in communicative situation.⁴

The English for Specific Purpose (ESP) Genre Theory has researched genres according to the comprehending of how language is structured to get the goals in the specific context of use. The theory has been received with great interest by language teachers because of the increasing number of culturally and linguistically diverse students. The term ‘genre’ was represented in ESP by Tarone and her colleagues in 1981. The research interest was the non – native speaker’s language in the spoken and written language form in the academic and professional sphere.

According to the Swales who is the well-known scholar in ESP the genre analysis has two key features: 1) devoting to academic and research English; 2) usage of genre analysis for applied ends. The scientist Swales paid his attention to the quantitative studies the language registers. He paid attention to the identifying of the linguistic features which are connected with the occurrence in a particular linguistic register.⁵ The scientists of the linguistic sphere mentioned

¹ Valerija Malavska. Genre of an Academic Lecture // Turība University, University of Latvia, Latvia LLCE, 2016 3(2), ISSN 2453-7101 - P 57.

² Valerija Malavska. op.cit. - P 57.

³ Valerija Malavska. op.cit. - P 57.

⁴ Valerija Malavska. Genre of an Academic Lecture // Turība University, University of Latvia, Latvia LLCE, 2016 3(2), ISSN 2453-7101 - P 57.

⁵ Valerija Malavska. op.cit. - P 58.

that the genre is the communicative events which has the communicative aims. These communicative aims occur in the particular structure, style, content, and with the intended audience. The specific communicative aims are set by the discourse community – the members of the discourse who provide the discourse content and the genre's purpose. The discourse community is the people who share the specific aims for the communication, for example, the lecturers and the students who attend lectures. The scientist Swales's approach was used by the scholar Flowerdew in pedagogy for analyzing of the genre. He mentioned the six features of the discourse communities: 1) common public aims – the participants' common purpose, for example, the common aim of the lecturer and the student is to exchange new knowledge; 2) The intercommunication's mechanisms among the participants, for example, lecture room and seminar classroom. 3) The experience and the language competence of the lecturers and the students; 4) The occurrence of the communicative aims in the discourse community is related one or more genres, for example, the lectures of the finance is comprehended by the students of the financial sphere rather than the students of the medicine and the medicine discourse and the medicine lecture will not be comprehended by the students of the finance. 5) The lexis of the discourse community, for example, the pedagogical discourse has its own terminology, abbreviations as well as the medicine discourse has its own terminology. 6) The participants of the discourse community have the relevant knowledge and experience of the discourse content. The purpose of the expert lecturer is to share knowledge to the audience/ students who is belongs to this discourse sphere.¹

According to scholar Bawarshi these three genre schools considered that the analyzing of the genre is connected with discourse community and the purpose of the discourse community's members which are the main recourse of the genre's designing for the achieving of the discourse communicative aims.² The analysis of the discourse genre is characterized by the genre's organization – its structure and its linguistic peculiarities as style, tone, voice, grammar, syntax. All the research schools of the genre mentioned that the genre is a social action which is oriented to the addressee.

Table 2. Some Example of Academic discourse's Genres.

Genre/Communicative purpose	Register	Style
Academic lecture – to explain new knowledge to the students.	Field/ –lecture room Tenor –lecturer, student Mode -spoken interaction or written text in the PPT	Monological style – one way interaction, the individual style of the lecture, use of the PPT
Seminar – to discuss and improve the knowledge of the student in a particular subject	Field – seminar room Tenor – seminar teacher and student Mode -spoken interaction	Interactive style – the students act in the communicative process, use of the PPT and the individual style of the speakers.
Conference – to exchange knowledge and new ideas	Field – Conference room Tenor – Academic staff Mode – Spoken interaction or written text in PPT	Presentation in a form PPT and the individual style form of the speaker.
Textbook	Field – the subject in Pedagogy Tenor – Academic staff, the students form the academic community Mode – written text	Individual style of the writer.

¹ Valerija Malavska. Genre of an Academic Lecture // Turība University, University of Latvia, Latvia LLCE, 2016 3(2), ISSN 2453-7101 - P 59.

² Valerija Malavska.op.cit.- P 60.

This table illustrates the genre, the register and the mode of the academic discourse.¹ The academic lecture is an example for oral academic genre and the scholars of the genre research state that the lecture is the genre of the pedagogical discourse, it is realized through the pedagogical register. In the academic lecture the conceptuality, situationally, improvisation play the great role.

The main features of the academic discourse in the lecture can be:

- The speech should be logical and clear;
- The speech should be in the standard type and the lecturer can use clichéd phrases;
- The speech should be objective and unambiguous;
- The speech of the lecturer should be laconic;
- The speech should have intellectual expressivity.

3. Conclusion. It is important to say that the lecture is as a form of the academic discourse's genre is changeable, because firstly, it formed in the form "chalk and talk" in the pedagogical discourse for the transmission of the knowledge and at present time the lecture includes the active educator who is organized interactive lecture and the new technology which is the main tool of the exchanging knowledge in the educational sphere.

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EXPLORING THE ROLE OF LANGUAGE LEARNING IN GLOBALIZATION

N. Xalimova¹

Abstract:

21st century is the era of where technology and trade and others are being the reason for globalisation. In this article, a deep look at the importance of learning foreign languages on worldwide connections.

Key words: globalisation, learning, culture, connect, language.

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Advances on different areas of connecting various countries is being one of the crucial causes for globalization which has a huge impact on our everyday life. Betterment of being in touch with other nations, the urge of running cooperative businesses, and realizing the value of an exchange education are connecting continents together, breaking the distances between people. In this case, learning foreign languages is one of the outstanding benefits of those who are going to keep up with global connections. This article covers some of the reasons why foreign language learning plays a vital role in globalization.

Learning language is becoming a must-do activity for all people around the world. No matter how old you are, a new language offers you countless advantages in your life. As many language communities are still yet to be studied, it's difficult to say exactly how many people in the world speak two languages fluently. However, current estimates predict that around 43% of people are bilingual, with a further 17% being multilingual.[1] The research shows that in 2024 almost half of earth's population is fluent in two languages, and about a fifth of living humans can speak multiple languages up to 5. Is this figure not proof for language learning to become humans' basic need?

A new language is a new opportunity. Foreign languages enrich your life by offering you a deeper understanding of the culture, mentality and history of other countries.[2] Language learning is not only about learning the alphabet, rules, tenses and grammar, but it is also learning behavior of society and its culture. The more you dig into language, the more you become aware of other countries' cultures, customs and habits. Simple question may occur: "What understanding the new culture, mentality of other countries can do with globalization?"

If you, as a business owner, will be able to understand the culture of foreigners, you will probably come up with different ideas which will appeal to foreign citizens. Or you can have great years of experiences of studying abroad without culture shocks and confusions. Being able to communicate effectively across borders and cultures allows individuals to connect with people from diverse cultural backgrounds, exchange ideas, and build relationships based on mutual respect and understanding.

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Over 7000 languages are being used as means of connecting individuals in the world.[3] Globalisation awakening the need of having certain languages to keep together the world. This language is English with an unstoppably growing number of learners. The list shows 10 most spoken languages in the world.

N	Language	Number of speakers (million)
1.	English	1.452
2.	Mandarin (Chinese)	1.118
3.	Hindi	602
4.	Spanish	548
5.	French	280
6.	Modern Standard Arabic	274
7.	Bengali	272
8.	Russian	258
9.	Portuguese	257
10.	Urdu	231.3

Only one language, English, because of its grammatical simplicity compared to other languages, is connecting approximately 1.5 billion people. Apart from being easy to learn, the English language is becoming so popular due to the influence of the British Empire and also English is the language of finance, trade and technology. 1.5 billion people can speak, teach, and help each other with a clear understanding of each other's words. 1.5 billion people are able to use internet sources without struggle because two third of information on the internet is in English.

I want to demonstrate the importance of learning foreign language with an example of the English language. It does not mean that you should not learn any other language, but English. The more languages you learn, the more opportunities you get in the century of globalization. Although language learning has many pluses, in this article, only one aspect of it has been discussed. Language is a key point when it comes to having global connections.

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THE ROLE OF WORKING WITH GROUP TO IMPROVE SPEKING SKILL

R. Matqurbonova¹

Abstract:

In this article you will be given information about working with teamwork and the role of teamwork in the process of improving speaking skill. Effective communication is a vital aspect of personal and professional success, with confident verbal expression being a key component. Within group settings, individuals benefit from peer feedback, constructive criticism, and exposure to diverse perspectives, leading to continuous growth in their speaking proficiency. The article emphasizes the positive impact of group interactions on confidence-building, cultural awareness, and the development of active listening skills. Additionally, it highlights how group activities simulate real-life scenarios, providing individuals with practical experiences to refine specific speaking skills.

Key words: teamwork, speaking skills, group dynamics, peer feedback, confidence building, active listening, collaborative learning, verbal expression.

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What is working with team?

Teams are essentially meetings that continue regularly, either on an ongoing basis, or for a specific amount of time related to performing a particular task. Teamwork is a useful way to accomplish a task, since multiple members generate multiple insights and ways to solve problems or create new ideas. It's likely that, as a professional, you have been or will be involved in some sort of team, to enact a project, develop a new procedure or product, interview and recommend new hires or outside training, and more. Working with a team involves collaborating with a group of individuals to achieve common goals or complete tasks. It requires effective communication, coordination, and a shared understanding of objectives. Teamwork often involves leveraging each member's strengths, contributing diverse perspectives, and collectively solving challenges to achieve success. Effective team collaboration fosters a supportive environment, encourages open communication, and promotes the achievement of shared objectives. Working with a team is important as it leverages the strengths of individuals, fosters creativity, provides support, enhances learning, and contributes to more efficient and effective outcomes. The benefits of teamwork extend beyond the completion of tasks, positively impacting the overall work culture and success of an organization.

Effective communication is a crucial skill in today's interconnected world, and one aspect that significantly contributes to this skill is the ability to speak confidently. Group dynamics play a pivotal role in enhancing speaking skills, offering a supportive environment for individuals to develop and refine their verbal communication abilities.

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1. Peer Feedback and Constructive Criticism:

Group settings provide a platform for individuals to receive constructive feedback from their peers. This feedback helps in identifying areas of improvement and encourages continuous learning. Constructive criticism within a supportive group can foster growth in speaking proficiency.

2. Diverse Perspectives and Cultural Exposure:

Interacting within a group exposes individuals to diverse perspectives and cultural nuances. This exposure not only enriches their speaking skills by adapting to different communication styles but also enhances their cultural awareness, making them more effective communicators in diverse settings.

3. Increased Confidence through Group Interaction:

Engaging in regular group discussions and conversations builds confidence in individuals. The supportive atmosphere of a group allows them to express their thoughts without fear of judgment, helping overcome stage fright and boosting their self-assurance in speaking situations.

4. Simulated Real-Life Scenarios:

Group activities often simulate real-life communication scenarios, preparing individuals for various situations they might encounter in professional or social settings. This practical experience helps in honing specific speaking skills, such as articulation, clarity, and effective expression.

5. Collaborative Learning:

Learning in a group setting fosters collaborative efforts. Individuals can share their knowledge and insights, helping each other understand different topics. This collaborative learning environment not only broadens their knowledge base but also improves their ability to articulate ideas and opinions.

6. Developing Active Listening Skills:

Effective communication is a two-way street, and being a good speaker also involves being a good listener. Group discussions promote active listening, as individuals need to understand others' perspectives and respond thoughtfully. This practice contributes to the overall improvement of communication skills.

7. Encouraging Public Speaking Opportunities:

Group dynamics often involve opportunities for public speaking, whether in small presentations or larger forums. These experiences, even in a supportive group setting, help individuals overcome the fear of public speaking and develop the ability to communicate effectively to a broader audience.

In conclusion, the role of group dynamics in improving speaking skills is significant. The supportive environment, diverse perspectives, and collaborative learning opportunities within a group contribute to the overall development of individuals' verbal communication abilities. By actively participating in group activities, individuals can enhance their confidence, receive valuable feedback, and refine their speaking skills for success in various personal and professional scenarios.

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THE TEACHING METHODS LIKE CONTENT-BASED AND TASK-BASED INSTRUCTIONS IN TEACHING ENGLISH CLASSES

D. Qayumov¹

Abstract:

This article explores the efficacy and implementation of content-based and task-based instruction methodologies in English language teaching. Content-based instruction (CBI) integrates language learning with content learning, aiming to enhance linguistic competence through the study of subject matter.

Key words: methods, content-based instruction (CBI), task-based instruction (TBI).

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Introduction.

In the realm of English language teaching, content-based instruction (CBI) and task-based instruction (TBI) stand as two prominent methodologies. CBI involves integrating language learning with the exploration of meaningful content areas such as history or science, promoting language proficiency alongside knowledge acquisition. TBI, on the other hand, emphasizes practical language use through real-world tasks, fostering communication skills and fluency. Both methods strive to enrich students' understanding and command of the English language in versatile contexts, offering impactful pathways for language acquisition and application.

Main part.

Rebecca Oxford assumes them as integrated –skill instructions which enhance learners' performance in all language skills. According to her, "The first of these emphasizes learning content through language, while the second stresses doing tasks that require communicative language use. Both of these benefit from a diverse range of materials, text books, and technologies for the ESL or EFL classroom" [1, 79].

Content-based Learning is a type of education in which pupils are taught the substance of the information they will acquire. This style of learning encompasses all language skills and gives language learners with specific information that is tailored to their requirements. Language is viewed as a tool or medium for acquiring information about other things, demonstrating its use immediately. An important factor in this kind of learning is that the content itself determines what language items need to be mastered, not the other way around. When learners study math or science and other social studies using English as the medium, they are more intrinsically motivated to learn more of the language. Content-based language instruction is beneficial at all levels of skill, but the content must be appropriate for the level of skill. The content for beginners generally consists of basic social and interpersonal communications kills, but as

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the content progresses, it may get increasingly academic and sophisticated. The Cognitive Academic Language Learning Approach (CALLA), created by Chamot and O'Malley, shows "how language learning strategies can be integrated into the simultaneous learning of content and language. There are three common models of content-based learning:

- theme-based,
- adjunct,
- sheltered

The theme-based model may comprise themes such as global crime, membership, society, health and so on may be included in the model. The chosen themes should appeal to learners' interests and motivate them. This content-based education style is extensively utilized and most textbooks are still designed using it. If you conduct your lessons due to adjunct model, you have to teach your students language and content separately but you should coordinate them carefully. In the sheltered model, the foreign language teachers should simplify the subject in accordance with students' English proficiency level" [2, 57]. The content of language classes has become increasingly rich in recent years as a result of advances in technology. With the use of films, visual aids, graphics, and hypermedia technology, the contents have become more meaningful and cognitively accessible for the learners. "Short tales are also important, and short tales can act as a bridge to subject for students in CBI courses who are at a lesser level. In addition to videos, visual aids and short stories, trivia can also serve to ease the transition from regular language classes to content-based classes", as Wallace describes [3, 49].

In task-based instruction, tasks are main elements to engage learners in various activities. What is a task? A lot of definitions are given for this word. But, Watkin's view defined this notion completely:

- "meaning is primary,
- learners are not given other people's meanings to regurgitate,
- there is some sort of relationship to comparable real-world activities,
- task completion has a priority,
- the assessment of tasks are done in terms of outcome" [4, 152].

Task-based training arouses students' interest in language learning. It offers a diverse range of activities to learners and creates a welcoming environment in which they may practice their linguistic skills. Projector problem-solving is one of these activities, but each one should have its own goal, substance, context, and consequence. By participating in these activities, learners interact with each other. Interaction helps them to develop their language acquisition. As with content-based instruction, a task-based approach aims to provide learners with a natural context for language use. Content or theme-based instruction and contemporary teaching approaches such as content and task-based ones, which are all applications of the communicative approach at vocational colleges, are two ways to achieve the focus on meaning. Content and language integrated learning presume that learners' linguistic competency will be enhanced as a result of a greater amount of target language exposure. Among most favorably influenced by this kind of learning is the learner's lexicon. Through receiving FL input in different content subjects learners acquire more profound knowledge and specialized terminology for their future profession. But we should take into consideration that at vocational colleges we teach 1) general English and 2) specialized English. At the same time, content-based instruction, which aims to employ socially relevant topics, is an

attempt to connect pupils with the world in which they live. As a result, this instruction may also be employed in academic lyceums to teach/learn English. Basic pair work and group work are frequently utilized in task-based education to increase student interaction and collaboration. For instance, students work together to write and edit a class newspaper, develop a television commercial, enact scenes from a play, or take part in other joint tasks. At higher skill levels, tasks get increasingly complicated. Beginners, for example, would be asked to introduce each other and provide one piece of information about each other. More advanced students might do more intricate and demanding tasks, such as taking a public opinion poll at school, the university or a shopping mall. Using content from other disciplines in language courses is not a new idea. For years, specialized language courses have treated content relevant to a particular profession or academic discipline. So, for example, the content of a language course for airline pilots is different from one for computer technicians. This is usually thought of as teaching a language for specific purposes. In an academic setting it might be called teaching language for academic purposes. Other examples of language programs that use specific content to teach language to adults are programs that teach workplace literacy for adult immigrants and competency-based programs, which serve the same population. In the former, adult learners learn at their workplace to read and write about content that relates to what they need in their work environment, for example, being able to read technical manuals. In content-based instruction, adults learn language skills by studying vital life-coping or survival skills such as filling out job applications or using the telephone.

Wallace proposes six types of tasks as the basis for TBI. They are followings:

1. "Listing tasks: For example, students might have to make up a list for the recipe of a meal
2. Sorting and ordering: Students work in pairs and sort out the mixed words about food and drink.
3. Comparing: Students compare two pictures and define the difference between them.
4. Problem-solving: Students find out the ways of combating with the social problem given by the teacher.
5. Sharing personal experience: Students debate their opinions about an ethical or moral dilemma.
6. Creative tasks: Students design their dream house and do it orally" [5, 39].

Conclusion.

In conclusion, both content-based instruction (CBI) and task-based instruction (TBI) offer valuable approaches to teaching English. CBI integrates language learning with meaningful content areas, while TBI emphasizes language use in practical tasks. These methods provide students with opportunities to develop language proficiency, practical communication skills, and a deeper understanding of English in real-world contexts. By incorporating both CBI and TBI into English language classes, educators can create engaging and effective learning environments that cater to diverse learning styles and promote comprehensive language acquisition.

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LISTENING AND SPEAKING SKILLS IN TEACHING FOREIGN LANGUAGES*Sh. Azamatova¹**Abstract:*

A farther lingo as a suggests of communication, cognition, a way of tolerating and putting absent information predetermines the got to claim all sorts of talk development. Inside the setting of the integration of Uzbekistani colleges into the European space, data and data of English, especially the progression of talking aptitudes, is ofparamount noteworthiness. One of the issues offluency in English is the require of an fitting tongue environment. To overcome challenges in this locale, it gets to be crucial to apply a certain procedure that progresses useful acing of verbal communication aptitudes. For this reason, the utilize of such strategies as driving questions, pictures, entering unused vocabulary, tuning in to CDs for perusing fabric, watching movement pictures with subtitles shows up fitting. Based on the existing challenges in acing a inaccessible lingo, the article depicts the approaches to two sorts of talk activity, to be particular, talking and tuning in, and illustrates the ways and infers of making aptitudes in a bilingual gathering of individuals.

Key words: recognizable English, communication, talking development, comprehension, nonnative tongue, capacity, methodological issue, appropriate level, acing the aptitudes.

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Introduction

The display worldwide circumstance, data blast, worldwide financial and political integration decide the inclusion a developing number of specialists in different areas of science and innovation within the coordinate usage of worldwide logical and specialized relations went with by critical development and extension of the social and commerce contacts all these show their claims to the nature of remote dialect talking. Terms of foreign dialect communication within the modern world, when a remote dialect could be a implies of

communication, information, accepting and capacity of data, decided the need of owning all sorts of discourse movement: essentially of talking and tuning in. When acing a remote discourse in bilingual circumstance we confront the issue of non-compliance of the used preparing strategies with the cutting-edge prerequisites to acing a outside dialect [1]. We got to bear in intellect that these days college instruction has changed, and the Uzbekistan Colleges have been coordinates within the European Space, so understudies will require a moment dialect to finish their careers. In show disdain toward of the reality that our understudies spend a parcel of a long-time examining English, from school to college, it has been continuously said that English isn't well talked in Uzbekistan

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and a few of the learners can guarantee that they are not competent of talking and communicating fluidly in English.

Methodology

Our individuals are for the most part considered to be great at remote dialects, particularly, when we allude to tuning in and talking aptitudes, as for centuries individuals of distinctive nationalities are living side by side in Uzbekistan and for them talking a few other dialects, in expansion to local, (Russian, Georgian, Lezgin, Talysh, Avar, and a few other) is very a common thing for both children and grown-ups. But as distant as the English dialect is concerned it is still an unsolved matter in our nation. Of course, we must acknowledge that within a long time of autonomy, when the relations with the European nations and the USA impressively extended, various agents of the youthful era, particularly those who have the opportunity of going overseas for ponder and traineeship, can as of now communicate in English very fluidly (0.8% of the populace). By the by, the most noteworthy portion of those learning English as a moment dialect are encountering a few troubles in talking and tuning in whereas acing the dialect. One of the issues why Uzbekistani understudies endure this problem is that when understudies wrap up their English lessons, they disregard the dialect. They are not in contact with the dialect since all the things that encompass them are in Uzbekistani: tv, movies, TV arrangement, talks within the roads, busses, in a word all over in their environment. As it were a few understudies guarantee that they are exceptionally sharp on TV arrangement in English and they observe movies with subtitles. Maybe a presumption that "tuning in may be a reflex, a small like breathing, tuning in rarely gets unmistakable educating consideration in one's local dialect", so tuning in with understanding in a non-native dialect being though complex but exceptionally imperative [3]. The most issues watched by the instructor when understudies are tuning in to English are need of concentration and need of practice. They don't ordinarily prepare their ear and they don't know how to make strides this expertise since they got to get utilized to tune in to English to create their capacities

Result and discussion

When managing with the tuning in handle, it must be specified that there are two conceivable ways of performing this assignment: 1) the Topdown tuning in handle and 2) the Foot up tuning in handle. The previous comprises of understanding the common meaning of a tuning in choice without paying attention to particular structures, words and so on. "It is like a common outline where the audience gets a common see of the tuning in entry whereas still understanding the common thought. Foot up preparing is basically a etymological handle in which we attempt to form sense of acoustic signals by using information of dialect. According to this model, sound is expected to be decoded by accreditation and in a direct fashion- from phonemes, to words, to expressions, to expressions, to total significant writings" [4]. The distinction between them is the taking after: for the Top-down handle, understudies take under consideration the setting and don't got to pay consideration on particular points of interest whereas in Foot up tuning in handle, understudies got to pay consideration since here, particular subtle elements are exceptionally critical to get it the full meaning of the discussion or another kind of listening activity. For this reason, we need to investigate the characteristics of the talking abilities and propose a few ways of practicing talking and giving input. Talking is an "activity requiring the integration of numerous subsystems. All these components

combine to create talking a moment or outside dialect a imposing assignment for dialect learners. Yet for numerous individuals, talking is seen as the central aptitude".

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TIL VA NUTQ BIRLIKLARINING O'ZARO MUNOSABATI XUSUSIDA*D. Turniyozova¹**Annotatsiya:*

Maqolada til birliklarining nutqqa ko'chirilishi jarayonidagi paradigmatic, sintagmatik va iyerarxik munosabatlar xususida mulohaza yuritilmoqda. Mazkur masala yuzasidan qator tilshunos olimlarning ilmiy qarashlari tahlil etilmoqda.

Kalit so'zlar: paradigmatica, sintagmatika, sistema, fonema, morfema.

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Tilshunoslik fani taraqqiyotining hozirgi davriga qadar ulkan yutuqlarga erishildi. Buni fonetik-fonologik, morfologik, sintaktik tadqiqotlarning xar birida kuzatish mumkin. Biroq boshqa fanlar bilan bir qatorda tilshunoslik ham har doim taraqqiyotdadir. Shu bois bunda tadqiq etilishi dolzarb bo'lgan muammolar mudom ko'zga tashlanib turadi. Bunday muammolar jumlasiga bugungi tilshunoslikda dolzarb hisoblanayotgan nutq lingvitsikasining to'liq shakllanishi bilan bog'liq masalalarni ham kiritish mumkin. Bu juda muhimdir, chunki til birliklarining nutqqa kuchirilishi nutq lingvitsikasi bilan uzviy aloqadordir.

Til birliklarining nutqqa ko'chirilishi jarayonida ular o'rtasida quyidagi uch xil munosabat shakllanadi: 1. Paradigmatik munosabat. 2. Sintagmatik munosabat 3. Ierarxik (pog'onali) munosabat. Ushbu munosabatlarning o'ziga xos qonuniyatlariga ega bo'lishiga qaramay, ular o'zaro bog'liq holda faollik ko'rsatadi. Boshqacha aytganda, ularning biri bo'lmas ekan ikkinchisi tom ma'noda shakllana olmaydi. Bu esa, o'z navbatida, sitsemaning beka mu ko'ts qo'llanilishiga putur etkazadi.

Darhaqiqat, ushbu munosabatlarining aksariyat hollarda o'zaro kesishishini ko'ramiz. Masalan, so'z tarkibida fonemalar va morfemalar paradigmatic munosabatini ko'rish qiyin emas (fonemalar paradigmasi, morfemalar paradigmasi). Ayni paytda fonemalar va morfemalarning sintagmatik bog'lanishi ham shakllanadi va nihoyat fonemalar bilan morfemalarning, morfemalar va so'z o'rtasidagi ierarxik bog'lanish ham sodir bo'ladiki, bu narsa o'sha murakkab jarayonni taqazo etadi. Bu jarayon esa, o'z navbatida, til birliklarining nutqqa ko'chirilishi va qo'llanilishini aks ettiradi.

Til birliklarining vertikal reja bo'yicha tashkil etiladigan munosabatini F. de Sossyur assotsiativ munosabat deb ataydi. Bu haqda u quyidagilarni yozadi: «Nutqdan tashqari holda so'zlar bir-biri bilan umumiy belgilarga ko'ra birlashadi va ongimizda muayyan umumiylikni tashkil etadi. Bu jarayonda o'ziga xos guruhlar voqealanadi. Bunday holatda assotsiativ munosabat vujudga keladi» [1.155]. Albatta, assotsiativ munosabat gorizonta reja ko'ra emas, balki, vertikal reja ko'ra shakllanadi. Zotan, bunday reja hali ongimizda bo'ladi. Assotsiativ munosabatni ta'bir joiz bo'lsa, cheksiz deb atash mumkin, chunki u tilimizdagi bir-biri bilan umumiylik tashkil etuvchi barcha so'zlarni

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umumlashtiradi. Masalan: ish, ishchi, ishsiz, ishbilarmon, ishbay, ishboshi, ishboshilik, ishboshqaruvchi, ishbuzar, ishbuzuqi, ishyoqmas, ishlamoq, ishlanmoq, ishlatilmoq, ishlatmoq, ishlash, ishlashmoq va h.k. Shuni ham aytish kerakki, bugungi kunda til birliklarining assotsiativ munosabati murakkab termini o'rniga til birliklarining paradigmatic munosabati termini qo'llanilmoqda. Paradigmatic munosabat termini ilmiy itse'molga L.Elmslievning «Glossematik nazariyasi» orqali kirib keldi. Boshqacha aytganda, Kopengagen tilshunoslik maktabida paradigmatic munosabat va paradigma terminlari ilk bor qo'llanilib, keyinchalik bu narsa jahon tilshunosligida ommalashib ketdi.

Paradigmatika termini paradigma terminiga asoslanadi. Ular bir ikkinchisi bilan uzviy bog'lanadi. Quyida akademik A.Hojievning bu terminlarga bergan izohi bilan tanishishni maqsadga muvofiq topdik: «Paradigma (grekcha paradeigma-misol, namuna). Til birliklari grammatik formalarining umumiy ma'nosiga ko'ra birlashuvchi, xususiy ma'nolarga ko'ra farqlanuvchi sitsemasi. Masalan: otlarning kelishik bilan turlanish paradigmasi, fe'llarning shaxs-sonda tuslanish paradigmasi kabi»[2.67].

«Paradigmatic munosabat. Bir pradiqmaga birlashuvchi til birliklarining o'zaro munosabati». Biroq A.Hojievning paradigmatic munosabat haqidagi izohini keng ma'noda tushunmoq lozim bo'ladi. Chunki mazkur munosabat bugungi tilshunoslikda nafaqat so'zlarning, balki gaplarning ham bir paradigmaga birlashishini o'z ichiga olmoqda va bunday munosabat sintaktik pradiigmatika nomi atalmoqda. Umuman olganda, pradiigma tushunchasi til va nutq birliklarining barchasiga xosdir. Bunda kichik pradiigma katta pradiigma tushunchalarida ilmiy ravishda amal qiladi. Fikr dalilini quyidagilarda ko'rish mumkin. Masalan, tilimizning fonetik sitsemasini olaylik. Ayni paytda, albatta, fonemalar diqqat markazimizda bo'ladi va birinchi navbatda unlilar paradigmasi va undoshlar paradigmasi degan voqelikka duch kelamiz. Albatta, ularning har biri katta paradigmani taqozo etadi. Ammo unlilar paradigmasi ham, o'z navbatida, yana kichik paradigmalariga bo'linadi. Til oldi unlilari alohida paradigmani, til orti unlilari ham alohida paradigmani tashkil etadi.

Undoshlar ham, o'z navbatida, portlovchi, sirg'aluvchi va h.k. kabi kichik paradigmalariga bo'linadi. Ushbu paradigmalarda, albatta, fonemalar vakumda emas, balki biri ikkinchisi bilan o'zlarining fonetik xususiyatlariga ko'ra bog'langan bo'ladi. Bunda har bir kichik detal ham e'borda bo'ladi. Masalan, fonemalarning differentsial xususiyatlarini olaylik. Bunday xususiyatlar birgina fonemaning o'zida ham ko'zatish mumkin: a^1 , a^2 , a^3 .

Bu haqda fikr bildirganida V.M.Solntsev bergan misollarni aynan keltirishni maqsadga muvofiq deb topdik: «... a – o – u – ы (va boshqa.) paradigmatic qatorning o'zi paradigmalardan tashkil topadi, zotan, a bir necha variantlar paradigmasini taqozo etadi: $a = a^1, a^2, a^3, a^4 \dots$; o ham bir necha variantlar paradigmasini o'zida namoyon etadi: $o = o^1, o^2, o^3 \dots$; ы = ы¹, ы², ы³ va h.k.»[3.74]

Mazkur belgilar fonemalarning real qo'llanishida ko'zga tashlanadi (masalan, yumshoq talaffuz, qattiq talaffuz). Bu jarayonda, albatta, *pozitsiya* (holat) tushunchasi ahamiyat kasb etadi. M.V.Panov paradigma tushunchasiga izoh berganida tubandagilarni to'g'ri ta'kidlaydi: «Paradigma til birliklarining muayyan qatori bo'lib, ular o'rtasidagi farq pozitsiyalariga ko'ra belgilanadi». Olim bu haqda yana quyidagilarning eslatadi: «*Paradigma* terminini boshqacharoq izohlashadilar ham. Unga ko'ra, yagona pozitsiyada keladigan til birliklari paradigma hosil qiladi, degan tushuncha nazarda tutiladi»[4.6].

Nazarimizda, M.V.Panovning ushbu mulohazalariga to'liq qo'shilish mumkin, zotan, til birliklarining nutqda qo'llanilishida muayyan paradigmalar hozir bo'lishiga e'tibor qaratir ekanmiz, bu jarayonda *pozitsiya* tushunchasi muhim ahamiyat kasb etadi. Bizningcha, bu o'rinda tsruktur tilshunoslikda keng qo'llaniladigan *ditsributsiya* terminidan ham foydalanish mumkin. Chunki ayni paytda *pozitsiya* va *ditsributsiya* terminlari bir ma'no kasb etadi.

Y.S.Tsepanov ham paradigmatic munosabat tushunchasi haqida so'z yuritganida *pozitsiya* termining qo'llanilishiga alohida e'tibor qaratgan edi: «Paradigmatic munosabat – bu muayyan bir pozitsiyada bir birlarini almashtira oladigan til birliklarining munosabatidir»[5.258].

Shuni ham aytish kerakki, til birliklari paradigmatalari o'ta murakkab sitsemani taqozo etadi. Ular mikro- va makroparadigmatalarga bo'linadi. Mikroparadigmatalar aksariyat hollarda makroparadigma ichida qo'llanadi. Superparadigma haqida esa bunday mulohaza yurita olmaymiz, zotan, ulardan katta paradigmatalarni kuzatish qiyin. Bu xususda mulohaza yuritganida N.Q.Turniyazov qo'yidagilarni qayd etadi: «Paradigma tushunchasiga morfologik nuqtaiy nazardan yondoshganimizda ham yuqoridagi vaziyatni kuzatamiz. Bunda supermakroparadigmatalarni so'z turkumlari majmuasi tashkil etadi va uning makroparadigmatalarini fe'l paradigmatasi, ot paradigmatasi, sifat paradigmatasi kabilar hosil qiladi»[6.63-64].

Ayni paytda shuni ta'kidlash lozimki, makroparadigmatalar yana mikroparadigmatalarga bo'linadi. Bu o'rinda har bir paradigma a'zolari (super-makro- yoxud mikroparadigmatalarning barchasida), bir – birlari bilan umumiy belgilariga ko'ra munosabatda bo'ladi. Bunday munosabat, albatta, vertikal rejaga asoslanadi:

Akam	maktabda	ishlaydi.
Opam	shaharda	yashaydi.
Ukam	hovlida	turadi.

Ketirilgan misolda olmoshlar, otlar, fe'llar alohida paradigmatalarni tashkil qilayotganini ko'ramiz. Ularning hammasi nisbiy makroparadigmatalar hisoblanadi, chunki har bir so'z ichida fonemalar va morfemalarning mikroparadigmatalari mavjudligini ko'ramiz.

Berilgan misolda biz makroparadigmatalar a'zolarining vertikal chiziqda o'zaro bog'lanishni ko'rsatdik. Ammo makroparadigmatalar ichida ham fonema va morfemalar xuddi shunday vertikal holatda bog'lanmoqdalar.

Til birliklarining paradigmatalarga birlashishi ularning distributiv xususiyatlari bilan uzviy bog'liq bo'ladi. Agar distributiv xususiyatlari to'g'ri kelmasa, ular shu o'rinda qo'llana olmaydi.

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**TIL BILIMINI OSHIRISH: TURLI XIL TA'LIM
LANDSHAFTLARI UCHUN STRATEGIYALAR**

**FOSTERING LANGUAGE PROFICIENCY:
STRATEGIES FOR DIVERSE EDUCATIONAL
LANDSCAPES**

**ПОВЫШЕНИЕ УРОВНЯ ВЛАДЕНИЯ
ЯЗЫКОМ: СТРАТЕГИИ ДЛЯ
РАЗНООБРАЗНЫХ ОБРАЗОВАТЕЛЬНЫХ
ЛАНДШАФТОВ**

SECTION III

FOSTERING LANGUAGE PROFICIENCY: STRATEGIES FOR DIVERSE EDUCATIONAL LANDSCAPES

TURLI TILLAR TIZIMIDA VAQT KONSEPTINING LINGVISTIK TADQIQI

G. Boltakulova¹*Annotatsiya:*

Mazkur maqolada turli tillar tizimida vaqt konseptining ifodalanishi hamda vaqtni ifodalovchi lingvistik birliklarning qiyosiy tahlili tavsiflangan.

Kalit soʻzlar: vaqt kategoriyasi, vaqt konsepti, zamon kategoriyasi, lingvistik birliklar, temporal kontseptsiya

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Qadim zamonlardan beri vaqt tushunchasi insoniyatni qiziqtirib kelgan. Vaqt haqidagi ilk munozaralar antik falsafaning tubida vujudga kelgan. Shunday qilib, hatto qadimgi yunon mutafakkirlari ham vaqtning sabablari, uning xossalari, yoʻnalishi va umuman modeli haqida savollar berganlar. Zamon va makon tushunchalari dunyo shakllanishi haqidagi asosiy insoniy gʻoyalar tizimidagi markaziy tushunchalardan biridir. "Vaqt" ikkinchi, makon bilan bir qatorda, ong narsa va hodisalarni "joylashtiradigan" muhitdir. Aniqrogʻi, "vaqt" biz uchun mavjudotlar mavjud boʻlgan, voqealar sodir boʻladigan va oʻzgarishlar roʻy beradigan oʻsha yagona muhitning boshqa tomoni sifatida koʻrinadi. "Vaqt" mavhumroq va makondan koʻra murakkabroq tushuncha boʻlib, uni anglash ong mexanizmlarining oʻziga xos xususiyatlaridan biridir [5, 135].

Mazkur maqolada biz koʻrib chiqayotgan "vaqt" tushunchasining maʼlum bir idrok etish tarzida aks etishi va uning maʼnosi koʻpchilik umuminsoniy, baʼzilar esa milliy xususiyatga ega boʻlgan tizimda namoyon boʻlishi bugungi kundagi dolzarb masalalardan biridir. Tushunchalarni oʻrganishda ularning kelib chiqishini, shuningdek, ularning semantik doirasini bilish bir xil darajada muhim ahamiyatga ega. Temporal kontseptsiya - turli tillarda soʻzlashuvchilarning ongida eng muhimlaridan biridir. Vaqt tushunchasi fazo tushunchasi bilan bir qatorda insoniyatning dunyo haqidagi bilimlari tizimidagi fundamental tushunchalardan biridir. Natijada, tadqiqotchilarning kognitiv tilshunoslikda temporallik tushunchalarini ifodalash muammolariga cheksiz qiziqishini tushuntirish osondir. [4, 35]. Tabiiy vaqt bilan bir qatorda lingvistik vaqtning mohiyati ham tadqiqotchilarni azaldan oʻziga jalb etib kelgan. Antik davrdan to hozirgi kungacha faylasuflar va boshqa olimlar uning mohiyatini tushuntirishga harakat qilishadi. Aristoteldan boshlab, zamonaviy fizika sohasidagi soʻnggi tadqiqotlar (mikro va makro dunyo qonunlari, nisbiylik

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nazariyasi va boshqalar) bilan yakunlangan vaqt muammosi hanuzgacha o'rganilmoqda.

Vaqt tushunchasi turfa xildir. Unda turli olamlarga tegishli g'oyalar mavjud - jismoniy, ma'naviy, kundalik, ilmiy, og'zaki. Ammo bu individual g'oyalar to'plami yoki yig'indisi emas, balki insonning moddiy (tashqi) va ideal (ichki) tajribasini sintez qiladigan birlikdir [4, 24]. Boshqacha qilib aytganda, "vaqt" tushunchasi ma'lum bir semantik tuzilishga ega bo'lgan universal tushunchadir.

"Vaqt" tushunchasini barcha semantik ma'nolarida tahlil qilish kontseptsianing doimiy yadrosini kontekstli muhit bilan birgalikda ajratib olishga imkon berdi, bu uning asosiy qatlamini tashkil etadi, "vaqt" tushunchasini o'rganishimizda u davomiylikning qiymati hisoblanadi. Bundan kelib chiqib shunday xulosa qilish mumkinki, yaqin atrof-muhit vaqtini tashkil etishning chiziqli tuzilishini tashkil etuvchi "vaqt davri" dir. "Vaqt davri" tushunchasiga quyidagilar kiradi. "Vaqt" tushunchasini barcha semantik ma'nolarida tahlil qilish "inson hayoti" semantik guruhini o'z ichiga olgan uzoq periferiyani aniqlashga imkon berdi: tug'ilish, go'daklik, bolalik, o'smirlik, yoshlik, qarilik; shuningdek, "tabiat hayoti" (fasllar, oylar): qish, bahor, kuz, yoz, yanvar, fevral, dekabr, vaqtini tashkil qilishning siklik tuzilishini shakllantiradi. "Vaqt" tushunchasi til va madaniyat tizimida muhim rol o'ynaydi, bu bizga o'rganilayotgan tillarning universal va o'ziga xos xususiyatlarini aniqlash imkonini beradi. Til madaniyatni aks ettiradi, ya'ni madaniyatdagi barcha o'zgarishlar vaqtini idrok etishdagi o'zgarishlarga olib keladi, bu tilda aks etadi. Til bu o'zgarishlarga vaqtning asosiy paremiologik modelini o'zgartirish orqali reaksiyaga kirishadi. Ushbu asosiy paremiologiyalarning umumiyligi dunyoning zamonaviy temporal suratini, dunyoning lingvistik rasmining bir qismini tashkil qiladi.

Zamon / Vaqt - bu dunyoning ilmiy va lingvistik tasviri asosidagi eng muhim kategoriya hisoblanadi. Antik davrdan hozirgi kungacha turli fan vakillari ushbu toifaga tegishli ko'plab savollarga javob topishga harakat qilishdi: zamon/vaqt realligi, uning tabiati, xususiyatlari va boshqalar zamon/vaqt fenomenining murakkabligi va uning tabiat va jamiyatda namoyon bo'lishi uni o'rganishga bo'lgan ko'p yondashuvlarga va tabiiy va gumanitar fanlarda "jismoniy bo'lmagan" tushunchalarning paydo bo'lishiga olib keldi: biologik vaqt, fiziologik vaqt, geologik vaqt, psixologik vaqt, ijtimoiy vaqt, mifologik vaqt, badiiy vaqt va boshqalar "Jismoniy bo'lmagan" vaqt talqinlari fizik vaqt bilan bog'langan va u bilan shartlanadi: tabiiy fanlarda vaqt tushunchasi holatdagi tabiiy obyektlar va jarayonlarning obyektiv o'zgarishlari bilan bog'liq; gumanitar fanlarda vaqt haqidagi subyektiv g'oyalar asosan amalga oshirilib, uning sifat tomoniga e'tibor qaratiladi. Grammatik tadqiqotlarda "temporallik" atamasi tildagi temporallik munosabatlarni ifodalashda iborat bo'lgan real va pertseptiv (mohiyatiga ko'ra subyektiv) zamon xususiyatlarini o'zida mujassamlashtirgan obyektiv-sub'ektiv kategoriya sifatida qo'llaniladi [1, 12]. Tilshunoslikda zamon va tilning o'zaro ta'sirining ikki jihati ajratiladi: vaqt ichida til (tilga nisbatan tashqi omil sifatida vaqt) va tilda vaqt (tilga nisbatan ichki omil sifatida vaqt, immanent zamon) [4, 15].

N.I.Trubnikovning fikricha, vaqtning bo'linishini quyidagicha ifodalash mumkin:

- a). tarixiy vaqt;
- b). ijtimoiy vaqt;

c). psixologik vaqt [6, 37].

M.S. Kogon quyidagi vaqt turlarining mavjudligiga ishora qiladi:

a). biologik vaqt;

b). jismoniy vaqt;

c). ijtimoiy vaqt;

d). psixologik vaqt [2, 147].

Ulardan farqli o'laroq, V.N. Yarskaya, dunyoning temporallik tavsifining polifonik tuzilishiga ekskursiya qilib, badiiy vaqt haqida gapiradi. Lingvistik tadqiqotlar tilda ko'p o'lchovli vaqt tushunchasining muhim xususiyatlarini ta'kidlashga yordam beradigan turli xil yondashuvlarni qo'llash bilan tavsiflanadi. Yevropa falsafiy va tabiatshunoslik an'alarida vaqtni anglashda uning obyektivligi va subyektivligini, substansionalligi va munosabatini, mutlaq va nisbiylikni tasdiqlovchi ikki asosiy yo'nalish paydo bo'ldi. Bu ikki asosiy yo'nalish Platonning substansial kontseptsiyasiga va Aristotelning munosabatlar kontseptsiyasiga borib taqaladi.

Xulosa qilib aytish mumkinki, "vaqt" tushunchasi asosiy tushunchalardan biri bo'lib, ma'lum bir tillarda bir xilda va boshqa til guruhlarida turlicha aks ettirilgan kontseptual tizimning muhim qismi bo'lib, vaqt mentaliteti, vaqt universallari haqida umumiy, turli tillarda o'xshash va o'xshash bo'lmagan dunyoning zamon tasviri haqida til va nutqda tushunchalar va ularni aks ettiruvchi lisoniy birliklar, jumladan, maqollarda ifodalangan. Vaqt munosabatlari - an'alar, urf-odatlar, marosimlar, kundalik hatti-harakatlar, vaqtdan foydalanish me'yorlari haqidagi bilimlarni mujassamlashtiradigan, shuningdek, umuminsoniy va milliy xususiyatga ega tushunchadir.

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**ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ ОБЕСПЕЧЕНИЯ КАЧЕСТВА
ОБРАЗОВАНИЯ (QA) В СИСТЕМЕ НЕПРЕРЫВНОГО ОБРАЗОВАНИЯ ДЛЯ
ПОЛЬЗОВАНИЯ ЯЗЫКОМ КАК ИНСТРУМЕНТ КОММУНИКАЦИИ НА
РАЗНОМ УРОВНЕ**

Ф. Рашидова¹

Аннотация:

В статье всесторонне рассматриваются вопросы обеспечения качества образования, методы и подходы обучения иностранным языкам, обеспечение качества профессиональной подготовки специалистов и их переподготовки с целью обеспечения потребности рынка труда.

Ключевые слова: CEFR, QA, качество образования, стандарты, профессиональная подготовка.

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Стратегия развития Нового Узбекистана, рассчитанная на 2030 предусматривает создание системы образования, полностью соответствующей потребностям народа и международным стандартам, повышение качества подготовки специалистов с высшим образованием, развитие знаний и квалификации педагогов в соответствии с международными стандартами [1].

Сегодня не смотря то, что образовательные учреждения в Узбекистане постепенно внедряют международную практику преподавания, изучения и оценки иностранных языков многие педагоги пытаются понять почему мы переходим сразу к аудированию и разговорной речи с уровня A1, когда как многие думают, что без основательных теоретических знаний языком невозможно пользоваться. Ниже приводится тенденция развития методов обучения за последние 100 лет исходя из потребности к ним. Рисунок 1 показывает историю развития 4 навыков коммуникации, т.е. эволюция перехода от грамматико-переводного – теоретического метода к коммуникативному методу преподавания языков. Методы совершенствовались исходя из требований развития общества и технологий к коммуникативному подходу.

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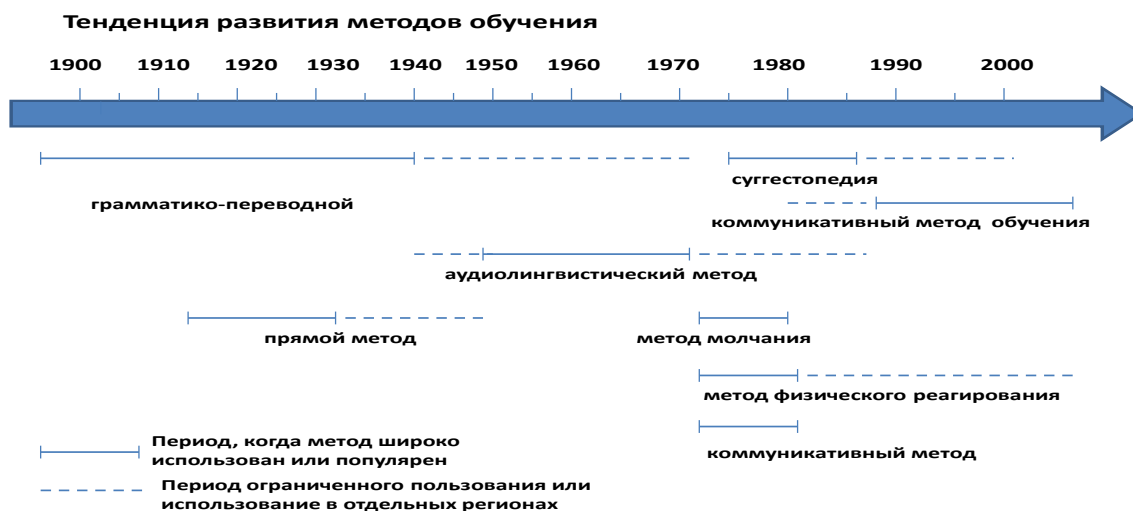


Рисунок 1. Тенденции развития методов обучения языкам

Как видно из рисунка, с начала прошлого века до 40-годов интенсивно развивался грамматико-переводной метод, который ориентировался в основном на теоретические аспекты обучения языкам. Поскольку в те времена была развита письменность и требовалась грамматические аспекты и письменные перевод.

Начиная с 1935 года, т.е. во время подготовки к военным действиям, напряжения политических обстоятельств, во время второй мировой войны и после него для развития информированности государственных специализированных служб развивался аудио лингвистический метод изучения языков. Этот метод изучения, обучения и преподавания оказались главным инструментов в дипломатии, в создании новых экономических отношений развития государств в то время и после до установления международных экономических отношений.

Начиная с 1970-х с развитием технологий в ученые по языкам стали работать над созданием единого подхода для изучения, обучения и оценивания языков для сохранения культуры национальных языков, дипломатических языков и языков ЮНЕСКО. В те времена была развита метод суггестопедии. Метод суггестопедии в языке может быть полезным для изучения и понимания языковых структур, лексики и культурных значений, связанных с определенной религиозной или философской традицией. Он позволяет углубить знание языка через его священные тексты и контексты, расширяя понимание языковых и культурных аспектов. Этот метод развивался также с коммуникативным методом изучения, преподавания и оценки языков, оставляя позади только грамматический и аудио лингвистические методы преподавания и изучения. Коммуникативный метод изучения, преподавания и оценки языков является подходом, основанным на коммуникативной компетенции и активном использовании языка в реальных коммуникативных ситуациях. Он признает, что цель изучения языка заключается не только в освоении грамматических правил и словарного запаса, но и в развитии умений использовать язык для реального общения и достижения коммуникативных целей [3].

В итоге на сегодняшнее время CEFR является инструментом 4-х видов коммуникации, которая начинается с аудирования и разговорной речи, с

чтения к письму, как это показано ниже от начинающего уровня (A1) до академического (B2-C2) как это показано ниже:

From	To
Listening Comprehension	Speaking Comprehension
Reading Comprehension	Writing Comprehension

Сегодня мы однозначно понимаем с развитием технологии и необходимости коммуникации на разных уровнях, любая коммуникация начинается с слушания. Поэтому Listening Comprehension - понимание с аудирования является первоначальным этапом любой коммуникации. Именно поэтому для начинающих вся методология должна быть направлена на умение слушания и ответа на него (2-е действие). CEFR – именно инструмент коммуникации и ее уровень он исследует, создает новые методы коммуникации как 4 навыка, на разных уровнях [4].

Опыт работы зарубежных и национальных экспертов показывает, что можно достичь более качественных результатов в обучении иностранному языку при выполнении общепринятых международных требований.

На основе этих исследований Европейским советом по образованию одобрены «Общепринятые уровни обеспечения качества»; разработано и утверждено «Руководство по использованию общепринятых рамок рекомендаций CFR» (англ.: A Guide to Using the Common Framework of Reference – CFR) на основе рекомендаций CEFR (Совет министров образования Канады), который принят в Узбекистане как основа обучения, изучения и оценки иностранных языков. К этим уровням приравнены кембриджские экзамены по английскому языку (Cambridge University, Британский совет (Великобритания); разработаны приёмы исследования в области развития профессиональной компетенции и создания квалификационной рамки для педагогов (British Association of Lecturers in English for Academic Purpose (Великобритания); National Council for Accreditation of Teacher Education (США)), включая и Узбекистан. На сегодняшний день актуальными являются создание профессиональных стандартов педагогов на основе МСКО и МСКЗ, включая Республику Узбекистан [2;3].

Основные положения Европейского портфолио по языкам (англ. ELP-European Language Portfolio) (2001) определяют стратегию и руководство по обучению языкам, включая мотивацию и самооценку обучающихся уровня усвоения иностранных языков с использованием дескрипторов из CEFR [5].

На сегодняшний день группа ученых в Узбекистане исследует возрождения коммуникационных уровней по всем языкам Центральной Азии, для того чтобы воссоздать уровни коммуникации по 4 навыкам на узбекском, таджикском, туркменском, казахском, киргизском, включая несколько европейских языков в условиях изучения в Узбекистане.

Проблемы качества образования в узбекских образовательных учреждениях, методики оценивания, системы оценки, рейтинга, реализации промежуточного и итогового контроля, мониторинга в соответствии с международными требованиями всесторонне проанализированы в трудах многих ученых по всему миру, включая Узбекистан.

Исходя из вышеперечисленного, только внедрение инновационных педагогических технологий, новых учебных программ, форм и методов обучения обеспечит необходимый уровень профессионального мастерства,

поскольку принятая кардинально новая система требует соответствующую координацию подготовки и переподготовки педагогов на основе системной, последовательной, преемственной и поэтапной её реализации в системе непрерывного образования, ориентированной на результат их обучаемых.

В современной научной литературе заложен общетеоретический фундамент для разработки проблемы профессиональной компетентности. В частности, вопросы проведения и совершенствования системы мониторинга¹ с целью обеспечения качества образования затрагиваются в Общепринятых рамках обеспечения качества (2000), принятых Европейской комиссией по образованию и культуре [6].

Таблица 1.

Сравнительная характеристика взаимопризнанных языковых навыков и умений

Глобальная шкала CEFR Уровни пользователей		Уровни языка согласно УзГОС	Общий уровень	TOEFL (ICT)	Cambridge ESOL Level	Уровень IELTS
Профессиональный пользователь	C2	C1	Advanced	120	CPE	IELTS 8-9
	C1	Выпускники высшего образования филологического направления, магистранты, докторанты	Upper-Intermediate	100	CAE/BEC/Higher	IELTS 7
Свободный пользователь	B2	C1 Выпускники высшего образования нефилологического направления	Intermediate/UpperIntermediate	90	FCE/BEC Vantage	IELTS 6.5
	B1	B1, B1+ Выпускники академических лицеев и колледжей	Pre-Intermediate	80	PET/BEC Preliminary	IELTS 5
Начинающий пользователь	A2	A2, A2+ Выпускники 9-х классов общего и среднего образования	Elementary	70	KET	IELTS 3
	A1	A1 Выпускники 1-4 классов общего и среднего образования	Beginner	50	Starters, Movers, Flyers	IELTS 0-2

Вышеуказанная таблица показывает, что CEFR объединил разные системы оценивания уровня владения иностранным языком в единую шкалу, являясь надежным способом для сравнения учебных программ, квалификаций и систем оценок различных школ, колледжей и университетов в пределах одной или нескольких стран в единую систему.

¹ Мониторинг - система сбора, обработки, хранения и распространения информации об образовательной системе или отдельных ее элементах, ориентированная на информационное обеспечение управления, позволяющая судить о состоянии объекта в любой момент времени и дающая прогноз его развития.

Исторически сложилось так, что удовлетворенность результатами качества образования определяют такие внешние экзамены, как сдача экзаменов при поступлении в вузы или на работу. Как показывают исследования, качество работы педагога, степень доверия родителей и обучающихся к нему или образовательному учреждению определяются уровнем достижения учащимися ожидаемого результата по внешним экзаменам. Этот процесс в мировой практике называется «обеспечение (гарантии) качества» в образовании (англ. QA – Quality assurance in Education) [7; 8].

Исходя вышесказанного и резюмируя вышесказанное для создания педагогических условий обеспечения качества образования (QA) в системе непрерывного образования на примере английского языка и исходя из требований обеспечения качества можно сделать следующее заключение:

1. **Управление курсами** или педагогическим процессом, оценкой или преподаванием языков должен быть ориентирован на уровень умения пользования языком. К тому чтобы каждое действие управления был направлен на результат оно должно быть интегрировано с нижеперечисленными системами образовательного процесса.

2. **Квалификация педагогов** должна соответствовать методике преподавания коммуникативного характера и уровню преподавания. Например, если педагог работает с уровнями коммуникации A2, он должен владет квалификацией методиста -педагога уровня A2-B1. Конечно было бы отлично если педагог владеет еще более высоким уровнями квалификации, но это может усложнять его работу при работе с уровнями A2.

3. **Оценка обучаемых** к языковой подготовке должны охватывать жизненно важные аспекты, а не теоретические. Это может быть спорт, здоровье, место обучения, хобби, выбранная или выбираемая специализация, ежедневные кейсы из жизни обучаемых. Но педагогам следует помнить в какой аудитории они работают. Потому что вовремя реформ образования педагогам требуется постоянная система повышения квалификации для того, чтобы понять кого готовить. Здесь имеется в виду если педагог работает с обучаемыми на языковую подготовку или с педагогами которые хотят знать и язык и педагогическую подготовку. Во старом случае надо языковые технику объединять с методикой преподавания по принципам CEFR.

4. **Ресурсы** для изучения, обучения и оценки. На сегодняшний день очень важно использовать технологию в виде открытой ресурсной платформы в виде LMS-Learning Management System. Это один из важных систем который показывает и определяет качество подготовки к языкам, поскольку он обогащается ресурсом практически ежедневно, благодаря активному процессу обучаемых, и изучаемых.

5. **Мониторинг в цифрах.** Данная система позволяет качество управления, обучения, изучения и естественно пользования и пополнения ресурсами как объединяющая система в каждом уровне педагогике.

Для того чтобы полноценно внедрять этот комплекс систем нужно объединение специалистов АКТ технологии, педагогов и менеджеров в единую команду, включая профессиональные ассоциации которые объективно могут проводить системы оценки качественных кадров с высоким уровнями коммуникации. Коммуникация на сегодня Эффективное общение помогает строить и поддерживать прочные рабочие отношения.

Это позволяет людям понимать потребности и перспективы друг друга, эффективно работать вместе и укреплять доверие и сотрудничество.

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INGLIZ VA O'ZBEK TILLARIDA STATIVLIK KATEGORIYASINING TADQIQI*M. To'qboyeva¹**Annotatsiya:*

Mazkur maqolada qardosh bo'lmagan tillar tizimida holat kategoriyasining ifodalanishi hamda holatni ifodalovchi birliklarning sintaktik o'rne, til sathlarida lisoniy metodlar asosida tahlili yoritib berilgan.

Kalit so'zlar: holat kategoriyasi, gap qurilmasi, stativ elementlar, sintaktik tahlil, lisoniy metod.

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Hozirgi zamon tilshunosligida xususan, qardosh bo'lmagan ingliz va o'zbek tillarida muhim muammolardan biri hisoblangan stativlik kategoriyasi har ikkala til grammatikasida ham qo'llaniladi. Ingliz tili grammatikasida holat kategoriyasi deb, subyekt vazifasida kelgan shaxs yoki predmetning ma'lum bir vaqtdagi holatini, aqliy yoki jismoniy kayfiyatini ma'lum joyda turganligini yoki biror maqsadga yo'naltirilganini ko'rsatuvchi kategoriyaga aytiladi [3,32]. Ingliz tilida holat kategoriyasi o'zida keng mano jamlagan holda o'zi ifoda etayotgan subyekt va predmetning holatini aks ettiradi.

Masalan: I read aloud from Howard Pyle's book of Pirates.

Ingliz tili grammatikasida holat kategoriyasini ifodalanish jihatlari bir qancha guruhlariga bo'lingan holda talqin etiladi. Xususan, ingliz tilshinoslari V.N.Jigadlo va L.S.Barxudarovlar holatni leksik-grammatik tuzilishga ko'ra 3 guruhga ajratganlar: aqliy, jismoniy va obyektning vaziyatiga ko'ra holatni guruhlashgan.

1. Psychic state of a person (afraid, ashamed). I should have been ashamed to come today.

2. Physical state of a person (astir, afoot). Loader was afoot in an instant (Merry.)

3. Physical state of an object (afire, ablaze). The house afire.

Morfologik strukturaga ko'ra holat kategoriyasini ko'rsatuvchi so'zlar a-affiksi yordamida yasalanadi. Masalan: awake, alone

O'zbek tili grammatikasida holat kategoriyasi alohida talqin etilmagan va gapda ifodalanishi o'rganib chiqilmagan. Bu kategoriya o'zbek tili grammatikasida fe'lning vazifa shakllari ostida harakat qiladi. Fe'llarning gap tarkibida bajaradigan asosiy vazifasi kesim bo'lib kelish ekanligi bizga ma'lum. Shu vazifani bajarish uchun fe'l malum bir shakllarda kelishi lozim. Bunday shakllarga fe'llarning munosabat shakllari deyiladi. Munosabat shakllariga fe'llarning shaxs-son, zamon, mayl, shakllari kiradi. Har qanday fe'l shu shakllarga ega bo'lsa, u kesim vazifasini bajara oladi. O'zbek tili grammatikasida holat kategoriyasi fe'l turkumi orqali yasalanadi. Masalan: Ular xonaga kirganda bir qalqib tushib, o'zimizni o'nglab olar edik.

¹ To'qboyeva Malohat Bahodirovna, Samarqand davlat chet tillar instituti mustaqil tadqiqotchisi

O'zida leksik-grammatik xususiyatlarini ifodalash jarayonida fe'l tarkibida holat kategoriyasini ifodalanishi kuzatiladi. O'zbek tilida ham shaxs yoki narsalarning harakatini bildirgan kategoriya holat kategoriyasi deb nomlanadi.

Ingliz tilshunosi B.I.Ilyish ingliz tilida holat kategoriyasini ifodalovchi so'z o'rnida ishlatish mumkin bo'lgan turkumlar haqida quyida shunday tarif bergan: "Holat kategoriyasini ifodalovchi so'zlar ravish turkumiga kirishi bilan faqatgina ularni manosini ifodalamaydi, gapning to'ldiruvchisi bo'lib uning ma'nosini kengaytiradi" [1,31].

Holat kategoriyasini ko'rsatuvchi sintaksemalar ba'zan fe'l, ot, ravish, sifat bo'lib kelishi mumkinligi haqida ingliz tilshunoslari o'z fikrlarini bildirishgan.

"State" yoki "holat" ni bildiruvchi sintaksemalar yuqorida qismlarga ajratildi. Bu jihatlarni inobatga olgan holda mustaqil so'z turkumlarining leksemik manolariga ahamiyat beradigan bo'lsak, holat bu otlashgan sifat ko'rinishida gapda ishtirok etadi. Masalan: agog, afraid, ablaze, adrift.

Umumiy grammatikada bu so'zlarni umumlashtirib ataydigan bo'lsak, "kesimli sifat" deb nomlansa, bazan "ravish tarkibidagi so'z" deb atalardi. Gapdagi uning qo'llanilish holatlari turlicha, ba'zan predikativ, ba'zan ot o'rnida qo'llaniladigan xususiyat bo'lib keladi.

Tajriba asosida sinalmagan holatni bildiruvchi so'zlar va ularning predikativlik holatlarini so'z turkumlarida ilk bor rus tilshinoslari L.V.Shcherba va V.V.Vinogradov ajratib tahlil qilishgan. Bu ikki tilshinoslarning fikricha bu yangi turkumni "the category of state" (va, bu kategoriyaning hosil qilishda ishtirok etadigan so'zlarni "words of the category of state") deb nomlaydilar.

So'z turkumlarida holat kategoriyasining faqatgina tilshunoslar tomonidan ishlatilish jihatlari o'rganilib qolmay balki, uning o'rindosh va vazifadosh shakllari ham o'rganildi. Ehtimol, holat kategoriyasini so'z turkumida aniq va ravshan ta'rif berib hamda sharhlagan olimlar B.S.Xaymovich va B.I.Rogovskayalardir [3, 120].

Ilk bor "statives" yuqoridagi olimlar "adlinks" ya'ni ravishni to'ldiruvchisi va o'xshashi deb ataydilar. Bu sifatga o'xshash degan fikrga qarama-qarshi bo'lib, semantik jihatdan qaraganda sifatda daraja kategoriyalari bo'lsa, "adlinks" da holat aks ettiriladi. Ikkinchi farq "adlinks" a-prefiksiz ham gapda erkin harakat qila oladi, uning aniq bir funksiyasi mavjud emas, sifat ot o'rnida qo'llanilish xususiyatiga ega emas, "adlinks" esa bu holatda qo'llanila oladi.

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TURLI TILLAR TIZIMIDA KULOLCHILIK ATAMALARINING LEKSIK-SEMANTIK XUSUSIYATLARI

D. Narzullayeva¹

Annotatsiya:

Mazkur maqolada tillar tizimida kulolchilik atamalarining leksik-semantik xususiyatlari tahlil qilingan. Shuningdek, ingliz, o'zbek va tojik tillarining terminologiya tizimida bir-biridan o'zining ayrim qo'llanish xususiyatlariga ko'ra farq qiluvchi juda ko'p terminlar mavjudligi ham isbotlangan.

Kalit so'zlar: atama, leksik tahlil, leksik qatlam, kulolchilik terminlari, so'z, lug'aviy birliklar, terminologiya.

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Barchamizga ma'lumki, kulolchilik eng qadimgi xalq hunarmandchiligi sanaladi va bu soha mutaxassislari bugungi kungacha ushbu lug'at turkumini tushunish ya'ni kulolchilik atamalarini tushunishda ko'plab muammolarga duch kelishmoqda, chunki bu sohaga oid atamalar chuqur o'rganilmagan va tadqiq qilinmagan. Ushbu turdagi terminologiyani o'rganish, tadqiq qilish va qiyoslashning eng muhim jihatlaridan biri shuki, kulolchilik sohasi mutaxassislari bugungi kungacha uning ruscha shakllaridan foydalanganlar va uni doimiy ravishda ona tilida tushuntirishga muhtoj bo'lib kelganlar.

Mazkur tadqiqotda qiyosiy tillardagi kulolchilik atamalarining leksik-semantik xususiyatlari o'rganilib, tahlil qilinganligi bilan bir qatorda kulolchilikning lug'at va atamalarida ko'p ma'nolilik, assimilyatsiya va sinonimiya kabi turli lisoniy hodisalar mavjud bo'lib, atamalarning g'ayritabiiy hodisalar bilan uyg'unlashuvi masalalari ham ushbu maqolada ochib berilgan. "Loy" atamasi kulolchilik sohasida asosiy atamalardan biri hisoblanib, u juda ko'p ma'noga ega bo'lib, manbalarda quyidagicha izohlanadi: "Yopishqoq tuproq, tuproq, sopol, tuproq va suv aralashmasi va vaqt o'tishi bilan qattiqlashadi yoki quriydi". Gilning inglizcha ekvivalenti gil nomi bo'lib, talqin madaniyatlarida u quyidagi ma'nolarga ega: "Loy – nam bo'lganda yumshoq, quruq bo'lsa qattiq bo'ladigan tuproq turi. Loydan idish, g'isht kabi narsalarni yasash uchun shakllanadi va pishiriladi"; ho'l bo'lganda qolipga solinadigan, g'isht, kulolchilik va sopol buyumlar tayyorlash uchun quritilib pishiriladigan qattiq, yopishqoq mayda donali tuproq; loydan kichikroq, odatda 0,002 mm dan kam zarralari bo'lgan cho'kindi; tennis korti uchun qotib qolgan loy yuzasi; loydan yasalgan sud; inson tanasining moddasi bu, jonsiz loy" [4; 24] - qattiq, yopishqoq, nozik tanali tuproq nam bo'lganda qayta ishlanadi va quritilgan va pishirilgandan so'ng uni tayyorlash uchun ishlatiladi. Sopol va kulolchilik mahsulotlari; zarralari loydan kichik, odatda 0,002 mm dan kam bo'lgan cho'kindi; tennis korti uchun loy korti sifatida ishlatiladigan qotib qolgan tuproqning yuqori qatlami; maqola inson tanasi; o'lik tuproq Qayd etilgan besh ma'nodan faqat

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birinchi, ikkinchi va uchinchi ma'nolari "loy" so'zining kulolchilik sohasida atama sifatida qo'llanilishini bildiradi.

Ingliz, o'zbek va tojik tillarining terminologiya tizimida bir-biridan o'zining ayrim qo'llanish xususiyatlariga ko'ra farq qiluvchi juda ko'p terminlar mavjud. Shuni ta'kidlash kerakki, o'xshash so'zlar orasida tarkibiy farq ham mavjud. Shuning uchun morfologik mansubligiga qarab, solishtirma tillarning sinonimlarini quyidagi tarkibiy guruhlariga bo'lish mumkin: a) oddiy sinonimlar, ya'ni faqat bitta o'zakdan iborat sinonimlar: jar, sabu, kosa, chashka, ko'za, qozon; b) yasama sinonimlar, ya'ni o'z tarkibida ergash gapli, qo'shimchali va qo'shimchasi bo'lgan sinonimlar: qozon, kosa, guldun, quyoshli, humdon. v) murakkab sinonimlar, ya'ni ikki yoki undan ortiq ildizdan tashkil topgan sinonimlar: loy kulol, kulol [1;140], loydan yasalgan kulol, loy kulol, yarim palma. Masalan, obdasta murakkab termini ikki ildizdan, ya'ni suv va dastadan iborat bo'lib, uning sinonimlari qo'l yuvish uchun boshqa murakkab ot, sun'iy ot quyosh va sodda ot [2; 450] ko'rib chiqiladi. Ingliz tilidagi obdasta atamasining ekvivalenti tor-naced jug.

Ingliz tilining atamalariga kelsak, shuni aytish mumkinki, asl atamalar yunon va lotin tillari bo'lib, ular to'g'ridan-to'g'ri ushbu tillardan va boshqa tillar orqali olib kelingan. Yevropa xalqlarining Sharq bilan keng tarqalgan madaniy aloqalari yunon tilining eroniy va hind-evropa tillariga kuchli ta'sirini keltirib chiqardi. Ko'rsatilgan atamalarning aksariyati lotin morfemalariga ega bo'lgan ingliz tilidan farqli o'laroq, tojik tilida arab va rus iqtiboslari ko'proq uchraydi. Kimyoviy nomlar, xossalari va fizik miqdorlari hamda ayrim sopol buyumlarning nomlari bu tillarda kulolchilik yoki sopol atamalarning shakllanishida asosiy rol o'ynaydi, masalan: qo'shimcha – qo'shish, qo'shish; agent - ob'ekt, material; arcanum - arcana; amorf - amforik; bariy - bariy; keramika - keramika; colo(u)r – rang; korund - sunboda; gips - gips; elim - elim; tortishish - tortishish, og'irlik; oqim - erish, erish; temir - temir; litiy - litiy [3; 15] va boshqalar.

Xulosa qilib aytganda, ingliz, o'zbek va tojik tillarining terminologiya tizimida bir-biridan o'zining ayrim qo'llanish xususiyatlariga ko'ra farq qiluvchi juda ko'p terminlar mavjud. Shuni ta'kidlash kerakki, o'xshash so'zlar orasida tarkibiy farq ham mavjud. Demak, sinonimiya hodisasi ingliz, o'zbek va tojik tillarining sopol atamalariga ham xos bo'lib, aksariyat hollarda bu atamalarning kupchiligi bir-birini almashtirib turishi mumkin. Shuni alohida ta'kidlash joizki, omonimlar bir tomondan kulolchilik terminologiyasida so'zlarning ma'no farqi tufayli paydo bo'lsa, ikkinchi tomondan ularning adabiy tilda paydo bo'lishi haqiqiy tartibdir. Bundan tashqari, omonimlarning ko'pchiligi fan va texnikaning turli sohalari va sanoat va ishlab chiqarish o'rtasidagi bir qator so'zlarning ma'nosidagi katta farqlar natijasida paydo bo'ladi.

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ИНГЛИЗ ТИЛИДА ЁЗУВ КЎНИКМАЛАРИНИ РИВОЖЛАНТИРИШ

Н. Кенжаева¹

Аннотация:

Ушбу мақолада ёзув таълимнинг ҳамма босқичларида ёрдамчи аҳамиятга эга бўлиб, гапириш, тинглаб тушуниш, ва ўқиб тушуниш ва ёзув кўникмаларини ривожлантириш ва такомиллаштириш воситаси вазифасини бажариши ва турли олий ўқув юртлиларида ёзув малакасини нутқ фаолияти тури сифатида ривожлантиришда бакалаврият талабалари учун фикрни ёзма баён қила олиш, хатоларсиз ёзиш қобилиятини ўстиришга хизмат қиладиган ҳамда ёзув малакасини ривожлантиришдаги қийинчиликларни бартараф қилишнинг амалий-ижодий усуллар, илмий-назарий тавсиялар баён қилинади.

Калит сўзлар: ёзув малакаси, нутқ фаолияти, ёзма нутқ, оғзаки нутқ, фонетик қийинчиликлар, компонентлар.

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Бугунги кунда хорижий тилларни жадал ўргатиш мустақил Ўзбекистонда умумхалқ эҳтиёжига айланди ва давлат сиёсати даражасига кўтарилди. Ҳозирги пайтда чет тили таълими турли мутахассислар тайёрлаш тизимининг муҳим қисмига айланганлиги ва бирор бир чет тилини билиш олий ёки ўрта махсус ўқув юртини тугатаётган мутахассис учун муҳим эканлиги барчага маълум. Ўзбекистон Республикаси мустақиллиги шарофати билан жаҳоннинг бошқа мамлакатлари ўртасида ривожланиб бораётган ижтимоий-сиёсий, илмий-техникавий ва маданий дипломатик алоқаларнинг тобора ошиб бораётганлиги, мамлакатимизда турли хорижий кўшма-корхоналарнинг фаолият кўрсатиши ва кўпгина элчихоналарни очилишида хорижий тил ёзувининг аҳамияти ҳам ўз ҳиссасини турли хил соҳаларда кўшаётганлиги кундалик ҳаётимизда яққол кўзга ташланиб турибди. Нутқ фаолиятларидан бири бўлган ёзма нутққа оид ўнлаб илмий-тадқиқот ишлари олиб борилган, ўқув-услубий қўлланмалар, олий ўқув юрти талабалари учун илмий мақолалар ёзилган, ҳар бир дарсликда ёзув малакасига оид бажариш учун ёзув машқлар берилган бўлиб, бу талабаларни ҳар томонлама етук инсонлар қилиб тарбиялаш, уларга фан асосларидан чуқур билим бериш, уларда замонавий дунёқарашни шакллантириш ва кенгайтириш, уларни эстетик тарбиялашда муҳим аҳамиятга эга.

Ёзма нутқ кенг тушунчани асосан икки маънони англатиш мумкин. Ёзма нутқ жараёни сифатида фикрни ёзма равишда баён қилиш, ифодалаш ва шу жараёнинг натижаси бўлган матн маъноларини нутқда гапириб беришни ифодалайди. Чет тилнинг, жумладан инглиз тили ўқитиш методикасида ёзувни ўргатишга доир илмий тадқиқотларда қимматли

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фикрлар баён этилган (Ж.Ж.Жалолов, Г.Махмудова ва С.Ёқубова, T.H.Anderson and K.Forrester, J.A.Hefferman.). Ёзув малакасининг психологик ва психофизиологик хусусиятлари, ёзув техникасига доир машқлар ҳам бор бўлиб, бу борада чэт эл олимлари томонидан турли тадқиқот ишлари олиб борилган. (Nala Nola Bacha “Testing Writing in the EFL Classroom, Student Expectation”, Oleg Tarnopolsky “A case for Writing Skills Development”).

Ёзма нутқнинг компонентига ўқиш ва ёзув киради. Ёзув-ёзма нутқнинг ажралмас компонентидир. У орқали маълумот алмашилади ва узоқ вақт сақланади. Ёзув таълимнинг ҳамма босқичларида ёрдамчи аҳамиятга эга бўлиб, гапириш, тинглаб тушуниш, ва ўқиб тушуниш ва ёзув кўникмаларини ривожлантириш ва такомиллаштириш воситаси вазифасини бажарган.

Ёзув- деганда нутқда тил белгиларини қайд қилиш тушунилади. Ёзувни ўргатганда ҳарф, ҳарф бирикмалари орқали сўзлар, гаплар тузиш, фикрни ёзма баён қилиш ўрганилади. Ёзув нутқ фаолиятининг энг мураккаб тури бўлиб, унда нутқнинг барча механизмлари (идрок-mind, диққат-notice, хотира-memory, тасаввур-imagination, тафаккур-thought ва бошқалар) иштирок этади. Инглиз тили ёзуви устида ишлаганда:

- (1) товуш-ҳарф мувофиқлиги;
- (2) имло;
- (3) фикрни ёзма баён этиш;
- (4) ҳарф, ҳарф бирикмалари орқали сўзлар, гаплар тузиш;
- (5) ўзгалар фикрини ёзиш ўргатилади;
- (6) ривожлантирилади.

Ёзма нутқ кенг тушунчани асосан икки маънони англатиш мумкин. Ёзма нутқ жараёни сифатида фикрни ёзма равишда баён қилиш, ифодалаш ва шу жараёнинг натижаси бўлган матн маъноларини нутқда гапириб беришни ифодалайди.

Шу нуқтаи назардан ёзув мазмунига графика, орфография, пунктуация ва улар орқали фикрни ёзма баён қилишдан иборат. Бироқ инглиз тилини ўрганаётган ўзбек тили аудиториясини назарда тутган ҳолда амалга оширилган илмий ишлар кам қилинганлиги сир эмас. Бугунги ахборот технологиялари тараққий этган бир даврда талабанинг хорижий тилда ёзувга ўргатиш, керак ахборотни ёзув орқали ифода қилишга ўргатиш масаласи кам ишланган муаммолардан бири эканлиги маълум бўлди. Хусусан, бу масала билан боғлиқ:

I. Лингвистик қийинчиликлар: (фонетик, лексик, грамматик)

1.1. Фонетик қийинчиликлар: сўзни тўғри ёзишда тингловчилар товушларни мазмунини фарқлашдаги қийинчиликлар масалан: write-right/kid-kit /board-boat-bought /mete-meet /

1.2. Лексик қийинчиликлар, яъни омофонлар, омографлар ва ҳ.к; масалан: steal-steel-stele/extend-extent/eat-it/three-tree/sleep-slip/

1.3. Грамматик қийинчиликларни бир-биридан ажрата олиш;

1.4. Нутқнинг монологик, диалогик хусусиятларини ҳисобга олиш;

1.5. Стилистик қийинчиликлар-нутқни шева ёки адабий тилга таълуқлилигини ҳисобга олиш.

II. Экстралингвистик қийинчиликлар:

2.1. Ёзув техникасига оид машқлар (қўл ҳаракатини ўргатиш, намунага биноан ҳарф қисмларини ёзиш, ҳарфни бир неча қатор ёзиш, матнни чиройли қилиб кўчириш, босма ҳарфни ёзма шаклини кўчириш);

2.2. Ёзма нутқ машқлари:(кўчириш, эшитиб ёзиш, эркин ва ижодий диктант, ёзув машқи, ўйин машқи, ҳикоянинг режасини тузиш, ўқиган матннинг мухтасар баёнини тайёрлаш);

2.3. Ёзув билан боғлиқ бошқа масалалар хусусан; кўчириш, тўлдириш, тасниф ва таҳлил, хатоларни тузатиш киради.

Шу билан бир қаторда синфдаги ёзув билан боғлиқ яъни, таянч воситаларнинг ва мазмунли расмларнинг бўлишлигига эътибор берилади. Умуман олганда, нутқ фаолиятининг бу тури тадқиқотларда етарли ёритилмаган бўлсада, тинглаб тушуниш кўникмаларини шакллантириш билан боғлиқ бўлган машқлар ишлаб чиқилган. (Н.И.Гез, Ж.Ж.Жалолов, Н.В.Елухина). Олий ўқув юрти талабаларини хорижий тилда ёзувга ўргатишнинг долзарб муаммолари мавзусининг долзарблиги қўйидаги омиллар билан белгиланади, чунончи: (1)олий ўқув юртлари талабаларини хорижий тил дастурларида ёзувга ўргатишнинг бугунги кун ҳолатидаги қийинчиликлар кузатишмоқда. (2) чет тил ўқитиш мазмуни (нутқий малакалар ва ёзув техникасини ўргатиш) да сезиларли номувофиқлик ҳукум суриб келмоқда. (3) университет (институт) дарсликларида ёзувга ўргатишнинг дастурий талаблари яратилган эмас. (4) ёзма нутқий малакалар учун алоҳида дарс соатлар ажратилган эмас, аксинча интеграллашган фаолият асосида кузатилади. (5) чет тил ўқитиш курсида олий ўқув юртлари талабаларини хорижий тилда ёзувга ўргатиш муаммоси тадқиқотчилар эътиборидан четда қолиб кетмоқда ва ҳ.к.з.

Ёзувни ривожлантиришга оид машқлар типологиясини ишлаб чиқиш ва ушбу мақсадга эришиш йўлида вазифалар ва улар қўйидагилар:

1. хорижий тил малакаларини шакллантиришда ёзувнинг ўрнини аниқлаш;
2. ёзувни психологик ва психофизиологик хусусиятини аниқлаш;
3. ёзувга ўргатишнинг замонавий услублари ва уларнинг хусусиятларини кўриб чиқиш;
4. ёзувга ўргатиш тамойилларини очиб бериш;
5. чет тил олий ўқув юртларида ёзув турлари ва шакллари белгилаш;
6. ёзув билан боғлиқ қийинчиликларни аниқлаш ва уларнинг сабабини тушунтириш.

Хулоса. Чет тил таълими самарадорлигини таъминлашга янгича нуқтаи назардан ёндашилганлиги, чет тил таълими мазмунининг давр талаби даражасида янгиланиб боришига объектив зарурият сифатида қаралганлиги турли олий ўқув юртларида ёзув малакасини нутқ фаолияти тури сифатида ривожлантиришда бакалаврият талабалари учун фикрни ёзма баён қила олиш, хатоларсиз ёзиш қобилиятини ўстиришга хизмат қиладиган ва ёзув малакасини ривожлантиришдаги қийинчиликларни бартараф қилишнинг амалий-ижодий усуллар, илмий-назарий тавсиялар баён қилинади.

Олий ўқув юрти талаба ёшларига чет тилни ўргатишда ёзув фаолиятини шакллантиришнинг замонавий методикасини яратиш бугунги куннинг энг долзарб масалаларидан бири бўлиб қолмоқда.

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**KOREYS VA O'ZBEK TILLARIDA ODOB-AXLOQQA OID MAQOLLARNING
BEVOSITA IFODALANISH XUSUSIYATLARI***I. Bayonxanova¹**Annotatsiya:*

Ushbu maqolada koreys va o'zbek tillarida odob-axloq haqidagi maqollarning bevosita ifodalanish xususiyatlari o'rganiladi. Muallif ushbu iboralarning lingvistik va madaniy jihatlarini tahlil qiladi, axloqiy tamoyillarni ifodalashda yondashuvlardagi o'xshashlik va farqlarni aniqlaydi.

Kalit so'zlar: Muloqot, muomala madaniyati, xulq-atvor, odob-axloq, nutqiy faoliyat, qalbga yo'l, o'zaro tushunish, so'z ko'rki, tarbiya asosi, 한국어 속담, 중의적 표현, 직접적 표현, 동음어, 다의어, 단의어. 의사 소통, 치료 문화, 매너, 품위, 연설 활동, 영혼의 길, 상호 이해, 단어 비전, 교육의 기초

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Maqollarning yaratuvchisi milliy madaniyati shakllangan, madaniyatga ega bo'lgan xalq hisoblanadi. Maqollar kishilarning hayot tajribasidan kelib chiqib aytgan gapi bo'lsada, u yillar davomida shakllanib, ma'lum bir o'zgarma qolipga solingan madaniyatning bir ko'rinishi hisoblanadi.

Maqollarning mazmuniy tomoni haqiqatan ham cheksiz. Maqollar inson faoliyatining barcha sohalarini qamrab oladi, jamiyatning turmushi, madaniyati, hayoti va tarixini o'zida aks ettiradi. Maqollar xalq donishmandligini ifodalay ekan o'ziga xos, insondagi eng axloqiy sifatlar ma'qullanadigan, ma'naviyat tasdiqlanib, har qanday nuqson, illat qoralanadigan o'ziga xos axloq kodeksi sifatida namoyon bo'ladi. [8.555-565]

Ko'pchilik maqollar insonni to'g'ri harakatlanishga undaydi: ular insonga nima qilish kerak-u, nima qilmaslik kerakligini ko'rsatib turadi, salbiy xatti-harakatlardan asraydi.

Bitiruv malakaviy ishimizning ushbu bobi yaxshilik tushunchasining xalq maqollarida ifodalanishiga bag'ishlanganligi bois, o'zbek xalq maqollari tarkibida hajm jihatidan ko'p va kundalik hayotda faol ishlatiluvchi maqollarning semantikasiga to'xtalib o'tamiz.

- Koreyscha: 종이 한 장이면 양면이 있다

- Tarjimasi: Hatto bir varaqning ham ikki tomoni bor

- O'zbekcha variant: Tanganing ham ikki tomoni bor

Izoh: Ushbu maqol axloqiy qarorlar qabul qilishda ko'p nuqtai nazarni hisobga olish muhimligini o'rgatadi.

- Koreyscha: 개 답에 누워라 벼룩이 떼도 붙는다

- Tarjimasi: Agar siz itlar bilan yotsangiz, siz burga bilan turasiz.

- O'zbekcha variant: qozonga yaqin yursang qorasi yuqadi

¹ Bayonxanova I.F., SamDCHTI Koreys filologiyasi kafedrasi katta-o'qituvchisi

Izoh: Bu maqol axloqsiz odamlar bilan muloqot qilishdan ogohlantiradi, chunki ularning xatti-harakatlari salbiy oqibatlariga olib kelishi mumkin.

- Koreyscha: 선악이 돌아가니 팔딱이도 돌아간다
- Tarjimasi: Yaxshilik qiling va uni dengizga tashlang
- O'zbekcha variant: o'ng qo'ling berganni, chap qo'ling bilmasin

Izoh: Bu hikmat kishilarni e'tirof yoki savob izlamay, yaxshi amallar qilishga undaydi, chunki ularning qilmishlari o'z vaqtida mukofotlanadi.

- O'zbekcha: Hayrli odam amali bilan taniladi
- Koreyscha tarjimasi: 선한 사람은 그의 행실로 알 수 있다

Izoh: Bu maqolda harakatning o'z xarakterini, odob-axloqini belgilashdagi ahamiyati ta'kidlangan.

- O'zbekcha: Tomoqqa ishtiyoq shirin kam keltirar
- Koreyscha tarjimasi: 탐욕은 불행만을 가져온다

Izoh: bu maqol ochko'zlik va xudbinlikning salbiy oqibatlaridan ogohlantirib, shaxslarni altruizm va saxovatpeshalikni birinchi o'ringa qo'yishga undaydi.

- O'zbekcha: *Hokimlikning asosi halollikdir*
- Koreyscha tarjimasi: 문명의 기초는 정직이다

Izoh: Bu maqolda halollik adolatli va farovon jamiyat barpo etishning asosiy qadriyati ekanligi ta'kidlanadi.

- O'zbekcha: *Yaxshidan ot qoladi, Yomondan — dod.*
- Koreyscha tarjimasi: 좋은 사람의 이름은 남고 나쁜 사람의 오점이다

Izoh: Inson hayotda o'zining ezgu ishlari bilan nom qoldiradi. Qancha vaqtlar o'tsa ham, uning yodi kishilar xotirasida muhrlanib qoladi, tillarda yaxshi fikrlar bilan eslanadi. Falonchi odamni hojatini chiqaradigan odam edi, deya eslanadi. Yomon odam esa, o'zidan dod qoldiradi.

O'zbekcha: *Yaxshilik nur keltirar, Yomonlik — zulmat.*

Koreyscha tarjimasi: 선은 빛을 가져오고 악은 어둠을 가져온다

Nur yorug'da ham yaltiraydi degan mashoyixlarimiz. Yaxshilik qorong'u zulmatdagi nurdir. Yaxshilik ko'ngilni nurafshon etadi, yomonlik esa, qalbni qorong'u zulmat qariga tortadi. [9. 265-269]

O'zbekcha: *Yaxshini ko'rib fikr qil, Yomonni ko'rib shukur qil.*

Koreyscha tarjimasi: 좋은 점을 생각하고 나쁜 점에 감사하십시오.

Ushbu maqol xalq orasida "Birni ko'rib fikr qil, birni ko'rib shukur" ko'rinishida ham mavjuddir. Hayotda shunday insonlar borki, ularning hayot yo'li boshqalar uchun ibrat maktabi bo'ladi, ulardek bo'lishga boshqalar ham harakat qiladi. Yaxshi inson o'zi bilan yaxshi nom qoldiradi. Ba'zida yomon xislatli kishilarni ko'rib, ulardek bo'lmaganligimizga shukur qilamiz. Jamiyatimizga xavf soladigan, nifoq tushuradigan kishilardan uzoqroq bo'lishga harakat qilamiz.

Yaxshi bir tavba qiladi, Yomon — yuz.

착한 사람은 한 번 회개한다, 나쁜 사람은 백 번 회개한다

Ezgulikni diliga tuggan odam yomonlik qilishdan qochadi. Xato qilib qo'rganida ham, tavba qilib, buni boshqa takrorlamaslikka harakat qiladi. Yomon odam esa harqilgan yomonligida tavba qilsa-da, bu ishdan tiyilmaydi.

Yaxshini so'ksang, suyagidan o'tar, Yomonni ursang, terisidan o'tar.

선을 욕하면 뼈를 뚫고 악을 때리면 살갓을 뚫는다

Yaxshi odam yomon gap eshitsa, yuzi shuvut bo'ladi. Eshitgan gapi uning suyak- suyakigacha botadi. Yomon odam esa yomon gap yo'lda qolib, ursang ham ta'sir qilmaydi.

Yaxshi oshini yer, Yomon — boshini.

좋은 음식을 먹고 나쁜 사람의 머리를 먹다

Yaxshilik va ezgulik insonni kamolotga yetaklaydi. Inson qilgan yaxshiliklari evaziga rahmat eshitadi, uning mevasidan bahramand bo'ladi. Yomonlikni ko'ngliga keltirgan, uni amalga oshirgan inson esa oxir-oqibatda boshini ushlab qoladi.

Yaxshi suydirar, yomon so'ndirar.

좋은 사람은 시작하고 나쁜 사람은 멈춘다

Yaxshi odam o'zining ezguligi bilan insonlarning qalbini yoritadi, ularni suydiradi. Yomon odam esa o'zining harakatlari, gap-so'zlari bilan boshqalarning ko'nglini og'ritadi.

Yaxshi turmas, yomon o'lmas.

착한 사람은 살지 않고 나쁜 사람은 죽지 않는다.

Xalqimizda "Yomonga o'lim yo'q" degan gap bor. Yaxshi inson vafot etib ketganidan keyin ham insonlar qalbida barhayot yashaydi. Odam deb yashagan odam doimo tirik bo'ladi. Yomonlik qilishni odat qilgan odam esa, tirikbo'lsa-da, insonlar naznida go'yoki o'lik singari bo'ladi. [10. 114-121]

Yaxshining bolasi to'rga tortar, Yomonning bolasi — eshikka.

선한 아이는 위로 끌어당기고 악한 아이는 문 쪽으로 끌어당긴다

Yaxshi odam farzandini ham yaxshi tarbiya qiladi. Tarbiyasi orqasidan yaxshi gapeshitadi, martabasi ham ulug' bo'ladi. Farzandi orqasidan har doim uyning to'ri uniki bo'ladi. Yomon odamning bolasi esa noqobilligi bilan otonasini uyatga qo'yadi.

Yaxshining nasihatiga kirmagan, Yomonning yo'liga yurar.

그는 선한 사람의 조언을 따르지 않고 악한 사람의 길을 따른다.

Ushbu maqolda yaxshilikning to'g'ri yo'lga boshlashi, yaxshi odamning nasihatiga kirmagan odam yomonlikning qurboni bo'lishi o'z aksini topgan.

Yaxshi chechakka bolari qo'nar.

꿀벌은 좋은 꽃에 착지한다.

Mevali daraxtga hamma tosh otadi. Uning mevasidan bahramand bo'lishadi. Yuqorida keltirilgan maqolda chechak, bolari timsollari orqali inson shaxsiyati o'z ifodasini topgan. Yaxshi fazilatli inson xuddi chechak timsolidek, undan "shira"sidan bahramand bo'lish uchun bolari singari insonlar talpinadilar. Yaxshi inson mevali daraxt kabi deb aytib o'tdik, bu kabi insonlar o'zlarining yaxshi fazilati, go'zal xulqi bilan insonlar hojatini chiqaradi. [7. 355]

Har bir inson o'zining o'z ichki olamidan kelib chiqib dunyoni tasavvur etadi. O'shatasavvur mahsuli bilan atrofdagilarga yaxshi yoki yomon munosabatda bo'ladi. Yuqorida keltirilgan maqolda ham yaxshi ko'ngilli inson yurgan yo'lida boshqalarga tinchlik, osoyishtalik ulashib yuradi. Yomon odam boshqalarga zarar keltiradi.

Yaxshi bilib so'zlar, Yomon tilib so'zlar.

좋은 사람은 알면서 말하고 나쁜 사람은 희망적으로 말한다.

"Yaxshi so'z – jon ozig'i", - deydi dono xalqimiz. Yaxshi, farosatli inson har bir aytayotgan so'zini bilib aytadi. Aytgan gaplarining boshqalarga ta'sirini o'ylaydi. Yomon odam esa aksincha, so'zlaganda boshqalarning ko'ngliga tegishini o'ylamaydi. Aytgan gaplari bilan boshqalarning dilini og'ritadi.

Yaxshi bo'lsang, yasharsan, Nasibangni osharsan.

잘하면 살게 된다 운명을 키운다

Yaxshi inson va uning yaxshi xislatlari xususida yuqorida ko'plab maqollarnikeltirib o'tdik. Ushbu maqol ham insonning yaxshi bo'lishi haqida qimmatli fikr yuritilgan. Yaxshi insonning nasibasi ham oshib boradi.

Yaxshi bo'lsang, o'zarsan, Yomon bo'lsang, to'zarsan. [5. 178]

좋은 사람이면 발전하고 나쁜 사람이면 망한다.

Yaxshi odam har doim boshqalar nazarida yaxshi xotiralar bilan qoladi. Har ishdailg'or bo'ladi. Yomon odam esa yomonligi bilan pand yeydi.

Yaxshiga yetishtir, Yomondan ketishtir.

좋은 것은 기르고 나쁜 것은 버리십시오.

O'zbek xalq maqollarida mazmunni ochib berishda bir qancha vositalar muhim rol o'ynaydi. Maqolda metaforalik, obrazlilik, ta'sirchanlik, hissiy bo'yoqdorlik, qisqalik, majozilik ahamiyatga egadir. Maqollarning ma'no-mazmuni ularni tashkil etuvchi komponentlar (so'zlar) ma'nosidan bevosita "kelib chiqmaydi, u ma'no bo'lak obraz orqali bog'liq bo'ladi.

Xalq so'zlari (maqollar) ko'chma ma'noda olingan, yoki so'zlarning o'z ma'nosi bilan ko'chma ma'nosi birikuvidan tashkil topadi. Har ikkala holatda ham ko'chma ma'no xalq maqollarida noodatiy, o'ziga xos bo'ladi. Ulardagi ma'no kundalik nutqdagi ma'nodan farqli, faqat maqollargagina xos bo'ladi

Yaxshi — bog'-u bo'ston, Yomon — qora qozon.

좋은 것은 정원이고 나쁜 것은 검은 항아리다.

Metoforiklikning xususiyati maqolni **maksimadan** ajratib turadi.

Maksima – mantiqiy yoki axloqiy prinsip, qoida, xatti-harakatning me'yorinibildiruvchi til formulasidir.

Majozilik. Maqolda har doim majozilik mavjud. Agarda maqolning so'zma-so'z ma'nosi mazmunning yuzaki tuzilishi bo'lsa, majoz – maqolning eng teran tuzilishidan iborat.

Yaxshi it o'ligini ko'rsatmas.

착한 개는 죽은 척 하지 않는다

Nasihatomuzlik. Maqolning bunday xususiyati shundan iboratki, u ijobiy (nima qilish kerak) va salbiy (nima qilmaslik kerak) bo'lishi mumkin bo'lgan baholovchi-**axloqiy** tavsiyasini o'z ichiga oladi.

Yaxshi bo'lsang, bolday bo'l, Yomon bo'lsang, uvday bo'l.

Yaxshi bo'lsang, yasharsan, Nasibangni osharsan.

Nasihatomuzlik – maqolning spetsifik xususiyatidir. Topishmoqlar, hikmatli so'zlar, tez aytishlar, iboralar bunday xususiyatga ega emas.

Qisqalik, ixchamlik. Maqolda fikr qisqa va aniq ifodalanadi; sintaktik jihatdan esa maqollar gap doirasidan tashqariga chiqmaydi (sodda yoki qo'shma gapshaklida). Shu jihati bilan maqol ertaklardan farq qiladi.

Yaxshi — sharofatli,

Yomon — kasofatli.

Yaxshi — el g'amida,

Yomon — o'z g'amida.

Struktur-semantik tugallik. Bu xossa maqollarni paremiyalarning eng yaqinbo'lgan matal (ibora)lardan farqlab turadi. O'zining grammatik tuzilishiga ko'ra maqollar tugallangan gapni (sodda yoki qo'shma) ifodalaydi, iboralar esa gapbo'laklari yoki tugallanmagan gaplardir. G. L. Permyakov yopiq gap va *ochiq gap deya ularni* ikki turga ajratishni taklif etadi. U "Birgina doimiy bo'lakdan iborat bo'lgan va shuning uchun nutqda hech o'zgarmaydigan hamda to'ldirilmaydigan, butunlay qoliplashgan gaplar"ni yopiq gaplar deb ataydi,

“Butunlay qoliplashmagan, ya’ni doimiy bo’laklardan iborat bo’lmagan va nutqda to’ldirilib turadigan gaplar”ni ochiq gaplar deb ataydi.

Bundan tashqari, barcha maqol-matal gaplar umumlashma darajasiga ko’ra ikki turga bo’linadi. “Birinchi turdagi gaplarni *xususiy* deb atash mumkin”. Istisno holatlarda ular biror bir muhim shaxsiy voqea-hodisalarni anglatadi. Ikkinchi tur gaplar *umumlashgan* gaplar deyiladi. Ularda “ma’lum bir qonun-qoida, doimiy qaytariladigan voqea-hodisa, qoida yoki odat haqida gap boradi. “Xususiy gaplarga barcha ochiq gaplar (ya’ni matallar) va yopiq gaplardan bir qismi (ya’ni maqollar) kiradi, umumlashganlarga esa faqatgina yopiq gaplar kiradi”. Tilshunoslikensiklopedik lug’atlarida maqol va matallarni tasniflashga boshqacha yondashilgan. “Maqol – xalqning amaliy tajribasi va ma’lum bir hayotiy hodisalarni baholash asosida yuzaga kelgan, nutq jarayonining ritmik va grammatik mustahkam tuzilgan ifodasidir. Nutqda matallardan farqli o’laroq mustaqil hukm vazifasida namoyon bo’ladi”

Maqol paremiologik birlik sifatida boshqa turdagi paremiyalar bilan nafaqat farqli xususiyatlar, balki umumiy xususiyatlarga ham egadir.

Antropotsentriklik. Maqol har doim insonga murojaat qiladi. Maqol insonga yashashni o’rgatadi. Unga biron hatti-harakatni amalga oshirishni buyuradi yoki uniman etadi. Maqollarda hayvonot yoki narsa nomi ostida inson tushuniladi.

Qozonga yaqin yursang, qorasi yuqar, Yomonga yaqin yursang, olasi.

Tilning antroposentrik tadqiqiga doir N.Mahmudovning quyidagi fikrlari ushbu masala mohiyatini shunday umumlashtiradi: “Tilning ana shunday obyektiv xususiyatiga muvofiq ravishda antroposentrik paradigmada inson asosiy o’ringa chiqariladi, til esa inson shaxsini tarkib toptiruvchi bosh unsur hisoblanadi.

Antropotsentriklik va badiiy matnda inson konsepsiyasi to’g’risida N. M. Churilina, N. V. Chesnokova va O. V. Botayevalarning ilmiy ishlarida ko’rishimiz mumkin

Shu tarzda maqol o’zining tashqi soddaligiga qaramay murakkab hodisa hisoblanadi. Bir paremiologik birlik o’laroq u mantiq, semiotika, lingvistika, folkloristika va boshqa fanlar nuqtai nazaridan ko’rib chiqilishi mumkin.

Xulosa o’rnida shuni ta’kidlash joizki, yaxshilik har doim yomonlik va yovuzlik ustidan g’alaba qilishi, insonni yaqinlariga, atrofdagilarga mehr-oqibatli bo’lishga chorlashi maqollarimizda o’z aksini topgan. Maqollar orqali o’zbek xalqining tarixi qadimiyligini, milliy-madaniyati naqadar kuchli va mustahkamligini, mentalitetining yuqori darajadiligini, madaniyatning tilda namoyon bo’lishini dalillab beradi.

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USING PRINCIPLES OF ASSESSMENT TO REDESIGN WRITTEN EXAMINATIONS

Z. Khodjieva¹

Abstract:

This paper reports on a study of undergraduate student's experience with criteria-referenced assessment. It explores three crucial elements of L2 test design: (1) the significance of five central principles of language assessment; (2) the shortcomings of employing only limited production tasks; (3) the significance of applying expanded tasks in assessing students' writing and reading skills. The research is carried out in one of the educational institutions and concludes with the suggestion that the adapted assessment, which incorporates course objectives and principles of language assessment, serves learners to meet their interests and earn a higher grade.

Key words: practicality, reliability, validity, authenticity, feedback, criteria-referenced assessment.

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Assessment is an integral part of teaching and learning practices. Assessment is the process of collecting and discussing information from various sources in order to develop students' current knowledge and understandings and to measure their potential of using gained educational experiences (Brown, 2011). Assessment answers three questions: 1) What expectations do instructors have for student learning? 2) How well do learners' performances meet the expectations? 3) What can teachers do to help pupils learn so that they comply with the requirements? (Bahtiyarovna, 2022) On creating language tests, it is vital to consider five primary principles of language assessment, such as practicality, reliability, validity, authenticity. Authenticity is assumed to be a subjective judgement (Bachman & Palmer, 1996). Hence, the concept authenticity may vary on the students' current lifestyles and worldview. As Eder (2010) states that it carries relationship between the test and the real world.

The assessment is considered effective when its results generate students' motivation to improve their following learning. This principle involves giving feedback that will be relevant to the objectives of the unit being tested. Feedback is believed to be goal-oriented and meaningful when it includes information regarding proper results, clarification, and specific actions to aid learner enhance learning and work on mistakes (Nyquist, 2003).

One of the tests which entails feedback is criterion-referenced testing. Such model of testing provides test-takers with help and monitor instruction (Shepard, 1991:5). It is perceived as measurement of how well a student has acquired certain skills and course materials. Moreover, it appears to be supportive,

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practical both for student which makes him or her be on track of test specifications and for assessor who has to score following the criteria.

Learner Profile

The learner is 18 years old student of Samarkand State Institute of Foreign Languages. For confidentiality purpose, his name changed to Anvar. He is a first-year student of English philology and literature faculty. He has been learning English since the 5th grade. His majors were biology and chemistry at school, however, in the 10th grade, he started to be interested in learning English and decided to enter the Institute of Foreign Languages. It was his second trial to take the State's Entrance Exams that he was enrolled on the basis of super-contract. His score was 120.2 out of 180 points.

During the observation, Anvar was active and diligent in the lessons. He could understand English very well and could express his opinions in any topic. However, while answering the questions, he paused a lot to choose the right word from his memory. While working in the group, he was successful at putting the paragraphs of the text into correct order as he learns IELTS tests individually.

The educational setting

The group where Anvar studies, is a group of super-contracts who did not obtain the State's Entrance Exams' passing points. The questions of State's test center are designated for B2 levels according to CEFR (Common European Framework of Reference of Languages). His lessons started in the middle of October whereas, other groups' studies began in September. The students' levels differ from A2 to B1 in that group. As English is his main subject, it is taught according to 6 aspects: Reading and Writing practice, Grammar in context, Vocabulary in context, Integrated Language skills and Independent Study skills. The aspect of Reading and Writing is conducted separately, so if one lesson is reading, the next one is writing. Students practiced writing formal and informal letters, linking sentences, punctuation, arranging texts' paragraphs into right order, moreover, exercised on comparing and evaluating situations, information which are one of the main elements of critical thinking skills.

Norm-referenced assessment is employed while grades of student's class participation may effect on mid-term examination score, if he gets lower score than the marks of class-participation, by adding a point to overall score. Such kind of approach may encourage student's performance. However, nothing influences on the student's final-exam's score from outer factors. It is based on criterion-referenced testing.

The most recent test

The recent achievement test was conducted at the end of first semester. The outcome measured whether the student had achieved the covered material which is addressed the curriculum within a semester period of time. The assessment was paper-based and consists of four tasks with clear instructions. It was allotted one hour and twenty minutes to complete these tasks. The tasks were developed according to the provided material of the semester on Reading and Writing language aspect.

As it was winter semester' final exam, the room where the examination was conducted was cold that my participant had to sit in a coat to accomplish the tasks. The first task was reading a text which followed by matching the words with seven pair words and five true/false questions. These two tasks had tables to put the correct answers.

Next, writing section required writing a letter to given discourse. Test-taker had to follow criteria followed at the end of tasks which referred both to reading and writing tasks.

The implication of this test was relevant for B2 level of language proficiency. As my participant's level is B1, he found it challenging to accomplish the assignment. He got 3 points out of 5 which is considered satisfactory. It was difficult for him to translate the text which had a number of unknown words. Furthermore, it took him long to search for appropriate words and functions of "cassette player" because he was not familiar with that technological device. It would be helpful, if the content of the task corresponded with his age, interest and lifestyle.

The critique of the assessment

The test assessed reading and writing skills. Reading section had 2 tasks: matching up words and true and false questions based on text. Points were allocated as following: 3 points for reading skills; 2 points for writing.

In terms of validity the current assessment is partially valid. The content of the reading task is for B2 level whereas, my participant's level is B1. Moreover, one of the course objectives was promoting critical thinking which was practiced in the lessons. However, the test did not measure this skill. It would be relevant if assessment correlates with course objectives. Writing a letter and true and false tasks were valid because they measure what have been covered within a semester.

Each task was provided by clear instruction which showed the reliability of the test. Nevertheless, it appears to be less fair when no dictionary is allowed during the exam. As Brown (2010) pointed out that "test imposes fear of failure to assessee". Especially, it concerns students who has limited vocabulary as Anvar and also the condition of the room where the assessment was administered. Therefore, while dealing with reading and writing examination, open-book assessment method would give less stress to students like Anvar.

The modified version of test

The test is modified focusing and addressing on my participant's needs and interests and it is improved according course objectives and principles of language assessment.

Taking into consideration the room's condition in wintertime and the students short term period of time study in the Institute comparing to ones who started earlier, the assessment is administered in open-book method. As Brown (2010) noted that "the conditions where the test is conducted may produce unreliability".

The level of the tasks is on B1 in order to correspond with the learner's language proficiency level. The reading section includes reading a text, evaluating or reflecting on the given concept and true or false range of questions. The evaluation and reflection on the concept are elements of critical thinking. By including a question of high order thinking skill, the test is valid according to course objectives. Next, the writing section examines learner's competence on writing a letter. The theme for the letter is chosen and it imitates real-world task. That would help the learner recognize or imagine the situation and react or interpret properly. In order to facilitate writing process, criteria referenced testing is attached to the task which helps to frame student's creativity and beliefs.

Criteria for assessing a formal letter

Criteria	Ratings (This area will be used by the teacher to leave comments related to the criterion)	Points
Content (relevance to assigned topic, keeping to word limit, following task instructions)		10
Organization (how well the text type followed organization principles, developed logically, presents coherent structure which is defined by good paragraphing and discourse markers)		10
Variety of vocabulary and structure (range of vocabulary, effective word choice and usage, subject/verb agreement, tense, prepositions)		5
Mechanics (spelling, punctuation, capitalization)		5

The detailed criteria could help to evaluate Anvar's achievements within the semester in writing. The open-book assessment has influenced to better performance due to saving time from searching the appropriate word from memory, on writing process. Moreover, it is worth mentioning the authenticity at this point because the authentic theme of the letter which was complaint letter to online shop's manager about a broken smartphone, was helpful on understanding the issue of the asking item and addressing it effectively.

Reading task is chosen neither too difficult nor too simple in order to challenge my participant a little and it was not specified to her learning domain. The topic of the reading text was "Next generation of technology in modern life" that made the learner to make inference and evaluate the role of technology in education and put it down to given question followed by the text. Critical thinking is considered as one of the capacities of global competence and it should be measured in order to plan further steps of cultivating this skill which is valuable skill in future career. True and false task came after this question which was completed sufficiently. The reading tasks were graded separately from the writing task. The question which referred to check the critical thinking ability was measured if the learner could address the question appropriately on 5-point scale.

The modified version of the test was found relevant to my learner's interest and needs. It enabled him to get 9,5 out of 10 in these tasks. The provided feedback could guide Anvar to understand his mistakes and take further works on it.

Conclusion

The assessment should not serve to judge student's performance but measure his or her ability and help to adapt, customize teaching material. However, teachers have to make sure that the assessing tasks are valid and reliable. It would be beneficial if they examine sources and take advice of experts to plan the assessment suitably.

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THE IMPACT OF THE ENGLISH BORROWINGS INTO UZBEK LANGUAGE AND CULTURE

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Abstract:

The article is devoted to the English borrowings into Uzbek language. In this article the synchronic aspects of the English borrowings are described to show present life time of Uzbek people their language and culture. The existing samples are analyzed as a language material.

Key words: borrowing, English equivalents, Uzbek culture, vocabulary enrichment, foreign words, tradition, impact, language.

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In the process of globalization, the interaction of different nations have a great impact on languages, cultures, and social life of people. As a result, by borrowing language units from one language into another there would be language changes, neologisms and archaic words appear, it is noticeable that everyday life of people start to change, their culture, tradition and behaviors vary as well.

In all languages borrowing is ordinary issue, borrowings are considered as the norm, just as they were used to broaden one's horizons and also because of the adoption of new words for an object or action. Therefore, Anglicism easily entered the language and became stronger in it. The study of borrowings is one of the most important problems in the range of linguistic research in conditions of intensive expansion of language contacts. No language can do without the natural and logical process of borrowing elements from other languages. Hence is the relevance of this study.

As it is mentioned above language is mirror which shows reality, a person's being in culture. According to J. Grimm, R. Raek, V. Humboldt, A. A. Potebnya interaction of language and culture is essential in linguistics.

In understanding of the issue with the relationship between language and culture, several approaches have been outlined. Under one of them, which is being developed by such philosophers as S.A. Atanovsky, G.A. Brutyan, E.S. Markarian, priority is given to the one-sided influence of culture on the language: with the change in reality, cultural and national stereotypes and the language itself change [Maslova, 1997, 34]. But by changing language units, there would be changes reality, culture and national stereotypes of people as well.

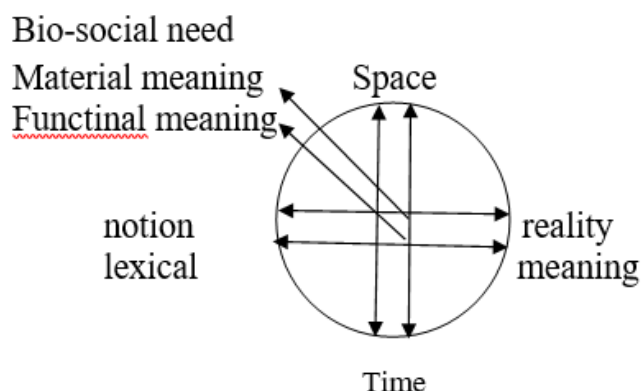
Famous linguist worked on this issue much and noted that language expresses specific features of the national mentality [Maslova, 1997, 35, 37]. At the same time, it is that "culture is included in the language, since it is all modeled in the text" [Maslova, 1997, 107].

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Agreeing with Maslova in our previous work it was introduced a new form in explanation lexical meaning of words, which is clearly delaminates between these two issues.

(Image 1)



Notions are our understanding concerning reality, but lexical meaning appears when we decide to convey certain notions and ideas through language units. [S.E. Shodiyev, 2014, 65-72 p.] It is clear here that understanding of reality is in upper line which help us to realize that cultural issues are connected with human cognition. Second line is connected with language layer which is transport of reality.

Looking at this form visualize all the notes of linguists about language and culture. Language can be perceived as a component of culture or an instrument of culture [Tolstoy, 1991, 6]. Among the abundance of definitions of the concept of “culture” (according to some estimates, there are more than two hundred of them [Alefirenko, 1994, 31]), in our opinion, the most successful ones contain indirect or direct indications of the importance of language.

From above it is reasonable to say that language and culture cross in the same line as space and time. So, borrowed words from other languages convey and intesect in the same midpoint. And it should be mentioned that the speed of development of borrowed words also depends on the level of communication and the number of speakers. Every day at home and at work, a person uses foreign words in Uzbek and may not know that they belong to English language, since they are regularly and daily used when communicating at work, when buying things, while visiting sports institutions or a clinic.

At the present there are a lot of borrowed words that cannot be replaced. Uzbekistan has a wide range of contacts with the nations of the world. It is manifested in economic relations, culture, sport etc. Today, English words in Uzbek are actively used in our everyday life and they become integral, sometimes it is difficult to replace a concept spoken in English with one word in Uzbek. As a result, many English words are entering into Uzbek language. Some words connected with economy. For example, *cluster*, *paynet*, *plastic card*, and other borrowed words from English language seems to Uzbek people as they belong to their own language. At the same time, they can show that Uzbek people are using these entities in their everyday life.

The borrowed words as *hot dog*, *hamburger*, *sandwich* shows how the eating culture of Uzbek people dramatically changed. Because, it is not just food for eating, it is family traditions, going out all together in the evening and eating fast

food. Eating traditions moving to outdoors, it is not indoor tradition any more at least.

There are some sport games which are borrowed from English language as well. They are *football, basketball, tennis, hockey, table tennis* and others. All of them have already become a part of their lifestyle.

To conclude, language and culture walk along taking hand to hand. It can't exist one without the second. By integration of Uzbek people with English speaking countries, Uzbek language is enriching own vocabulary system through borrowing words from English language. At the same time, different cultures issues coming into the life of Uzbek people.

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XITOIY TILINI O'QITISHDA HSK 5 IMTIHONINING O'QISH QISMIDAN MUVAFFAQIYATLI O'TISHNING ENG YANGI STRATEGIYALARI

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Annotatsiya:

Ushbu maqolada xitoy tilini o'qitishda HSK 5 darajasidagi o'qish ko'nikmasini shakllantirish, shuningdek, ushbu maqsadga ta'sir qiluvchi jihatlar, mamlakatimiz hududidagi HSK 5 imtihonini topshirish istagida bo'lgan talabgorlar tomonidan aksariyat hollarda yo'l qo'yiladigan xatoliklari hamda ularni bartaraf etish yo'llari va ularning samarali usullari o'zbek va xitoy tillaridagi misollar yordamida asoslab berilgan.

Kalit so'zlar: HSK 5, o'qish ko'nikmasi, innovatsion usullar, eng yangi strategiyalar.

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HSK 5 o'qish imtihonining ikkinchi qismida esa o'rtacha 130 ta belgidan iborat bo'lgan matn taqdim etilib, talabgor matn yuzasidan o'zining qisqacha xulosasini matnni birgina jumla orqali ifodalashlari lozim. Ikkinchi qism ham xuddi birinchi qismdagi singari talabgorda bir qancha qiyinchilik tug'dirishining asosiy sababi esa, taqdim etilayotgan javoblarning 2-3 tasida matnda keltirilgan jumlaning aynan o'zi keltirilishi, qolgan variantda esa matnning 60-70 % mazmunini o'zida mujassam etgan javob variant berilishidadir.

Ikkinchi qism birinchi qismdan farqli o'laroq, 10 ta savolni o'z ichiga olib, bu qismda talabgorning o'qish qobiliyatini sinashga qaratilgan talablar birmuncha oshadi. Ya'ni agar agar talabgor HSK 4 imtihonida bir daqiqada 70 ta belgili matnni o'qishi lozim bo'lgan bo'lsa, HSK 5 ga kelib, bu talab deyarli 2 karra oshadi, talabgor bir daqiqada 130 belgili matnni o'qishi lozim bo'ladi. Masalan, 61 savoldagi quyidagi matnni o'qiymiz:

从1995年开始, 学校每年举行一次演讲比赛, 到现在已经是第15届了。今年的比赛定在下周六, 对于这场比赛, 我非常把握, 我要争取发挥出最好水平, 你们就等我的好消息吧。

A 比赛安排在周六下午 B 我每年都参加这个比赛

C 我对这次比赛很有信心 D 这场比赛的水平不是很高

Ushbu matndan anglashilayotgan mazmun ushbu musobaqaning ma'lum bir tarixga ega ekanligi, har yili bir marta tashkil etilishi to'g'risidagi xabarlardan iborat bo'lsa – da, uning qoq markazida “我非常把握, 我要争取发挥出最好水平, 你们就等我的好消息吧” jumalari yotadi. Ya'ni “men” bu yilgi tashkil etilayotgan musobaqada bor imkoniyatlarimni sinab ko'rmoqchiman, menING yaxshi xabarlarimni kuting jumlaridan kelib chiqib, C javobiga to'xtalamiz.

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Yuqoridagi misoldan shuni xulosa qilish mumkinki, o`qish ko`nikmasidagi matnning mazmuniga qarab uni atigi birgina jumla orqali izohlash talabgordan boy leksika va uzoq vaqt talab etiladi. Biroq ma`lum bir texnikalar orqali talabalarimiz orasida eng ko`p uchraydigan va ular tomonidan eng ko`p yo`l qo`yiladigan quyidagi xatoliklarni oldini olish mumkin:

1. Markaziy jumlaning qidirmaslik;
2. Jummalarni bittalab tarjima qilib, ma`nosini bir – biriga ulab chiqish;
3. Ma`nodosh olmoshlarga e`tibor bermaslik yoki noto`g`ri tushunish.

Yuqoridagi xatoliklarga yo`l qo`ymaslik va vaqtdan unumli foydalalanish maqsadida manashu turdagi savollarga quyidagi texnikalarni tavsiya etish o`rinli:

1. Birinchi va so`nggi jumlaning diqqat bilan o`qish. Sababi nisbatan ko`p belgidan tashkil topgan matnni bir daqiqaning ichida o`qib tahlil qilish imkonsiz, yuqorida tilga olingan markaziy jumlagacha esa birinchi yoki so`nggi jumla tarkibida yana bir bor urg`u beriladi. Yoki yana bir bor tilga olinadi yoki so`nggi jumlada xulosa o`rnida umumlashtiruvchi gap sifatida paydo bo`ladi, xuddi yuqoridagi 61 – savolda markaziy jumla va so`nggi umumlashtiruvchi gap yonma – yon kelgani singari.

2. Taqdim etilgan javoblar orasidan eng umumlashtiruvchi, xulosalovchi jumlaning topish. Tanishtiruvchi, tavsiflochi jumla shular jumlasidandir.

Matnni o`qib chiqishdan oldin, taqdim etilayotgan javob variantlariga nazar solish variantlar orasidan eng maqbulini tanlashga xalaqit qilmaydi. Bu o`rinda talabgor javoblar orasidan yuqorida tilga olingan xarakterdagi jummalarni tanlab belgilab qo`yishi lozim. Ayniqsa, ilm – fan, tabiat, tabiiy boyliklar to`g`risidagi keltiriladigan matnlar tarkibida bu usul aynan qo`l keladi.

3. Bir – biriga ma`nodosh bo`lgan so`zlarning o`rnini almashtirib qo`llanilgan holatlarga e`tiborli bo`lish. Aksariyat holatlarda matnlarda jumla yoki undagi kalit so`zlar to`g`ridan – to`g`ri o`zi qo`llanilmaydi. Ayniqsa to`g`ri javob sifatida berilgan variantda. Bunday holatlarda, odatda, matn va to`g`ri javobda kalit so`z yoki jumlaning ma`nosi saqlangan holda uning ekvivalentidan foydalanilgan bo`ladi. Xuddi yuqoridagi 61 – savolning matnida “有把握” hamda to`g`ri javobdagi “有信心” birikmalari qo`llanilganidek. Shu bilan birga so`nggi “等我的好消息” – mening yaxshi xabarimni kutib, jumlasini orqali “bu safargi musobaqa bo`lgan ishonchimning yuqori”ligi yana bir bor ta`kidlanayapti.

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**TIL O'QITISHDA PODKASTLAR ORQALI TALABALARNING TO'G'RI
TALAFFUZ QILISH KO'NIKMALARINI RIVOJLANTIRISH**

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Annotatsiya:

Ushbu maqola podkastlar orqali til o'rganishda talabalarning talaffuz ko'nikmalarini rivojlantirishning samarali usullarini o'rganadi. Unda podkastlar til o'rganish va mukammal talaffuzni o'zlashtirishga qanday ta'sir qilishi, taqlid qilish uchun namuna bo'lib xizmat qilish bilan bir qatorda chet tilidagi audiovizual materiallarni tinglash va talaffuzni mashq qilishdek keng imkoniyatlar taqdim etishiga alohida to'xtalib o'tiladi. Maqolada, shuningdek, talaffuzga yo'naltirilgan podkastlarning afzalliklari, til o'rganuvchilar uchun podkastlar taqdim etadigan qator imkoniyatlar muhokama qilinadi.

Kalit so'zlar: talaffuz ko'nikmalari, til o'rganish, taqlid qilish modellari, tinglab tushunish, talaffuz amaliyoti, talaffuzga yo'naltirilgan podkastlar

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Kirish. Podkastlar to'g'ri talaffuz qilish ko'nikmalarini yaxshilashga intilayotgan til o'rganuvchilar uchun qimmatli vositaga aylandi. Ular talabalarni chet tilida so'zlashishda har bir so'z va ibora aslida qanday jaranglashi bilan tanishtirishning qulay hamda samarali natijani kafolatlay oladigan vosita vazifasini o'taydi, taqlid qilish uchun modellarni taqdim etadi va o'rganilganlarni amaliyotda qo'llash uchun imkoniyatlar yaratadi. Ushbu maqolada podkastlar talaffuzni yaxshilashga qay darajada hissa qo'shishi ko'rib chiqiladi va aynan to'g'ri talaffuzni shakllantirishga yo'naltirilgan podkast materiallari bilan tanishtirishda muhim manba vazifasini o'taydi. Til o'rganuvchilar podkastlardan foydalanish va ular asosida amaliy mashqlarni bajarish orqali xorijiy tilda to'g'ri va ravon so'zlashish mahoratlarini sezilarli darajada yaxshilashga erisha oladilar.

Asosiy qism. Podkastlar o'quvchilarning talaffuz ko'nikmalarini bir necha jihatdan yaxshilash uchun qimmatli vosita sifatida qo'llanilishi mumkin. Birinchidan, podkastlar o'quvchilarga asl og'zaki til bilan tanishish imkonini beradi, bu ularga o'rganilayotgan chet tili fonetikasining o'ziga xos qonun-qoidalarini anglash, ushbu tilda intonatsiya, ritm va urg'uni to'g'ri ishlatishni o'rganish imkonini beradi. Podkastlarda ona tilida so'zlashuvchilarni yoki tilni yaxshi biladigan foydalanuvchilarni muntazam tinglash orqali talabalar talaffuzning nozik jihatlari bilan tanishishib boradilar va ular to'g'ri talaffuzga taqlid qilish uchun namuna bo'lib xizmat qiladi. Talabalar o'zlarining til o'rganishdan ko'zlagan maqsadlariga mos keladigan podkastlarni tanlashlari va talaffuzi har tomonlama o'zlariga ma'qul keladigan ma'ruzachilarni topishlari

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mumkin. Ushbu podkast-informatsion dasturlarni doimiy tinglash va ularga taqlid qilish orqali talabalar o'zlarining talaffuz qobiliyatlarini takomillashtirisha oladilar. Ko'pincha suhbatlar, intervyular yoki hikoyalarni o'z ichiga olgan podkast kontenti orqali talabalar tinglash qobiliyatlari ustida ishlashlari va bir vaqtning o'zida eshitadigan tovushlar, intonatsiya va urg'uning qanday ishlatilishiga taqlid qilish orqali talaffuzlarini yaxshilashlari mumkin.

Podkast epizodlarini bir necha marta takrorlash talaffuzni yaxshilashning yana bir afzalligi hisoblanadi. Muayyan audio parchalarni qayta-qayta tinglash orqali talabalar to'g'ri talaffuz tamoyilari haqidagi tushunchalarini mustahkamlashlari va ularni yanada samaraliroq o'zlashtirishlari mumkin. Ba'zi podkastlar talaffuz mashqlariga e'tibor qaratadi, o'quvchilarga maqsadli amaliyot va yo'l-yo'riq beradi. Podkastlarning asosiy afzalliklaridan biri ularning istalgan qurilma, xususan, mobil telefon, kompyuter, planshet kabilar orqali istalgan vaqtda tinglash imkoniyatidir. Talabalar istalgan joyda va istalgan vaqtda podkastlarga kira oladilar, bu esa ularni til o'rganuvchilar uchun qulay vositaga aylantiradi. Podkast tinglash kundalik yumushlarni bajarish mobaynida ham amalga oshirilishi mumkin, masalan, talabalar, transport vositasida ketayotib, uyda jismoniy mashqlar bilan shug'ullanish barobarida yoki bo'sh vaqtlarida ularni tinglab talaffuzni mashq qilishlari mumkinligi ularning naqadar qulay vosita ekanligini ko'rsatib beradi. Xullas, podkastlar aksariyat hollarda mavzularning keng doirasini qamrab oladi, ularni tinglash orqali talabalar o'zlarining so'z boyliklarini samarali ravishda kengaytirish hamda so'zlarni kontekstda talaffuz qilishni o'rganishlari va muloqot qobiliyatlarini yaxshilashlari mumkin. Masalan, o'quvchi ilmiy sohaga qiziqadi, deylik. Ular soxa mutaxassisleri turli ilmiy tushunchalar va kashfiyotlarni muhokama qiladigan ilmiy mavzudagi podkastni tinglashlari mumkin, "hypothesis/ faraz", "experiment/ tajriba" yoki "genetics/genetika" kabi fanga oid maxsus lug'at bilan muntazam tanishish orqali talaba o'zining ilmiy lug'atini asta-sekin kengaytira oladi.

Umuman olganda, podkastlar o'quvchilarga turli lug'atlarni qiziqarli va kontekstli tarzda ochib beradigan, so'z boyligini kengaytirishga va umumiy bilimlarini oshirishga yordam beradigan manba sifatida ken qo'llanilishi mumkin.

Talaffuzni yaxshilashda podkastlarning afzalliklaridan yuqori darajada foydalanib natijalarni yanada yaxshilash uchun talabalar turli mashqlar bilan faol shug'ullanishlari foydali bo'ladi, ular podkastning bir qismini tinglaydilar va uni baland ovozda takrorlaydilar va ma'ruzachining talaffuziga imkon qadar o'xshatib talaffuz qiladilar. Bundan tashqari, talabalar nazariya va amaliyotda o'rganganlarini mustahkamlash uchun fonetikaga doir qo'llanmalar, fonetik transkripsiyalar va talaffuz ilovalari kabi vositalardan foydalanishlari mumkin. Quyida biz podkastlar orqali talaffuz ko'nikmalarini yaxshilashga yordam beradigan bir nechta dasturlarni keltirib o'tamiz:

- "Fluent Show": Kerstin Cable tomonidan boshqariladigan ushbu podkast til o'rganishning turli jihatlarini, jumladan, talaffuzni o'z ichiga oladi. U talaffuzni yaxshilash bo'yicha fikrlarni taqdim etuvchi qimmatli maslahatlar, strategiyalar va soha mutaxassisleri bilan suhbatlarni qamrab oladi.

- "English Pronunciation Pod": suxandon Anna tomonidan olib boriladigan ushbu podkast asosan ingliz tilidagi talaffuz ko'nikmalariga qaratilgan. U ingliz tilini o'rganuvchilar uchun turli tovushlar, so'z urg'usi, intonatsiya va umumiy talaffuz muammolari hamda ularning yechimlari kabi mavzularga yo'naltirilgan.

- "News in Slow Languages": Bu turkum ingliz, ispan, fransuz, italyan va nemis kabi bir nechta tillarda yuz berayotgan o'zgarishlar haqida atroflicha ma'lumot beradi. Bu podkast tinglab tushunish va aniq talaffuz qilish qobiliyatlarini mashq qilish imkoniyatini bera olishi bilan o'ziga xos manbadir.

- "Luke's English Podcast": Lyuk Tompson boshchiligidagi ushbu podkast turli mavzularda ingliz tili darslari, intervyular va munozaralar kabi xilma-xil ma'lumotlarni taqdim etib boradi. Ushbu podkast bilan doimiy ishlash ingliz tilidagi tabiiy nutqning egallanishiga ijobiy ta'sir qiladi va talaffuz bo'yicha maslahatlar va usullarni ham o'z ichiga oladi.

- "Spanish Obsessed": Ushbu podkast ispan tilini o'rganuvchilar uchun mo'ljallangan va ispan tilida suhbatlar, lug'at boyligini oshirishga qaratilgan darslar va talaffuzni rivojlantirish uchun amaliy mashqlarni o'z ichiga oladi. U turli aksentlarni qamrab olgan va ispan tilida so'zlashuvchi dunyoning madaniyati haqida ham tushuncha beradi.

- "Coffee Break French/Spanish/German/Italian": Radio Lingua tomonidan taqdim etilgan ushbu alohida podkastlar fransuz, ispan, nemis va italyan tillarini o'rgatishga qaratilgan. Ular turli darajadagi o'quvchilar uchun tuzilgan darslar, lug'at va talaffuz amaliyoti kabi tarmoqlardan iboratdir.

Yuqorida aytib o'tilganlardan tashqari, til o'rganishni yaqinda boshlaganlar uchun mo'ljallangan va talaffuzni yaxshilashga qaratilgan podkastlar haqida ham to'xtalib o'tamiz:

English Class101 tomonidan *"English pronunciation for beginners"*: Bu podkastlar turkumi boshlang'ich darajadagi ingliz tilini o'rganuvchilar uchun mo'ljallangan. Unda unlilar, undoshlar, so'z urg'usi va intonatsiya kabi muhim talaffuz mavzulari aniq tushuntirishlar va amaliy mashqlar bilan birgalikda o'rgatiladi.

"Pronunciation Power-Up": Kim tomonidan mezbonlik qilinadigan ushbu podkast ingliz tilini boshlang'ich o'rganuvchilarga tovushlar, urg'u, ritm va intonatsiyani oson hamda qiziqarli tarzda o'rgatib boradi.

Yuliya bilan ingliz tilidagi *"EasyPronunciation.com"*: Ushbu podkast ingliz tilidagi tovushlarni, so'z urg'usini va talaffuz ko'nikmalarini yaxshilash uchun bosqichma-bosqich ko'rsatmalar berishga qaratilgan.

FrenchPod101 tomonidan *"Learn French through podcasts"*: Ushbu podkastlar seriyasi fransuz tilini o'rganishni boshlaganlar uchun mo'ljallangan. U talaffuz darslari, lug'at va kundalik so'zlashuv mobaynida faol ishlatiladigan iboralarni qamrab oladi va fransuz tilida talaffuz ko'nikmalarini yaxshilash uchun mustahkam poydevor yaratishda ulkan hissa qo'sha oladi.

Yuqorida qayd etib o'tilgan podkastlar asosan chet tilini o'rganishni yaqinda boshlaganlar uchun nihoyatda samarali vosita bo'lib xizmat qilish barobarida foydalanuvchilarni turli mazvularga oid qiziqarli ma'lumotlar bilan ham tanishtirib boradi. Bundan tashqari til o'rganuvchilarga o'zlarining o'rganish uslublari(*learning style*)ga mos keladigan to'g'ri podkastni tanlashlariga yordam beradigan ba'zi maslahatlarni ham aytib o'tishni zarur deb bildik:

Eng avvalo, o'quvchilar til o'rganishdan ko'zlayotgan asosiy maqsadlarini ya'ni ular podkast tinglash orqali nimaga erishmoqchi ekanliklarini, bu talaffuzni yaxshilashmi, so'z boyligini kengaytirishmi yoki tinglab tushunishni kuchaytirishmi, aniqlab olishlari kerak. Maqsadlarini tushunish ularga o'ziga xos ehtiyojlariga mos keladigan podkastlarni topib ish olib borishga yordam beradi. Podkastlar bilan ishlashda o'quvchilarning til darajasini hisobga olish kerak. Ular muayyan til bilish darajasidagi foydalanuvchilar uchun maxsus

ishlab chiqilgan podkastlarni izlashlari kerak. Ba'zi podkastlar tilni boshlang'ich darajada biladiganlar uchun mo'ljallangan bo'lsa, boshqalari o'rta yoki yuqori darajadagi o'quvchilarga mos ravishda tuzilgan. Podkastlarni tanlash yoki muayyan ilovalarni yuklashdan oldin o'quvchilar tavsif va sharhlarni o'qib chiqishlari kerak. Bu ularga podkastning mazmuni, uslubi va yondashuvi haqida tushuncha beradi. Ular talaffuzni mustahkamlaydigan, aniq tushuntirishlar beradigan va o'z maqsadlariga mos keladigan amaliy mashqlar yoki maslahatlarni taklif qiladigan podkastlar bilan ishlashlari ijobiy natijaga erishishda nihoyatda muhim sanaladi.

Podkastning namunaviy epizodlari yoki qismlarini tinglash ham foydalidir. Bu o'quvchilarga mezbanning nutq uslubi, tezligi va ma'lumotni taqdim etishdagi o'ziga xosliklarni his qilishlariga yordam beradi. Natijada podkast ularning o'rganish uslubiga mos keladimi yoki yo'qmi, hikoya qiluvchining ovozi va gapirish uslubi qay darajada jozibali va tushunarli ekanligini aniqlab oladilar. Podkastlar taqdim etayotgan qo'shimcha materiallarga ham e'tibor qaratish muhimdir. Ba'zi podkastlar yanada yaxshi natijalarga erishishga xizmat qiladigan transkriptlar, lug'atlar ro'yxati yoki mashqlar kabi qo'shimcha resurslarni taklif qiladi. Til o'rganuvchilarga podkastlar bilan birgalikda ushbu qo'shimcha manbalarning ham taqdim etilishi ularning tinglab tushunish va talaffuz qilish amaliyoti uchun yanada foydali bo'ladi.

Demak, chet tilini o'rganayotgan talabalar o'zlari yoqtiradigan va qiziqarli bo'lgan podkastni tanlashlari nihoyatda muhim. Agar kontent ular uchun qiziqarli bo'lsa, bu ular ishtiyoq bilan o'z ustilarida ishlashlariga va muntazam tinglash odatining shakllanishiga turtki bo'ladi. Shuni yodda tutish kerakki, talabalar o'z o'rganish uslublari, darajasi va qiziqishlariga mos keladigan podkastlarni topmaguncha turli podkast dasturlarni sinab ko'rishlari tabiiy holatdir.

“Shadowing” ya'ni *“Taqlid qilish”* talaffuzni yaxshilashning samarali usullaridan biri bo'lib, uni podkast tinglash amaliyotiga osongina kiritish mumkin.

Talabalar qanday qilib *“native speaker”* ya'ni chet tilini ona tili sifatida foydalanuvchi kishiga taqlid qilishni podkastlar bilan ishlash jarayonida qo'llashlari mumkin degan savolga quyidagicha izoh berish mumkin:

Birinchidan, ular diqqatni qaratmoqchi bo'lgan podkast epizodlarini tanlashlari kerak. Bu suhbat, monolog yoki ularni qiziqtiradigan boshqa turdagi manba bo'lishi mumkin. Shundan so'ng, ular tanlangan segmentni diqqat bilan tinglashlari kerak, so'zlovchi ovozining talaffuzi, ritmi, intonatsiyasi va umumiy oqimiga katta e'tibor berishlari kerak. Tinglagandan so'ng, ular har bir ibora yoki jumlaning darhol baland ovozda takrorlashlari lozim. Maqsad - so'zlovchining talaffuziga iloji boricha yaqinroq taqlid qilish, ularning ritmi, intonatsiyasi va urg'uni qo'yish texnikasini o'zlashtirish. *“Shadowing”*da talabalar alohida tovushlar, so'z urg'usi va segmentdagi har qanday qiyin tovushlar yoki so'zlar kabi tafsilotlarga e'tibor berishlari kerak. Ular qiyin yoki ko'proq mashq qilishlari kerak bo'lgan har bir jihatni qayd etishlari kerak. Agar epizod juda uzun yoki murakkab bo'lsa, talabalar uni kichikroq bo'limlarga ajratgan holda o'rganishlari mumkin. Ular talaffuzlari to'g'ri va ravon jaranglamaguncha, har bir bo'limni alohida mashq qilishlari kerak va keyin asta-sekin to'liq epizodni o'zlashtirishga o'tishlari kerak. Talabalar har bir takrorlashda talaffuzlarini yaxshilashga e'tibor qaratib, taqlid qilish mashqlarini bir necha marta takrorlashlari kerak. Ular o'z ovozlari e'tibor berishlari va asl talaffuzga mos kelmayotgan so'z yoki iboralarga tuzatish kiritishga harakat qilishlari kerak.

“Shadowing” texnikasidan foydalanar ekanmiz ma’ruzachining ortidan takrorlaganlarimizni mobil qurilmaga yozib olish va uni asl podkast bilan solishtirish orqali podkastdagi asl talaffuz va uning biz tomonimizdan yozib olingan nusxasi o’rtasidagi har qanday farqni aniqlashimiz mumkin. Bu o’z-o’zini baholash, tuzatishlar qilinishi kerak bo’lgan sohalarni aniqlash va vaqt o’tishi bilan kamchiliklarning bartaraf etilishini ta’minlaydi. Talaffuz ko’nikmalarida sezilarli o’zgarish hamda o’sishni ko’rish uchun talabalar muntazam ravishda mashq qilishlari kerak. Ushbu mashg’ulotni har kuni yoki haftada bir necha bor takrorlashga yetarlicha vaqt ajratish zarur hisoblanadi va bu kutilgan natijaga erishishni kafolatlaydi.

Shuni yodda tutish kerakki, “shadowing”ning maqsadi ona tilida so’zlashuvchilarga taqlid qilish orqali tabiiy va aniq talaffuzni rivojlantirishdir. Avvaliga bu qiyin bo’lishi mumkin bo’lsa-da, izchil amaliyot bilan talabalar talaffuzda sezilarli rivojlanishga erisha oladilar.

“Shadowing”dan tashqari talabalarning chet tilida to’g’ri va ravon talaffuzini shahllantirishga yordam beradigan bir qancha boshqa usullar ham mavjud. Shulardan biri “Minimal pairs”-“minimal juftliklar” amaliyoti bilan shug’ullanish ham foydali bo’lishi mumkin. Minimal juftliklar “cat” va “cut” kabi faqat bitta tovush bilan farq qiluvchi so’zlardir. Minimal juftliklarning qanday talaffuz qilinishini tinglash va ularni baland ovozda aytishni mashq qilish, talaffuzdagi nozik farqlarga e’tibor berish orqali ular bir-biriga yaqin tovushlarni farqlash va o’xshatib talaffuz qilish qobiliyatini rivojlantirishlari mumkin.

Fonetik transkripsiyalardan foydalanish o’rganilayotgan chet tilining o’ziga xos tovushlari va belgilarini tushunish uchun foydali vositadir. Ushbu transkripsiyalardan foydalangan holda ovoz chiqarib o’qishni mashq qilish orqali o’rganuvchilar alohida tovushlar va ularning kombinatsiyalarining to’g’ri talaffuziga e’tibor berishlari mumkin, bu esa aniqroq va to’g’ri talaffuzga olib keladi.

Mashqlar, interaktiv harakatlar va talaffuz bo’yicha fikr-mulohazalarni taqdim etadigan turli ilovalar va vositalar mavjud. Ushbu manbalar ko’pincha nutqni tinglab undagi aniqlikni baholash va takomillashtirishning muayyan sohalari bo’yicha ko’rsatmalar olish uchun foydalaniladi. Masalan, “ELSA Speak” (English Language Speech Assistant) shunday ilovalardan bir bo’lib, bu ingliz tilidagi talaffuzni yaxshilashga qaratilgan mobil ilovadir. U real vaqt rejimida so’zlovchining nutqni baholab kerakli fikr-mulohazalar berishga mo’ljallangan.

Shu o’rinda chet tilini ona tili sifatida qo’llovchilar bilan suhbatlashishning talaffuz ko’nikmalarini yaxshilashdagi ulkan ahamiyatini ham ta’kidlab o’tishimiz lozim. Ularning talaffuzini muntazam tinglash, fikr-mulohazalarini so’rash xatolarni tuzatishga ko’mak beradi.

Talaffuz ko’nikmalarini yaxshilash uchun izchil amaliyot juda muhimdir. Ushbu usullarning kombinatsiyasini muntazam til o’rganish jarayonidagi mashqlar tartibiga kiritish va qiyinchiliklarga duch keladigan sohalarga e’tibor qaratish sezilarli natijalarga olib kelishi mumkin. O’qituvchilar, til o’rganayotgan do’stlar yoki fonetika bo’yicha murabbiylardan fikr-mulohazalarini so’rash hamda ularning qimmatli ko’rsatmalariga amal qilish talaffuz ko’nikmalarini yanada yaxshilashi mumkin.

Xulosa qilib aytadigan bo’lsak, podkastlar til o’rganishda talabalarning talaffuz ko’nikmalarini oshirishda muhim rol o’ynaydi. Ular tabiiy og’zaki nutqning shakllanishiga ta’sir qilish, taqlid qilish uchun namuna bo’lib xizmat

qilish, tinglab tushunish va talaffuz qilish amaliyotini osonlashtirish, takrorlash va mustahkamlash imkonini berish kabi ko'plab afzalliklarga ega ekanligi bilan ahamiyatlidir. Talaffuzga yo'naltirilgan podkastlar o'quvchilarni foydali kontent bilan ta'minlaydi, shu bilan birga podkastlarning qulayligi va ko'chmaligi ularni til o'rganuvchilarga istalgan vaqtda va istalgan joyda foydalanish imkonini beradi. Bundan tashqari, podkastlar kontekstli o'rganish imkoniyatlarini taqdim etadi, bu esa talabalarga autentik audio hamda video materiallardan foydalanish imkoniyatini beradi. Podkastga asoslangan talaffuz amaliyotining afzalliklarini maksimal darajada oshirish uchun til o'rganuvchilar "shadowing" kabi faol usullarni o'z ichiga olgan talaffuz vositalaridan foydalanishi mumkin. Ushbu resurslardan foydalanish orqali talabalar chet tilida to'g'ri va ravon talaffuzga erishishda sezilarli natijalarni qo'lga kiritishlari mumkin. Umuman olganda, podkastlar talaffuz ko'nikmalarini yaxshilash va umumiy til bilimlarini oshirishga intilayotgan til o'rganuvchilar uchun bebaho vositadir.

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EXAMINING THE IMPACT OF RESEARCH ENGAGEMENT ON TEACHERS IN UZBEKISTAN WITH A FOCUS ON EFL TEACHERS

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Abstract:

This research explores the significance of research engagement among English as Foreign Language (EFL) teachers in Uzbekistan, within the broader context of the country's commitment to recruit foreign English teachers, reflecting a dedication to enriching its educational standard. The study delves into the nuanced benefits of academic research in fostering academic development, nation-building, and the professional growth of teachers. A comprehensive literature review establishes the vital role of research in various domains and underscores its relevance in the unique context of Uzbekistan. The exploration of academic research in Foreign Language Teaching (FLT) highlights its impact on teaching methodologies, curriculum development, and language assessments. The research extends to the broader significance of academic research in nation-building, emphasizing its contribution to policy formulation, technological innovation, cultural preservation, and addressing societal challenges. The study also emphasizes the active role of language teachers as researchers, advocating for their involvement in shaping educational practices. Recommendations provided aim to guide the educational authorities of Uzbekistan in developing tailored methodologies and techniques, fostering a proactive research culture among language teachers. The envisioned future is one where academic research plays a pivotal role in shaping the educational, economic, and cultural landscape of Uzbekistan.

Key words: Academic Research, Research culture, Research Culture, EFL Teachers, Uzbekistan

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Introduction

Uzbekistan, a prominent player in Central Asia, has boldly embraced international collaboration by recruiting teachers from around the globe to cater to the diverse educational needs from primary schools to university and postgraduate institutions. Noteworthy is the arrival of English as Foreign Language (EFL) teachers into government schools, a compelling example of Uzbekistan's commitment to enriching its education sector. Simultaneously, the government and academic community have exhibited a growing interest in elevating the standards of academic research across various sectors, including education, healthcare, and the economy.

This research endeavours to outline the nuanced benefits associated with academic development, nation-building, and the professional growth of teachers, particularly those involved in EFL education. To underscore the significance of

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this study, it is imperative to acknowledge Uzbekistan's distinctive context, where English as a Foreign Language is prioritized with unique emphasis, employing foreign teachers alongside training national English teachers.

As we progress through the subsequent sections, a thorough examination of existing literature will provide a solid foundation for understanding the vitality of research engagement among EFL educators. Drawing on established theories and empirical studies, we will construct a framework to guide our exploration and analysis.

To review, our literature review aims to offer valuable insights that can illuminate educational policies, steer professional development initiatives, and ultimately cultivate an active research culture among both Uzbek and foreign language teachers. By incorporating the recommendations of this paper, the government can develop productive methodologies and techniques tailored to the unique needs of Uzbek learners. This proactive approach holds the potential to make foreign language acquisition more accessible than ever before, potentially transforming the learning performances within a decade tenure.

Literature Review

Literature highlights the importance of academic research, supported by various aspects, (Booth, Colomb, & Williams, 2008), emphasised the fact that research serves as the facilitator for the growth and advancement of knowledge across various disciplines. According to Ravitch & Carl (2016), Academic research promotes innovation and the discovery of new ideas, solutions, and technologies. In terms of enhancing problem-solving and decision-making skills, research offers evidence-based insights that heighten proficiency in addressing challenges and making effective decisions across diverse domains, (Easterby-Smith, Thorpe, & Lowe, 2002). Research help to enrich educational performances, influencing curriculum development, introduction of new pedagogical approach, teaching methods, and educational policies (Creswell, 2014). Participating in research augments the professional development of academicians, educators, and practitioners, (Mertens, 2014). Research contributes to positive social revolution by addressing communal hindrances and informing public policies (Bryman, 2016). Engaging in research refines critical thinking abilities, prompting individuals to scrutinize, amalgamate, and assess information within an academic framework. (Creswell, 2014). In an academic context, the progression of scientific knowledge is propelled by academic research, as it builds upon established information and extends the frontiers of comprehension (Booth et al., 2008). Research bridges global collaboration, developing partnerships and knowledge exchange among scholars and institutions worldwide (Ravitch & Carl, 2016). Research that is carried out into practical use helps the economy grow by aiding industries, fostering innovation, and supporting new businesses. (Easterby-Smith et al., 2002).

Importance of academic research in Foreign Language Teaching (FLT)

Academic research in FLT enlightens the development and refinement of teaching methods, leading to more effective language teaching competencies, (Richards & Rodgers, 2014). Research practice among ELF teachers contributes to the design and improvement of language curricula, guaranteeing association with current pedagogical principles and language acquisition principles (Nunan,

2003). Foreign Language Teaching research practices provide insights into instructional strategies, allowing educators to make informed decisions about language teaching techniques and approaches (Brown, 2007). In the realm of Foreign Language Teaching (FLT), there is a focus on stressing the significance of integrating cultural awareness into language instruction. This serves to elevate students' abilities in navigating cross-cultural contexts (Byram, 1997). Academic research explores factors influencing student motivation and engagement in language learning, guiding educators in fostering a positive learning environment (Dörnyei, 2001). FLT research adds more value to the development of more valid and reliable language assessments, ensuring accurate proficiency of language proficiency (Bachman & Palmer, 2010). Academic research guides the successful incorporation of technology in language education, improving the quality of learning through the utilization of digital tools and resources. (Chapelle & Sauro, 2017). Participating in or implementing research findings in Foreign Language Teaching (FLT) aids in the ongoing professional growth of language educators, ensuring they stay updated on the latest recommended practices. (Richards & Farrell, 2005).

Importance of academic research in terms of nation-building

In academic circles, research supplies substantiated evidence and perspectives guiding the formulation of impactful policies in areas such as education, healthcare, the economy, and social welfare. (Kingdon, 2010). Research contributes to technological innovation and development, adopting economic growth and global competitiveness (Mokyr, 2002). Research within the academic domain of education plays a pivotal role in advancing human capital development through the enhancement of educational methodologies, curricular frameworks, and teacher training. (Barro & Lee, 2013). Engaging in research and development activities drive modernisation, leading to economic growth and the creation of a knowledge-based economy (Romer, 1990). Medical research enhances healthcare performs, leading to better disease diagnosis, prevention, and treatment, thereby improving the overall healthiness of the nation (Cutler & Kadiyala, 2019). Research in domains like environmental science and sustainability contributes to policies and practices that responses environmental challenge, ensuring the long-term well-being of the nation (Kates et al., 2001). Academic investigation in the domain of humanities and social sciences plays a role in preserving national uniqueness, heritage, and traditions, contributing to the nation's identity (Smith, 1999). Research recommends strategies for promoting social equity, inclusivity, and voicing about social concerns, contributing to the progress of a cohesive and pleasant-sounding society (Sen, 1999).

Contribution of Language teachers as researchers

Action research conducted by language teachers within their classroom issues and attempt to find solution for the same can address comparatively better than other researchers. (Burns, 2010). Teachers can make their lesson plan; development and implementation in more viable manner ensuring that instructional strategies align with evidence-based practices integrate research findings (Richards & Farrell, 2005). Language teachers can take part in research

to investigate and evaluate the effectiveness of different teaching approaches, methods, procedures and techniques incorporating findings and recommendations from second language acquisition research (Larsen-Freeman, 2000). Partaking in research work on language assessment and evaluation empowers language teachers to play a role in producing impartial and dependable assessment instruments, aligning with the evolving comprehension of language proficiency. (Bachman & Palmer, 2010). Language teachers can proactively immerse themselves in research concerning professional advancement, scrutinizing the influence of training initiatives on pedagogical methodologies and academic achievements of students. (Richards & Rodgers, 2014b). Investigations into multilingualism and cultural competence within language curriculum empower language teachers to augment their comprehension of a varied student variation and modify their methodologies accordingly (Byram, 1997a). Language teachers can explore the integration of technology into language instruction, examining the impact of digital tools and online resources on language learning outcomes (Chapelle & Sauro, 2017b). Teachers of languages and other subjects can collaborate on research projects, either within their establishments or through broader professional networks, developing a culture of collaboration and knowledge sharing (Richards & Rodgers, 2014).

The Significance of Academic Research in the Developmental Paradigm of Uzbekistan

Research can enlighten educational policies and practices, contributing to the reform and improvement of the education system in Uzbekistan (Bekbayeva & Sauer, 2019). Academic research plays a key role in the innovation and technological advancement of a nation, fostering the state's economic development and worldwide competitiveness (Mokyr, 2002b). Research in the field of humanities and social sciences can help preserve and promote Uzbekistan's rich cultural heritage, which contributes to the national identity and uniqueness (Smith, 1999b). Active involvement in medical research can address challenges related to health specific to Uzbekistan, contributing to advanced and improved healthcare practices, disease preventive measures, and overall public health (Cutler & Kadiyala, 2019b). Studies in areas related to environmental science can recommend policies and practices to address issues pertinent to environmental challenges, ensuring long-term sustainable development and durable natural resource management (Kates et al., 2001b). Research in languages and culture related studies can heighten cross-cultural understanding, encouraging effective communication and relationship both within Uzbekistan and on the international network (Byram, 1997b). Scholarly research has the potential to tackle societal issues, playing a role in formulating strategies that advance social equity, inclusivity, and harmony within the fabric of Uzbekistani society. (Sen, 1999b).

Conclusion

In conclusion, this research has navigated the intricate landscape of academic research engagement among teachers, with a specific focus on English as a Foreign Language (EFL) educators in Uzbekistan. The journey began by recognizing Uzbekistan's bold strides in international collaboration, exemplified

by the recruitment of teachers globally to address the diverse educational needs from primary schools to postgraduate institutions. Noteworthy is the concerted effort to enrich the education sector, evident in the presence of EFL teachers in government schools.

The comprehensive literature review illuminated the multifaceted benefits of academic research, emphasizing its role in advancing knowledge, fostering innovation, and guiding evidence-based decision-making. Within the realm of Foreign Language Teaching (FLT), academic research emerged as a cornerstone for enhancing teaching methodologies, curricula, and language assessments. Moreover, the review highlighted the pivotal role of academic research in nation-building, from contributing to policy formulation in various sectors to addressing specific challenges in healthcare, the economy, and environmental sustainability.

The spotlight on the engrossment of language teachers as researchers underscored their unique position to address classroom issues, align instructional strategies with evidence-based practices, and actively participate in the ongoing enhancement of language education. The significance of collaborative research projects among language teachers further emphasized the potential for a culture of knowledge sharing and professional development.

Zooming in on Uzbekistan, the research underscored the transformative potential of academic research in shaping educational policies, fostering innovation, preserving cultural heritage, and addressing societal challenges specific to the nation. The study advocates for a proactive approach in leveraging research to propel Uzbekistan into a developmental paradigm that prioritizes education, technological advancement, cultural preservation, healthcare, and environmental sustainability.

As we conclude this research, the call to action is clear. The recommendations provided aim to empower the Uzbekistani government to develop tailored methodologies and techniques, fostering a vibrant research culture among both Uzbek and foreign language teachers. This proactive stance holds the promise of not only enhancing language acquisition but also contributing to the broader developmental goals of the nation. The potential for a future where academic research becomes a driving force in shaping the educational, economic, and cultural landscape of Uzbekistan is within reach.

It is imperative that the relevant educational authorities overseeing the progress of education and the efficacy of teachers, both local and international, establish a team of experts. This team should be tasked with planning, developing, and implementing a comprehensive evaluation system to assess educational outcomes. Additionally, the researcher is willing to actively contribute to this initiative, fostering an environment conducive to the effectiveness of teachers and ensuring the attainment of the national curriculum goals.

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SOME FEATURES OF TEACHING ENGLISH AT PRIMARY SCHOOLS OF UZBEKISTAN

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Abstract:

The article is devoted to the features and methods of teaching English to primary school students. The authors highlight specific features that the teacher should pay attention to and substantiate the importance of an individual approach to each school student.

Key words: methods of teaching English, individual approach, school, students

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In the modern world, the English language is no longer an individual desire of each individual person for self-improvement, but an everyday necessity determined by the needs of social life in society. Knowledge of English makes a job applicant more competitive and attractive compared to other candidates. The ability to communicate not only in your native language allows you to travel comfortably; English is one of the most effective communication tools; borrowings from it have enriched almost all languages of the world. Foreign language teaching should be carried out in Uzbek society from a very early age. Only in this case Uzbekistan will be able to compete with the most developed countries in the world in terms of education. It has long been proven that the later a child begins to learn English, the more difficult the learning process is, although this argument must be considered in terms of the individual abilities of each child [1, p. 55]. The result of any language education should be a formed linguistic personality, and the result of education in the field of foreign languages should be a secondary linguistic personality as an indicator of a person's ability to take full part in intercultural communication [3]. Within the framework of this article, it is proposed to consider the features and specific features that should be taken into account when teaching a foreign language to primary schoolchildren. A person's primary school age, when he is studying in primary school, is determined by the most important circumstance in a child's life - his admission to school. At this time, intensive development of the child's body occurs (central and autonomic nervous systems, activity of internal organs, etc.). In addition to the biological, there is an active mental development of the student's personality and the knowledge laid down by the teacher at this stage of development is the key to the student's effective perception of the educational and teaching process in the future.

In this regard, it is necessary to highlight the importance of the teacher's individual approach to the class. In addition to going through all stages of the established training program, the teacher's task is to identify the characteristics of each student's perception of the taught material, identify the reasons for the failure of a number of students and develop interest in learning English, which

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can be achieved, for example, by building a system of communication with students in a foreign language through application of the question-answer system. However, to achieve this goal, a special pedagogical system is required, the construction of which should be based on the principles of differentiation and integration, student-oriented orientation, and the developmental and activity-based nature of teaching [6, p. 40-46].

A foreign language as an academic discipline is very different from other subjects of the school curriculum, and thus, obviously, students have some difficulties in studying this subject [5]. The authors highlight the following as the most significant features of teaching English to primary schoolchildren: – during the period of study in primary school, abstract thinking has not yet been formed in schoolchildren. Children's attention is attracted by the objects and processes around them. In this connection, the specific topic of the lesson should be accompanied by visual accompaniment; – a foreign language is not a “native” language, the study of which is carried out throughout the entire period of a person's life, starting from childhood, which in turn requires the teacher to place special emphasis on memorizing the material taught as part of school lessons; – the teacher's task at the initial stage of introducing students to the English language does not aim to provide extensive knowledge in this area. At this stage, it is of greater importance to introduce schoolchildren to the English alphabet, teach them to establish sound-letter correspondences, master the means of expressive reading (intonation, pausing and logical stress, understand and comprehend the main facts of the text, corresponding to the age characteristics and interests of students, etc. - due to the specifics It is common for human memory to remember little things in detail at an early age. In this connection, English lessons should be accompanied by something special and memorable, associated with some significant events in the life of the class; – younger schoolchildren cannot concentrate their attention for a long time and fully during the entire lesson, therefore, the teacher must focus on the most important points of the topic covered. It would not be amiss to repeat the most significant moments of the lesson at the end of the lesson. A teacher working with younger grades must first of all create a favorable atmosphere during the lesson. This can be achieved by stimulating schoolchildren to actively participate in the lesson, while it must be taken into account that it is necessary to “play along” with students who initially behave inactively in class. One of the significant disadvantages of teaching children a foreign language today is the lack of attention paid to educational games. As O.M. points out. Shiyan, the game is mistakenly considered an episodic technique, and not the basis of all speech training, as required by the science developing today - acmeolinguistics [8]. The final learning results should be achieved not only by the victory of one or another student, but also, to a greater extent, by the game procedure itself, within the framework of which the process of assimilation of the taught knowledge is carried out effectively. In this regard, it is advisable to create linguistic classrooms in schools, equipped with teaching materials, layouts, and drawings, which makes working with children much more interesting and effective. The use of various games (including solving riddles, crosswords, dramatizing songs, poems, fairy tales) ensures children's constant interest in foreign language speech activities. At the same time, it is important not only how a student speaks a foreign language, but also what he says, whether the information expressed or perceived by ear has personal significance for him [2]. The teacher must first of all

determine for himself the purpose of a particular game moment, and based on this, give the students a clear instruction. The rules of the game must be correctly formulated and accessible to the child's understanding [4]. To consolidate the material covered, it is advisable to introduce something like testing at the end of the lesson. For example, structure a lesson in such a way that each student writes on paper or attaches pictures of subjects called by the teacher that were covered by the class during the lesson.

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**DEVELOPING STUDENTS' LANGUAGE IDENTITY THROUGH TEACHING
COGITATING AND COMMUNICATING IN A FOREIGN LANGUAGE**

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Abstract:

The purpose of this study is to consider the process of forming the student's linguistic personality by teaching the thinking skills of information interpretation and communication within the framework of the technology of critical thinking development. This goal is conditioned by the need to develop the student's ability to think not only in the native language, but also in a foreign language for further successful implementation of educational activities. The scientific novelty of the study lies in the consideration of the possibility of using techniques related to the technology of critical thinking development for the development of thinking and communication skills in a foreign language contributing to the formation and improvement of language personality of students of higher educational institutions. The result of the study is a set of tasks developed within the framework of critical thinking technology, which allows teaching students thinking skills of systematisation of information and communication in a foreign language, thereby contributing to the formation of student's linguistic personality.

Key words: professional education, foreign language, language personality

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The relevance of this study is conditioned by the increasing attention of specialists to the topic of "language personality" and the need to consider this concept not only in theoretical but also in practical terms. It should be noted that this direction of research is not innovative, but there is still a need for its practical consideration in order to consider this topic in terms of specific stages of development and formation of language personality of students of higher educational institutions studying a foreign language.

In order to achieve the above objectives, the following research tasks were formulated: the first one is to consider the components of linguistic personality from the point of view of the possibility of emphasising on them, in the process of teaching a foreign language. The second task, which is also the practical significance of the study, is to create a set of tasks aimed at developing thinking and communication in a foreign language to achieve the goal of forming a competent linguistic personality of higher education students. To solve these problems we used such research methods as: deduction method, method of generalisation of positive advanced teaching experience and systematic approach of studying theoretical sources, which allowed us to identify the key components of linguistic personality and plan the work aimed at the development of these components, the level of development of which is directly reflected in the formation of linguistic personality in university students. The

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theoretical basis of the study was provided by the works of I.A. Zimnya [3], E.V. Ivantsova [5] and O.D. Kropotkina, T.P. Frolova [6], considering "language personality" in terminological and practical terms, which laid the foundation for the reasoning about language personality as a necessary competence for a student learning a foreign language.

As it is known, higher education includes not only a set of systematised knowledge and skills that allow solving theoretical and practical problems in a certain profile, but also the formation of the student's personality. At the same time, the formation of the student's personality seems to be especially relevant when teaching foreign languages. This statement is justified by the fact that the teacher needs not only to develop the learner's personality, but also to help in the formation of the language personality of the future specialist. Language personality, in its turn, is a person's ability to create and perceive texts that differ in the degree of structural and linguistic complexity, accuracy and depth of reflection of reality, certain target orientation. At the same time, it includes social, psychological, ethical and other components inherent in "personality", refracted through the discourse of a language.

The formation of personality is impossible without communication, receptive and productive processes that ensure the exchange of thoughts between people. Contrasting "linguistic personality" with "personality", it should be noted that one of the main distinguishing features is a person's thinking. As practice shows, the results of a person's reasoning in a foreign language may differ from the conclusions drawn in the native language. On this basis, there is a need for thoughtful development of thinking abilities and formation of information competence of students in a foreign language [1,170], [5,25].

Information competence as a pedagogical category fulfils cognitive, communicative, adaptive, normative and interactive functions. These functions are closely related to each other and actually represent a single process aimed at identifying and solving problems in different areas of knowledge.

Information competence is inextricably linked to thinking. One of the main actions of thinking is "systematisation" - a thinking operation, as a result of which the totality of knowledge is arranged in a logical chain in accordance with the set goal" [7,175].

In addition, the ability to systematize is part of a variety of personal competences, e.g.:

1. The ability to analyse a situation, reformulate it into a problem;
2. Identify knowledge deficits;
3. Evaluate the appropriateness of filling knowledge gaps;
4. accurately define goals of an activity; identify means and lists of options for solving problems;
5. Select means to solve a problem;
6. Perform actions to solve problems and achieve goals [4,60].

Analysing the above, it can be noted that the process of systematisation, which provides a large number of intellectual actions, includes analysis, synthesis and interpretation. In line with these considerations, the authors of the work consider it possible to use the technology of critical thinking in the process of developing the ability to systematise information for the formation of linguistic personality of students of higher educational institutions studying a foreign language (by the example of English). The use of critical thinking technology in the process of teaching the skills of systematisation allows to develop a thoughtful attitude to information, intellectual abilities of students,

the ability to consider different points of view on phenomena - allows students not only to carefully study the perceived information, but also on the basis of the skills formed by this technology, to construct their own knowledge, to get positive emotions from the learning process, to realise themselves and their linguistic personality[8,12]. Moreover, this technology solves the issue of communicative culture development through the implementation of a three-part learning structure, in the process of which students understand the value of their own work and feel unity with their classmates, which contributes to the development of a sense of camaraderie among students. Thus, during communication there is a constant process of self-evaluation, an understanding of the importance of correct argumentation of one's own opinion is formed, and motivation for learning in general increases [2,12].

Thus, the authors believe it is possible to offer a set of text-based tasks aimed at improving students' communicative and thinking skills, which contributes to the development of the student's linguistic personality.

Task A. To teach students to analyse information:

1. Pre-textual stage of work. Actualisation of students' life and speech experience, example of a communicative task: "Please remember and try to guess what periods of developing technology can be divided the human's history into?";

2. Textual stage of work. Work on the text during reading, an example of a communicative task: "Please read the extracts and arrange them into the correct chronological order and point out the most important facts in each extract";

3. Post-textual stage of work. Conducting reading comprehension control, example of communicative task: "Fill in the columns of the table basing on the content of the text";

4. Assigning the content of the communicative activity of reading. Production of a mini-monologue based on the result of the activity obtained at the post-text stage of work, example of communicative task: "Make up a mini-monologue on each column of the table".

Thus, in the process of performing the presented tasks, aimed at working on the text in order to develop the ability to analyse information, students identify key information in the text, distribute the parts of the text in a certain sequence and characterise the parts of a certain object, which corresponds to the actions that belong to the sphere of analytical abilities.

Task B. To teach students to synthesise and transform information:

The next stage of work is to form the skill of synthesising information presented in a text, i.e. to coordinate the characteristics of some parts of one text and combine the parts into a whole. To solve this task, it seems possible to use already available analytical material for logical and step-by-step achievement of the goal.

5. Work carried out on material that has already been analysed. An example of a communicative task: "Make up a time-line based on the analysed information and write down the most outstanding features of the ages. Try to determine what is common and what is unique in each age using the time-line". In the process of solving this communicative task, students learn to identify and summarise common and special features when comparing two or more subjects, which helps to develop their ability to synthesise information;

6. Organising a discussion in a foreign language. An example of a communicative task: "Using the time-line, tell us that your stage of technology development seems to you the most significant in the human history".

Considering the proposed set of tasks aimed at developing the ability to systematise information in group work on the text, it is important to emphasise once again that the skill of systematisation consists of two interrelated actions - analysis and synthesis, on the basis of which the tasks of the formative stage were formulated, as this division of tasks seems to be particularly effective and relevant for achieving the goal.

Summarising the above-mentioned, we can emphasise that the formation of the student's linguistic personality is impossible without focusing on the development of thinking and communication of the learner in a foreign language. The organisation of work on the development of the ability to systematise information and group work, in this case, allows to comprehensively and effectively contribute to the formation and development of the student's linguistic personality, necessary for his/her further professional activity.

As a result of the study, a set of tasks within the framework of critical thinking technology is presented, containing productive tasks aimed both at the formation of thinking skills of students and the ability to systematise in particular, and the development of oral and written productive skills that ensure communication in a foreign language. Taking into account the dual purpose of the proposed tasks, it seems possible to assert that the fulfilment of these tasks allows to effectively form and develop the language personality of higher education students.

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THE LINGUISTICS ASPECTS OF THE SPEECH UNITS AND ITS NOMINATIVE FEATURES

N. Suleymanova¹, S. Tuychiyev²

Abstract:

This article deals with linguistics aspects of the speech units and its nominative features. The initial form of the evolution of thinking is in a nonverbal state, its formation is connected with language. In this process, it invariably correlates with the language system. Since, whatever he speaker thinks, it is realized only through language. In other words, it is difficult to imagine thinking without language. Language not only gives verbal expression to thinking – it involves a certain force necessary for its development.

Key words: speech units, synergy, syntactic structure, language, speech, communicative function

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In the 20th century in linguistics, it is necessary to differentiate between language and speech as a great positive event. This is important, even nowadays, some linguists consider language and speech as a common phenomenon. F. de Saussure was scientifically based on the "language and speech" dichotomy. However, the essence of this issue is justified. The proof of that is that today's speech linguistics has received a special scientific status. This, of course, is bound to the name of Saussure. When he read a lecture on general linguistics for students at the University of Geneva, he emphasized: "Yes, ladies and gentlemen, about the same linguistics, but I dare to say that the area of this linguistics is very extensive and it consists of two parts: one is closer to the language, a passive stock, the other is closer to the speech and is an active force ...".

In fact, the anthropocentric course in linguistics has come to our forefront in the 70's of the last centuries was. The proof of that is that a large part of the French language linguist Emil Benvenist's "General Linguistics" is called "Man and the Language" ("Человек и язык").: "It is in language and through language that a person is constituted as a subject, for only language lends reality, its reality, which is the property of being-the concept of Ego - "mine, I".

As noted above, the human factor in the development of language and its practical application has not been adequately addressed so far. However, this does not mean that the issue of human factor is neglected in linguistics. It is noteworthy that the well-known linguist Vonn Humboldt did not comment on the issue of human factor in studying the philosophical issues of the language. The issue of language and thinking is always in the spotlight of our linguists.

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The current issues of cognitive linguistics are being studied in the name of philosophy of the theory of knowledge. It is only a novelty that a linguist acquired his linguistic status today.

In this case, though we have to retreat, we have to pause briefly about the phrase and phrase. Both sentences and phrases are actively used in our language. But with the sentence; not common concepts. The concept of cumulus often includes all the syntactic structures used in our speech. The concept of speech calls for a grammatical category.

Emil Benvenist emphasizes that an individual act, which is an important tool in utilizing language, will first activate the speaker as a speech process. It emphasizes that the language will exist as a unique opportunity until the sentence is formulated and that the speech process will become an active tool that will enable the human to operate through sounds.

In our opinion, the pragmatic activity of the speaker begins and the gradual transformation of the linguistic units into the speech from each sentence begins. In other words, the inductive method of speaking in linguistic units is activated, and the result is the text. From a pragmatic perspective, the speaker's illogical plan will be fulfilled.

Of course, all of these events are related to the communicative process, because the speaker (human factor) is important. U.L. Chafe emphasizes that the psychological state of the speaker and the listener is also important. He believes that the semantic structures associated with the thought are transformed into phonological structures in the human brain, thereby creating an inextricable relationship with the linguistic thought process. It is difficult for any language phenomenon to be examined without human thinking, in other words, what is happening in his mind.

According to E.Paducheva, many words cannot mean independent meaning. The word that comes out of context is, in most cases, very meaningful and, when used in the sentence, implies a meaningful unity (nomadic unity). In addition, the word used in the sentence is indefinable, but the general meaning of the sentence may not necessarily be the same as the meaning of these words. This type of description of the problem indicates that each word (or a nomadic unit of the language) can only perform certain functions in a context, a syntactical chain of chains, and have a certain meaning [5, 12].

The language system can be divided into two ways:

1. Methodology as a logical principle.

2. The language of the immanent (non-external influences) character. Of course, these concepts are interdependent and require the existence of the other one. However, while studying the functional value of language units, the latter is of the utmost importance. The main reason for this is that the language system (in the case of an imminent characteristic system) has synergetic power. If you see that synergetic is self-governance, then the language system does not require explanation [4].

At the same time, we emphasize the notion of the language system. But we do not want to deny that speech is a complex system. Of course, the speech is also supported by this synergetic force. Human factor participation is inevitable. At the same time, however, the speech has only relevant aspects, and their functional activity relies on synergetic power.

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PEDAGOGIK DIAGNOSTIKA VA UNING METODLARI

R. Amanboyeva¹

Annotatsiya:

Ushbu maqola ta'limda pedagogik diagnostikaning qo'llanilishi, uning turlari va ularni qay holatda, qachon qo'llash mumkinligini yoritib beradi. Bundan tashqari bir necha mashxur pedagog olimlarning o'z ish faoliyatlarida pedagogik diagnostikadan foydalanganliklari va unga bergan ta'riflarini o'z ichiga oladi.

Kalit so'zlar: pedagogik diagnostika, so'roqlash metodi, kuzatish metodi, test metodi

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Har bir insonning bajarayotgan ish faoliyatining zamirida amalga oshirmoqchi bo'lgan yoki bo'lmasa amalga oshirilgan masalaning aniq bir maqsadi, vazifalari va kutilgan natijalari bo'ladi. Faoliyat natijalarini sarhisob qilish, amaliy xulosalar yasash, bo'sh yoki muvaffaqiyatli o'rinlarni belgilab olish – faoliyatning keyingi bosqichlarida uni hisobga olish pedagogik diagnostika deyiladi.

Pedagogik diagnostika ta'lim samaradorligi, ish mazmuni, olib borilgan pedagogik faoliyatni tahlil qilishda katta ahamiyatga ega bo'lib, ko'plab ta'lim muassasalarida bu metod muvaffaqiyatli tarzda amalga oshirilib yo'l qo'yilgan kamchilik va nuqsonlarni tahlil qilish asosida yosh strategik yo'nalishlar belgilab olinmoqda va ta'lim sohasida o'quvchilar bilimni yanada rivojlantirish va mustahkamlashda sezilarli yutuqlarga erishilmoqda.

“Bola qobiliyati, imkoniyat, bilimi, egallangan ko'nikmalarining o'lchovi bormi? Bolaning bilish va ko'nikmalarini belgilashga o'qituvchi aralashgani ma'qulmi, yoki o'ziga-o'zi baho bergani afzalroqmi?” kabi savollarga eng maqbul asoslarda javob berish, pedagogik diagnostikaning predmetidir. Mana shu maqsadni ro'yobga chiqarish yo'l-yo'riqlari, metodik mexanizmlarini ishlab chiqish, joriy etish muhim vazifadir. Biz bilamizki pedagogik diagnostikaning tarixi pedagogik faoliyat tarixi bilan deyarli tengdosh, boshqacha qilib aytganda, pedagogik jarayon ming yillardan beri mavjud bo'lsa bu faoliyatning me'yorlari va natijalarini belgilash ham shunchalik qadimiydir. Demoqchimizki, o'quvchi o'zlashtirgan bilimiga baho qo'yish, uni sinov va imtixon qilish pirovard ish natijalarini belgilab olish boshlangan yerda pedagogik diagnostika ham mavjud. Qadimda ham bu ish uslubidan pedagoglar foydalanishgan. Faqat farq shundaki, ibtidoiy va o'rta asr pedagogikasida bola bilimi va iqtidorini diagnostik tahlil qilishning ilmiy asosi yo'q edi. Pedagogik diagnostikani ilmiy asosda tahlil etish va yo'lga qo'yish 20 asr boshlarida amalgam oshirilgan. Shu boisdan, bu pedagogik jarayonning nomlanishi ham turlicha bo'lgan.

Pedagogik diagnostika o'zi nima ekanligiga turlicha qarashlar mavjud. Mashhur pedagog Matserman diagnostikani “O'quvchi o'zlashtirishi bilan o'quv

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materialini to'g'ri tanlash maqsadni to'g'ri yo'naltirish mezonidir" degan bo'lsa, ayrimlar pedagogik diagnostikani taklif etilgan bilimlarni o'zlashtirish asosi deyishadi. Boshqalar diagnostika o'qitishni jadalashtiruvchi axborotdir deb hisoblaydilar. Yana ayrimlar esa diagnostika egallagan bilim sifatini nazorat etishdir, degan fikrni ilgari suradilar.

Ta'limda pedagogik diagnostika juda katta ahamiyatga egadir. Bu ish uslubi dars materiallarini bilish jarayonining asosini tashkil etib, aniq bir pedagogic xulosaga kelishga yordam beradi. Bu orqali pedagogik diagnostika o'quvchiga individual ta'lim berishni jadallashtiriladi, davlat va jamiyatning ta'limga qo'ygan talablaridan kelib chiqib, oquvchi bilimin to'g'ri, adolatli baholashni ta'minlaydi, ishlab chiqilgan ta'limiy mezon, kriteriyalar orqali o'quvchining sinfdan sinfga o'tishida, mutaxassislikka qabul qilinishida minimal talablarga javob berishini belgilaydi. O'tgan asrlarda pedagogik diagnostika orqali faqatgina o'quvchi bilimi baholangan. Bu diagnostikaga 1864- yilda AQSh olimlari D.Fisher va R.Reslar asos solganlar. Hozirda keng qo'llanilib kelinayotgan test orqali o'quvchi bilimini sinash tizimi 1908-yilda olim T.Stoun tomonidan fanga kiritilgan.

Pedagogik diagnostikaning asosiy jihatlari mavjud va ular quyidagilar:

- taqqoshlash;
- pedagogik tahlil;
- avvaldan ayta bilish (prognoz);
- interpretatsiya ;
- pedagogik diagnostika natijalarini o'quvchilarga yetkazish;
- amalga oshirilgan turli diagnostik metodlarni o'quvchilarga yetkazish;
- pedagogik diagnostika metodlarini to'g'ri belgilash.

Pedagogik diagnostikaning eng muhim kriteriyalari esa:

- haqqoniylik;
- ishonchlilik;
- puxtalik.

Pedagogik diagnostikaning asosiy jihatlari va eng muhim kriteriyalariga asoslangan holda yuqori ko'rsatkichlarga erishish mumkin. Bu uslubning o'ziga xos metodlari ham mavjud. Ular:

- kuzatish metodi;
- so'roqlash metodi;
- test metodi.

Pedagogik diagnostikada kuzatish metodi. Uni qo'llash jarayonida, ta'lim muassasalarining o'quv-tarbiya ishlari jarayonini o'rganish asosida tadqiq etilayotgan muammo holat aniqlanadi, tajriba avvali va yakunida qo'lga kiritilgan ko'rsatkichlar o'rtasidagi farq to'g'risidagi ma'lumotga ega bo'linadi. Pedagogik kuzatish murakkab va o'ziga xos xususiyatlarga ega. Kuzatish aniq maqsad asosida, uzluksiz, izchil va tizimli amalga oshirilsa, kutilgan natijani qo'lga kiritish mumkin. Olib borilayotgan pedagogik kuzatish ta'lim-tarbiya sifatini oshirish, o'quvchi shaxsini shakllantirishga xizmat qilsa, mazkur metodning ahamiyati yanada oshadi.

Pedagogik kuzatuvni tashkil etishda xatoga yo'l qo'ymaslik muhimdir. Buning uchun tadqiqotchidan quyidagilar talab etiladi:

- kuzatuv jarayonida aniq maqsadga egalik;
- kuzatishni tizimli ravishda yo'lga qo'yish;
- kuzatishning har bir bosqichida muayyan vazifalarni hal etish;
- har bir holatning mohiyatini sinchiklab o'rganish;
- xulosa chiqarishga shoshilmaslik.

Pedagogik diagnostikada So'roqlash metodi. Ushbu metod pedagogik diagnostikada juda qadimdan buyon foydalanib kelinmoqda. So'roqlash metodi bilim olish va berish jarayoni boshlangandan buyon mavjud. Kuzatish metodida o'quvchining axloqiy-ma'naviy tamoyillari, qiziqishi, munosabati, fikrlash doirasi o'rganilsa, so'roqlash metodi esa suhbat va savol-javob orqali ko'proq ma'lumot to'plash imkonini beradi. Bu uslubda o'quvchi to'g'risida subyektiv yoki obyektiv ma'lumot olish mumkin. Axborot og'zaki, yozma, standartlashtirilgan, yakka, guruhlariga bo'lingan holda bir yoki bir necha bor so'rash asosida to'planadi.

Pedagogik diagnostikada test metodi. Yuqorida ta'kidlaganimizdek, bu metodga T.Stoun 1908-yilda asos slogan bo'lib, u ilmiy asoslarga qurilgan va ma'lum talab,qonun-qoidalar zahirida amalga oshiriladi. Odatda pedagog tomonidan o'tkazilgan barcha nazorat shakl va uslublari ham test hisoblanadi. Test asosan psixolog olimlar tomonidan ishlab chiqilib, amaliyotga tavsiya etilgan. U pedagogik diagnostika metodlari orasida qulayligi, sifatli va aniq ma'lumot berishi bilan ajralib turadi. Testlar yillar mobaynida yanada yaxshilanib va takomillashtirilib kelinmoqda. Bu metodga turli davrda turlicha izohlar berilgan. Nemis olimi Liner: "Test shaxsning turli holatlarini, shaxsiy xususiyat, imkoniyat va qobiliyatini aniqlovchi ilmiy metoddir",- deb ta'riflagan. Test chinakamiga pedagogic diagnostika metodi bo'lib metodi bo'lib, u jarayonning pirovard natijasini aniqlab berishga qodir mezonidir. U doimo tahlillarga asoslanadi. Testlarning ham bir necha turlari mavjud. Ular:

- ta'limiy muvaffaqiyatlarni aniqlaydigan test;
- shaxs taraqqiyotni va uning imkoniyatlarini belgilaydigan test;
- intellektni aniqlaydigan test;
- umumiy natijani aniqlaydigan test;
- muayyan hududda, maktabda u yoki bu fanni o'qitish samaradorligini ko'rsatuvchi test;
- professional kasbga moyillik layoqatini, shaxsning funksional imkoniyatlarini aniqlovchi test;
- shaxs psixologiyasini ochib beruvchi test;
- shaxsning yo'naltirilganligini belgilovchi test;
- shaxsning qiziqishi, moyilligini aniqlab, shu sohani takomillashtirishga yordam beruvchi test;
- klinik test va h.k

Yuqorida bayon etilganidek, test ham baholash, pedagogik diagnostika hisoblanadi. O'quvchilar bilimini bu usulda baholash 1930-yilda boshlangan.

Lekin, keyingi paytlarda u keng joriy qilinmoqda. Amaliyotda o'zlashtirishga qaratilgan testlar tobora ko'proq o'rin olib

bormoqda. O'zlashtirishga qaratilgan testlar:

- muayyan predmetni o'zlashtirishga qaratilgan testlar;
- o'zbek tilini o'zlashtirishga qaratilgan testlar;
- chiroyli yozuvni belgilashga yo'naltirilgan testlar;
- o'qish tezligi va texnikasi baholovchi testlar;
- so'z boyligini aniqlovchi testlar;
- bolaning rivojlanishini va maktabga tayyorligini aniqlovchi testlar;
- bolaning intellectual faoliyatini aniqlashga qaratilgan testlar;
- bolaning didatik ko'nikma va malakasini belgilovchi testlar va h.k.

Xulosa qilib aytganda, pedagogik diagnostika ta'lim jarayonida juda ahamiyatli faoliyat hisoblanadi. Agar sinov bir xil talab, bir xil munosabat,

psixologik kayfiyatda amalga oshirilsa haqiqiy ahvolni aniqlashda ob'yektiv natijalar olinishi mumkin. Modomiki maqsad haqiqiy ta'limiy ahvolni aniqlash ekan, unga to'g'ri, halollik, haqqoniylik bilan yondashish zarur. Aks holda, diagnostikadan ko'zlangan natijaga erishish, to'g'ri tashxis belgilash mumkin emas. Bundan tashqari, ayrim sinf ishlarini, ba'zan yozma ishlarni, ko'pincha esa og'zaki berilgan javoblarni baholashda har xil yondashuvlar qayd etilishi mumkin. Bu sinovchi ya'ni, diagnostic tahlil o'tkazuvchi qilinayotgan ishlarning tub maqsadiga tushunib yetishga, mas'ulitaiga, ishiga bo'lgan yondashuvga va nihoyat uning savoyasiga bo'g'liq. Bundan kelib chiqadigan amaliy xulosa shuki, pedagogik diagnostikani amalga oshirishda rioya-andisha, oshna-og'aynigarchilik, tanish-bilishchilik, boshqa noxushliklar aralashsa, haqiqiy ahvol aniqlanmaydi, umumiy ishga putur yetadi, kamchilik va nuqsonlar ochilmay haspo'shlanadi, ta'limni takomillashtirishdan ko'zda tutilgan maqsadlar ochilmay qoladi.

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THE IMPORTANCE OF PHENOMENOLOGY AND PHENOMENON BASED APPROACH IN THE PROCESS OF TEACHING FOREIGN LANGUAGES

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Abstract:

Phenomenon based teaching is an innovative pedagogical approach that emphasizes experiential learning through real-world phenomena. It encourages students to actively engage in the learning process by immersing themselves in authentic, contextualized scenarios. By integrating technology, PBL offers unique opportunities to enhance learning as well teaching by providing dynamic auditory experiences and tailored feedback.

Key words: problem-based, phenomenology, teaching process, real-life situations, authentic, holistic

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Introduction

The field of foreign language teaching has seen a shift towards a more holistic and immersive approach in recent years. One of the key pillars of this approach is phenomenology and a phenomenon-based approach, which focuses on the experiential and perceptual aspects of language learning. This approach is gaining traction as it places the learner at the center of the learning process and emphasizes the importance of the learner's experience and interaction with the language.

Phenomenology, a philosophical approach that originated in the early 20th century, seeks to understand and describe the structures of conscious experience. In the context of language learning, phenomenology emphasizes the learner's direct experience of the language and the meaning-making process involved. This means that language learning is not just about the acquisition of grammar rules and vocabulary, but also about the learner's personal experiences, emotions, and perceptions of the language.

Deeper understanding of phenomenon-based approach

A phenomenon-based approach, on the other hand, focuses on the exploration and understanding of real-life situations and events as a starting point for language learning. Instead of starting with abstract grammar concepts, learners are encouraged to engage with authentic materials and situations, such as videos, texts, and conversations, that are relevant to their lives and interests. This approach allows learners to see the language in action and to develop a more natural and intuitive understanding of its use.

In "How to create the school of the future: revolutionary thinking and design from Finland," Mattila and Silander (2015) develop their thinking on

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phenomenon-based teaching and learning within the context of digital pedagogy. Silander (2015a, p. 16) argues that holistic real-world phenomena help initiate learning, provided they “are studied as complete entities, in their real context, and the information and skills related to them are studied by crossing the boundaries between subjects.” Examples of phenomena can include such topics as climate change, the European Union, media and technology, water or energy. A phenomenon is thus seen as:

- » An authentic object of observation.
- » A systemic framework for the things to be learned (systemic model).
- » A metaphorical framework for the things to be learned (analogous model).
- » A motivating “base” for attaching the things to be learned (Silander, 2015a, p. 18).

Phenomenon-based learning starts with observation of a phenomenon from different points of view. Silander (2015b) argues that phenomenon-based learning consists of five dimensions: holist city, authenticity, contextuality, problem-based inquiry learning and learning process. Depending on how the specific approach is implemented in a classroom, the results can range from a superficial study of the phenomena with limited evidence to a more advanced application of learning. In its advanced potential, holist city refers to the multidisciplinary of phenome- non-based learning, which is not integrated in traditional school subjects but rather focuses on a systematic, comprehensive exploration of current and actual events in the real world. Authenticity implies the use of methods, tools and materials, which are necessary in real-world situations to solve problems that are relevant to students’ lives and significant in the community. Theories and information have an immediate utility value, while experts and professionals from various fields are included in the learning community and learners are encouraged to take part in real expert culture and practices. A real environment, rather than a traditional classroom, is considered the authentic learning environment.

The third dimension, contextuality, refers to learning of phenomena as systemic entities.

The importance of phenomenology and phenomenon-based approach with several authentic reasons.

So, why is a phenomenology and phenomenon-based approach so important in foreign language teaching? One of the main reasons is that it places the learner at the center of the learning process. By focusing on the learner's experiences and perceptions, teachers can tailor their approach to the individual needs and interests of their students, making the learning process more engaging and effective. This approach also encourages a deeper and more meaningful connection to the language, as learners are able to see its relevance and applicability in their daily lives.

Furthermore, a phenomenon-based approach encourages a more authentic and communicative use of the language. By starting with real-life situations and events, learners are exposed to the language in context, allowing them to develop a more natural and fluent use of the language. This approach also promotes a more holistic understanding of the language, as learners are able to see how different aspects of the language, such as grammar, pronunciation, and vocabulary, come together in real communication. At the same time, phenomenon-based teaching is embedded in a problem-solving environment, where the teacher starts by posing questions or problems and the students “build “answers together to questions or problems posed concerning a

phenomenon that interests them” (Silander, 2015 a, p. 17). Instructional goals are negotiated, not imposed, and evaluation serves as a self-analysis tool. Teaching is learner-centered, and theories to be learned by the students are connected to practical situations and phenomena. To address the study of phenomena in its holist city, team teaching with different subject teachers is considered an important way of working (Silander, 2015b). In the learning process, teachers are seen as facilitators of learning tasks, who use their expertise not necessarily to transmit facts but, more important, to encourage and guide students to deal with a problem student themselves have identified (Silander, 2015 b).

In conclusion, phenomenology and a phenomenon-based approach play a crucial role in the teaching of foreign languages by placing the learner at the center of the learning process and promoting a more authentic and communicative use of the language. By focusing on the learner's experiences and perceptions and starting with real-life situations and events, this approach can lead to a deeper and more meaningful connection to the language and a more natural and fluent use of the language. As the field of foreign language teaching continues to evolve, the importance of phenomenology and a phenomenon-based approach cannot be overstated. Also from a phenomenological perspective, learning as an experience implies that students must undergo experiences; they cannot construct them. And this situation gives rise to an element of uncertainty and ambivalence, which educators need to be prepared to encounter.

Last but not least, phenomenology argues for the responsive relation between teaching and learning, which in itself is a third dimension that comes into being through the common endeavors of teachers and students. This unity, overlooked by approaches that focus predominantly on teaching or predominantly on learning, is essential when the purpose is educational.

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EXPLORING THE REASONS FOR LIVING AND WORKING ABROAD: A SCIENTIFIC PERSPECTIVE

A. Rustamova¹, Sh. Qayumova²

Abstract:

Living and working abroad has become a common phenomenon in today's globalized world. This scientific article aims to explore the various reasons that drive individuals to seek opportunities outside of their home country. The study investigates the economic, social, and personal factors that influence the decision to live and work abroad, as well as the potential benefits and challenges associated with this lifestyle.

Key words: Expatriation, Psychological aspects of living abroad, Interpersonal relationships in foreign countries, Societal impacts of working overseas.

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Introduction:

The increasing interconnectedness of the world has led to a rise in international migration for work and living purposes. Understanding the motivations behind this trend is crucial for policymakers, employers, and individuals themselves. This article seeks to provide a comprehensive analysis of the reasons for living and working abroad, drawing on existing research and empirical evidence. One of the primary drivers for living and working abroad is economic opportunity. Individuals may seek higher wages, better job prospects, or lower living costs in other countries. This section of the article will delve into the economic motivations behind international migration, including the impact of global labor markets and disparities in income and employment opportunities.

Beyond economic considerations, social and cultural factors also play a significant role in the decision to live and work abroad. This section will examine how factors such as quality of life, access to healthcare and education, cultural experiences, and personal relationships influence individuals' choices to relocate to a foreign country.

Living and working abroad can offer unique opportunities for personal growth and career advancement. This section will explore how international experiences can broaden individuals' skill sets, expand their professional networks, and enhance their overall employability. One of the most compelling aspects of living abroad is the opportunity to embrace cultural diversity and gain a deeper understanding of different customs, traditions, and ways of life. By engaging with local communities and immersing oneself in a new environment, individuals can broaden their perspectives, develop empathy, and cultivate intercultural competence. This exposure to diverse perspectives can lead to

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personal growth and a greater appreciation for the interconnectedness of the world.

From a professional standpoint, working abroad can provide valuable opportunities for career development and skill enhancement. It allows individuals to gain firsthand experience in navigating international business practices, adapting to different work cultures, and honing their cross-cultural communication skills. Moreover, exposure to new work environments can foster adaptability, resilience, and creativity, which are highly valued traits in today's globalized economy.

However, living and working abroad also comes with its share of challenges. Adapting to a new language, social norms, and work expectations can be daunting, especially during the initial stages of relocation. Feelings of isolation, homesickness, and cultural shock are common experiences for expatriates. Overcoming these challenges requires resilience, open-mindedness, and a willingness to step out of one's comfort zone. Furthermore, navigating bureaucratic procedures, obtaining work permits, and understanding legal requirements in a foreign country can be complex and time-consuming. It is essential for individuals considering living and working abroad to conduct thorough research and seek guidance to ensure a smooth transition and compliance with local regulations.

Despite the challenges, the benefits of living and working abroad are manifold. It offers the opportunity to build a global network, form lasting friendships, and create memories that will last a lifetime. The experience can also lead to personal and professional growth, as individuals learn to adapt to new situations, embrace diversity, and develop a broader perspective on the world. Living abroad will allow you to fully immerse yourself in a new atmosphere, exposing you to new ways of living and thinking.

There are mentioned some benefits of living and working abroad:

1. Better self-esteem	5. Better foreign language skills
2. New life skills	6. Advantage over other jobseekers
3. New perspective on life	7. Expand your professional network
4. Better communication skills	

In conclusion, this scientific article aims to provide a comprehensive understanding of the reasons for living and working abroad. By examining the economic, social, and personal factors that drive international migration, we can gain valuable insights into the complex motivations behind this global phenomenon. The findings of this study can inform policies and practices aimed at supporting individuals who choose to pursue opportunities outside of their home country. Living and working abroad is a transformative experience that offers both challenges and rewards. It provides the opportunity for personal growth, cultural enrichment, and professional development. By embracing the complexities of living in a foreign country, individuals can broaden their horizons and gain a deeper appreciation for the interconnectedness of our global community.

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KAUZALLIK VA KAUZATIVLIKNING INGLIZ VA O'ZBEK TILLARIDA QIYOSIY TADQIQI

N. Shamuradova¹

Annotatsiya:

Ushbu maqolada kauzallikning ingliz va o'zbek tilida ifodalanishi haqida ma'lumotlar berilgan. Shuningdek ushbu maqolada kauzallik va kauzativlik borasida yetuk olimlarning fikrlari takidlab o'tilgan.

Kalit so'zlar: kauzativ qurilmalar, derivatsiya, kauzallik, sabab ergash gap.

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Jahon tilshunosligida kauzallik borasida bajarilgan ko'plab izlanishlar singari o'zbek tilshunosligida ham bu sohada ma'lum bir darajada tadqiqotlar amalga oshirilgan. B.N.Turniyazovning "Kauzativ qurilmalar sintaktik derivatsiyasi" nomli monografiyasida [Turniyazov 2022], L.I.Sadullayevaning "Typological category of causative voice forms in Uzbek and English languages" maqolasida [Sadullayeva 2017], R.Rasulovning "O'zbek tilidagi holat fe'llari va ularning obligator valentliklari" nomli monografiyasida, J.Bo'ronovning "Ingliz va o'zbek tillari qiyosiy grammatikasi" darsligida kauzallikning ifodalanishi bo'yicha ma'lumotlar berilgan bo'lib, ularning har biri ushbu hodisani turli jihatdan yoritib berishgan [Bo'ronov 1998].

Deyarli barcha ishlarda kauzallik tushunchasi tor nuqtayi nazardan tahlil qilingan bo'lib, ularda kauzallik sifatida bir ish-harakat ta'sirida vujudga kelgan boshqa bir ish-harakatning sababi ifodalanishini ta'kidlab o'tilgan bo'lib, tahlilda, asosan, semantik, leksik, morfologik, analitik nuqtai nazardan yondashilgan. Faqatgina B.N.Turniyazovning "Kauzativ qurilmalar sintaktik derivatsiyasi" nomli monografiyasida "kauzativlikni voqelantirayotgan har bir elementning tildagi va nutqdagi o'rnini, ularning semantik aspektini, kauzator, kauzant va konsekvent tushunchalarining munosabatlarini derivativ jihatdan" tadqiq etilgan [Turniyazov 2022, 18].

Aksariyat ishlarda kauzativlik tushunchasi, ta'kidlab o'tganimizdek, asosan, semantik, leksik, morfologik, analitik nuqtayi nazardan tekshirilgan va kauzativlikda bir shaxsning (buyuruvchining) ta'siri bilan boshqa shaxs tomonidan (bajaruvchi tomonidan) amalga oshirilgan harakatning sababi izohlangan. Bizningcha, kauzatsiyani faqat sabab ma'nosi bilan cheklab qo'yilishi maqsadga muvofiq emas. Zero, bir shaxsning (buyuruvchining) ta'siri bilan boshqa shaxs tomonidan amalga oshiriladigan harakat orqali faqat sabab ma'nosi emas, balki maqsad, natija, shart, undash, buyruq, iltimos, da'vat etish kabi ma'nolar ham ifodalanishi mumkin degan fikr ilgari suriladi [Turniyazov 2022, 20].

I.A.Shoroxova "Семантика каузативных глаголов в русском и польском языках" nomli kitobida kauzativlik tushunchasi nafaqat sabab ma'nosini balki

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“bahona”, “asoslash”, “undash”, “holat”, “munosabat”, “daraja” kabi ma’nolarni ham ifodalashini ta’kidlaydi [Шорохова 2007, 19].

Demak, turli fikrlar kesishuvi kauzallikni chuqurroq o’rganishga bo’lgan ehtiyojni yanada oshiradi.

Kauzallikning turli tillarda turlicha ifodalanishini hisobga olgan holda ularni qiyosiy tipologik tahlil qilib ko’ramiz. Ba’zi tillarda faqat kauzativ fe’llar yordamida kauzallik yasaladi degan qarash ham mavjud. Lekin rus tilshunosi T.G.Xazagerov kauzativlar nafaqat “fe’l so’z turkumi asosida hatto ot va sifat so’z turkumlari asosida yasalishi mumkinligini izohlab o’tadi: *везти-возить* (tashimoq-tashitmoq), *отрезветь-отрезвить* (hushiga kelmoq, hushiga keltirmoq), *обезлюдеть-обезлюдить* (odamsiz bo’lib (huvillab) qolmoq odamsiz bo’lib (huvillatib) qoldirmoq) kabi [Хазагеров 1998, 24].

Aytish kerakki, masalaga bunday yondashuv turkiy tillarga (ayrimlarini hisobga olmaganda) xos emas. Chunki turkiy tillarda, jumladan, o’zbek tilida fe’l yasovchi qo’shimchalar bilan uning kauzativ ma’no ifodalovchi, orttirma nisbatini hosil qiluvchi qo’shimchalarining chegarasi aniq sezilib turadi. Boshqacha aytganda, fe’l yasalishi yangi lug’aviy ma’noni ifodalashga xizmat qiladi, xolos. [Turniyazov 2022, 21]. Grammatik kategoriya esa umumlashgan grammatik ma’no bo’lib, u tilning qaysi morfologik tipga kirishini ko’rsatadi va o’z ifodasini so’zlarning o’zgarishida, gapda so’zlarning bog’lanishida topadi [Irisqulov, 1992, 154].

“O’zbek tilining mazmuniy sintaksisi” nomli monografiyada quyidagi jumladan biz tadqiq qilayotgan kauzallikga aloqador sabab valentligini ko’rishimiz mumkin: “...Shuning uchun ham fe’l valentliklariga bag’ishlangan fikrlarni umumlashtirgan holda, o’zbek tilida fe’llarning quyidagi valentliklarini ajratish tarafdorimiz: 1) subyekt; 2) obyekt; 3) maqsad; 4) payt; 5) o’rin; 6) holat; 7) sabab valentliklari” [Nurmonov, Mahmudov, Axmedov, Solixo’jayeva 1992, 59].

Bosh gapdan anglashilgan mazmun qanday sabablar asosida ro’y berishini yoki bermasligini ifodalovchi ergash gaplar sabab ergash gap hisoblanadi [Abduraxmanov 1996, 199-201].

Sabab ergash gapning bosh gap bilan munosabati ikki xil bo’lishi mumkin: ba’zi sabab ergash gapli qo’shma gaplarda sabab natija ma’nosi ifodalanadi. Ushbu holatda sabab ergash gap orqali ifodalansa, bosh gapda esa undan kelib chiqadigan natija ko’rsatiladi. Ikkinchi bir turida esa sabab ergash gap bosh gapni izohlab keladi. Ba’zan sabab voqeani birinchi o’ringa chiqarish, unga urg’u berish maqsadi bilan ham oldin ergash gap, keyin bosh gap keltiriladi [Maxmudov 1995, 209]. Quyidagi misollarda buning ifodasini yaqqol ko’rish mumkin.

(1) Kulish bilan kulmasdan tekkina jiddiyat saqlab turish orasida ham anchagina masofa bor. Shu uchun Razzoq So’fining kulishlari kulish deb bo’lmaydi (KK, 140);

(2) Siz, axir men bilan bir shapaloq yerni talashib, shu to’g’rida nari beri bo’lishib, shu tufayli shaharga kelib qolgan edingizku (KK, 12);

(3) Holbuki ko’ngil tashvishda va shu sababli talvasada (KK, 20);

Yuqorida keltirilgan misollar borasida takidlash joizki, deyarli barcha o’rinlarda shuning uchun ko’makchili qurilmasining keltirilgan so’z shakllari shu uchun, shu bois, shu sababli, shu tufayli kabi shakllari bilan bemalol almashtirib qo’llash mumkin.

Sabab ergash gapli qo’shma gaplardagi sabab munosabati subyektiv murakkablashuvi ham mumkin. Tillarda bunday murakkablashuv ko’proq nutq

egasi nazdida keltirilayotgan sababning aniq yoki noaniqligi, umumga ma'lum yoki noma'lumligi, taxminiyligi kabi subyektiv ma'no nozikliklarini gap mazmuniga kiritish hisobiga yuz beradi [Maxmudov 1995, 209].

Maxmudovning ushbu qarashlarini quyidagi misollar tahlilida ko'rib chiqamiz.

1. Xo'jayin -"Bugun ish juda muhim. Garnizon boshlig'i ishtirok etdi. Shuning uchun kech kelsam kerak (KK, 155) taxmini;

2. U o'zi ham erta bilandan beri shuni kutib o'tirmaydimi? Shu uchun yuvinib taranmaydimi? (KK, 141) noma'lum;

3. Nimaga germanlar Farangistonda qarishlab oldinga jiladi? Chunki Farangiston ham Germaniya singari sur'at degan narsani biladi (KK, 150) aniq;

Sababning aniq emasligi, so'zlovchi biror bir voqea-hodisani taxmin qilishi ma'nosi yuklatilgan holatlar sababni ifodalashdagi subyektiv murakkablashuvda boshqalariga nisbatan ko'proq uchraydi, ushbu hollarda -mi yuklamasi va -sa kerak birikmasi bilan ifodalanadi. Masalan:

Hozir uyda Otabek bo'lmag'ani uchunmi, nimadan bo'lsa ham har nuchuk Zaynab o'z uyida kuymalanishib yotar va mehmonlarni O'zbek oyimning tanho o'ziga tashlag'an edi (O'K, 328).

Kauzallik aniq kategoriyadir, ammo ba'zi til tizimlarida grammatik kategoriyaga kiritiladi. Masalan, ayrim tillarda kauzallikni ko'rsatuvchi kelishik yoki kauzallikni ko'rsatuvchi gap shakllari mavjud.

S.D.Kanselson kauzallik va sababiylik tushunchasini umuman ikkita alohida tushuncha sifatida qaraydi. Uning qarashicha, kauzallik bu ikkita alohida harakatning bajaruvchisini anglagan holda o'zaro muloqotga kirishuvi, sababiylik esa biror narsaga bog'liq har qanday harakatdir deydi [Кацнельсон 1972, 87].

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ПРЕИМУЩЕСТВА И НЕДОСТАТКИ ЭФФЕКТИВНЫХ МЕТОДОВ РАННЕГО ОБУЧЕНИЯ ИНОСТРАННЫМ ЯЗЫКАМ

Л. Искандарова¹

Аннотация:

Статья освещает проблемы раннего обучения иностранному языку в период формирования и становления личностных качеств детей в возрастной категории от 5-10 лет, выявление и развитие их способностей, формирование умения и желания учиться. В статье описываются сопоставление и анализ наиболее эффективных способов преподавания иностранного языка на раннем этапе.

Ключевые слова: L1, L2, иностранный язык, “окно возможности”, оптимальный период, контент, уникальность ребенка, память, анализ речи.

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Наверное, сегодня сложно найти человека в нашем обществе не изучающего какой-либо иностранный язык. Ведь это открывает нам большой мир, полный преимуществ.: мы можем получить лучшее образование, подняться по карьерной лестнице, жить в достатке в будущем, свободно, не боясь непонимания, перемещаться из одной страны в другую, изучать и познавать.

В настоящее время проблема раннего обучения становится все более и более актуальной. Во многом, как нам кажется, это связано не столько с развитием педагогики и методики преподавания различных дисциплин и предметов, сколько с модными тенденциями и трендами среди родителей. Каждый мечтает о том, чтобы его ребенок свободно говорил на каком-либо “модном и нужном” иностранном языке. Поэтому сегодня, многие родители стараются организовать изучение иностранного языка для детей как можно раньше. Из личного опыта своего окружения могу отметить следующие цели, преследуемые родителями:

1. Перспективность в выборе будущей профессии ребенка, его статуса в обществе.
2. Расширение кругозора посредством L2 и открытие новых горизонтов.
3. Некоторые родители размышляют так: “Мой ребенок самый, самый”. И зачастую их требования к ребенку, снижают мотивацию и интерес как к изучению L2, так и ко всему в целом.
4. Некоторые родители просто хотят воплотить в жизнь свои несбывшиеся мечты, и не учитывая реальные возможности и желания ребенка, просто ограничивают его и мешают реализации его истинных интересов и талантов, например, в спорте, в пении.

У раннего изучения и обучения есть много положительных моментов, но учителя зачастую сталкиваются и с проблемами. Чуть более 200 лет назад изучение нескольких языков было доступно в основном элите общества. Но в современном мире мы пытаемся организовать частные уроки для своих

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детей, находим лучшие детские сады, школы, частные центры, которые максимально развивают гармоничную личность.

Когда родители впервые сталкиваются с проблемой раннего обучения, то у них может возникнуть множество вопросов, например, «Насколько необходимо раннее обучение ребенка в целом? Когда лучше начинать изучать иностранный язык? Не будут ли это занятия слишком утомительными? Будет ли от них польза?».

Важно определить период особой чувствительности ребенка к тем стимулам окружающей среды, которые соответствуют потребностям развития ребёнка. Это так называемые “окна возможности”, которые подсказывают оптимальный период для обучения ребенка чему-либо. Другими словами, это возраст, когда ребенку проще даются определенные вещи, когда он лучше усваивает новую информацию. И вот очень важно определить этот период. Дети, входящие в ту или иную возрастную категорию, имеют какие-то определяющие этот возраст общие для всех характеристики. Но каждый ребенок уникален и посему уникален и его интеллект.

Дети в дошкольном возрасте неусидчивы, не могут долго концентрировать внимание на чем-то определенном и нуждаются в постоянном контроле. Занятия с ними нелегки. В то же время после 4 класса начальной школы, когда дети уже достаточно развиты и имеют свои личностные особенности, проблемы также существуют. Поэтому чаще всего в наше время родители пытаются подтолкнуть ребенка к изучению иностранного языка в период с 5 лет до 10, когда психологически ребенок готов к этому. Ребенок учится в это время, он внимателен, он способен выполнять различные поставленные перед ним задачи, легко справляется даже с несколькими. Он бегло говорит, наблюдает, мыслит, предугадывает, делает выводы, имеет тесный контакт с учителем, которого он не стесняется, не боится вести беседу с ним. Он знаком с правилами поведения в обществе, не замкнут и открыт. Память у ребенка в этом возрасте отличная и совершенствование L1, равно, как и усвоение L2 дает как всегда хорошие результаты. И это огромное достижение. Раннее обучение ребенка иностранному языку дает ему понимание чужой культуры и возможность сравнить ее со своей, дает возможность понять свою уникальность и уникальность общества, в котором живет ребенок.

Очень важно подвести ребенка к умению устанавливать контакт с собеседником, умению выступать с возражениями кому-либо в публичной беседе, диспуте, споре [4].

Жан-Жак Руссо утверждал в романе «Эмиль или о воспитании» о важности мышления на родном языке, и если ребенок не способен этого делать, то вредно и не логично формировать вторую систему мышления на иностранном языке [3].

И. Г. Песталоцци утверждал, что, если нарушить закон внутреннего становления и развития ребенка, это приведет “к легкомыслию, своеволию и злости”. “Недостаток воспитания в том, что от ребенка зачастую требуют слишком многого, не имеющего ценности. Природа и правильное воспитание требуют созревания. Нет большего несчастья для человека, чем, когда его с ранних лет приучают к скороспелым суждениям и поспешной поверхностности в рассмотрении тех предметов, которые заслуживают длительного внимания” [2]. Отсюда вывод: Всему свое время.

Изучая иностранный язык, ученик овладевает новым инструментом искусства общения: ребенок должен быть активным в беседе, уметь выражать свою точку зрения, его вопросы и ответы грамотны, мысль последовательна. Ребенок должен уметь слушать, анализировать услышанное и прочтенное. Очень важно выработать у ребенка активный интерес к процессу изучению иностранного языка, к новой культуре языка, литературе: стихами, загадками, сказками, играми, чтобы были хорошо развиты речевые и умственные способности ребенка. Важно создать ситуацию с элементами неизвестного.

Ребенок должен пройти следующие ступени в обучении:

а) получить достаточное знание лексики; б) научиться применять знания на практике ситуативно; в) изучить материал о стране изучаемого языка, познать культуру, литературу, традиции нового мира.

Преподаватель для достижения цели должен быть наставником, хорошим психологом, воспитателем, методистом. Для этого ему нужно: вызвать интерес, положительные эмоции, стимулировать умение принимать окружение и взаимодействие с ней; обратить внимание на уже имеющийся у ребенка опыт и владение им L1; важно делать перерыв для исключения тривиальных занятий и заменить их прослушиванием материала, музыкальным сопровождением, лепкой, аппликацией, рисованием. Главное, чтобы все это шло в ногу с изучением основного материала т.е. освоением нового языка [1].

Результат обучения всегда будет зависеть от самого обучающегося. А теперь немного о проблемах, которые существуют всегда несмотря на высокую компетентность преподавателя и его старания.:

1. Дети болеют, пропускают занятия и за этот период отсутствия на уроках, пропускают новый материал и быстро забывают уже изученный. Далее могут возникнуть сложности с вливанием в группу продолжающих изучение языка детей. 2. Нудные уроки подводят детей к неспособности контролировать себя, потере усидчивости и внимания. 3. Физические и эмоциональные перегрузки также имеют негативный исход, отражаясь на психике. Дети могут многое, но они не взрослые, посему и нет продуктивны.

Еще один важный момент, как недостаток раннего обучения. Дети попадают в одну группу для обучения, но имеют различный базовый уровень. Одни из них посильнее, другие послабее. А результат будет один к концу курса: их уровни сравняются, так как дети растут и их способности анализировать, понимать, рассуждать, контролировать, осознавать, с взрослением будут тоже расти.

Вывод

Данная статья показала проблемы раннего обучения иностранным языкам и возможные варианты их решения. Наставнику нужно найти нетривиальный подход к обучению детей, постоянно совершенствовать методику преподавания с учетом развития общества, продвижения его вперед, появления новых высоких технологий. Раннее обучение должно соответствовать внутреннему психологическому развитию и возрастным особенностям ребенка. Важно построить обучение так, чтобы активизировать возможности, которые дает ребенку природа на каждом этапе его развития. Обучение ни в коем случае не должно нарушить естественного хода вещей.

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XITOIY VA O'ZBEK TILLARIDA DEHQONCHILIK SOHASIGA OID IDIOMALAR QIYOSIY TAHLILI

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Annotatsiya:

Maqolada xitoy va o'zbek tillarida dehqonchilik sohasiga oid idiomalar qiyosiy tahlil qilingan. Har ikki tilda ham dehqonchilik sohasiga oid bir qancha maqollar keltirilib, mazmuni yoritib berilgan. Shuningdek, insoniyat faqatgina qattiq mehnat orqali muvaffaqiyatga erisha olishi xitoy va o'zbek tilidagi idiomalar orqali ajoyib tasvirlangan.

Kalit so'zlar: mehnat, taraqqiyot, muvaffaqiyat, dehqonchilik, inson, yer.

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Qishloq xo'jaligi insoniyat jamiyati taraqqiyotining moddiy asosidir. Ming yillik tarixga ega Xitoy uchun bu g'oyat muhim ahamiyatga ega. Bugungi kunda Xitoy davlati qishloq xo'jaligi muttasil rivojlanib, barqaror o'sib bormoqda, mamlakat iqtisodiy taraqqiyotini kuchli qo'llab-quvvatlamoda. Qishloq xo'jaligi insonning kelib chiqishi bilan ishlab chiqariladi va inson bilan birga yashaydi. Xitoy qishloq xo'jaligi ham tarix sur'ati bilan ming yillar davomida ulug'vor bo'lib kelgan. Xitoy qishloq xo'jaligi sivilizatsiyasi Xitoy osmonida porlayotgan yorqin yulduzga o'xshaydi. Xitoyda fan-texnika jadal sur'atlarda rivojlanib borayotgan bo'lsa-da, yashash uchun asos bo'lgan qishloq xo'jaligini rivojlantirmasdan turib bo'lmaydi, bundan taxminan 10 ming yil muqaddam mamlakatda dehqonchilik paydo bo'la boshlagan, dastlab ibtidoiy dehqonchilik rivojlangan. Shuning uchun ham dehqonchilik bilan bog'liq ko'plab iboralar va hikoyalar bugungi kungacha yetib kelgan.

“耕耘一线 · 收获万斤” “Mehnat qilsang, ming pud hosil olasan” degan naql jonbozlik va matonat bilangina mo'l hosil olishimiz mumkinligini aytadi. Bu ham fermerlarning umumiy orzusi.

“农夫勤耕 · 女织红丝” “Dehqon mehnat qiladi, qizil ipak to'qiydi” jumlası mehnat eng go'zal xislat ekanligini bildiradi. Faqatgina mehnat qilsak, baxtli hayot kechirishimiz mumkin.

“种瓜得瓜, 种豆得豆” “Qovun eksang qovun o'rasan, loviya eksang loviya o'rasan” degan iborasida nima qilsak ham, oqibati bo'lishini aytadi. Faqat sabrli mehnat orqali muvaffaqiyatga erishish mumkin.

“鱼米之乡” “Baliq va sholi o'lkasi” idiomasi ko'pincha unumdor joyni tasvirlash uchun ishlatiladi, chunki baliq va sholi dehqonlar tomonidan eng ko'p yetishtiriladigan ekinlar bo'lib, odamlarning asosiy oziq-ovqat manbai hisoblanadi.

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“秋收冬藏” – “Kuzgi hosil, qishki saqlash” idiomasi kuz – ekinlarni yig'ish mavsumi, qish esa yil ehtiyojlarini qoplash uchun ozuda saqlanadigan mavsum ekanligini anglatadi. Bu bir yillik dehqonchilik ishlari uchun ishlatiladigan idiomadir. Bu idioma o'zbek tilidagi “Qish g'amini yozda ye” maqoliga to'g'ri keladi deb ayta olamiz.

“买犊卖刀” – “Buzoq oldim, qilich sotdim” iborasi qilich sotib, ho'kiz sotib olishga o'xshaydi. Bu dastlab qurol tashlash va dehqonchilik bilan shug'ullanishni anglatardi. Keyinchalik, bu dehqonchilikka o'tish yoki yomon odamning yomonlikdan yaxshilikka o'tishini anglatadigan idiomaga aylanadi. Bu idioma ma'nosi jihatdan o'zbek tilidagi “Yerga mehr-elga mehr” maqoliga yaqindir.

“务农息民甸” – “Dehqonchilik va qishloqda yashash” idiomasi qattiq mehnat qilish. Oilaviy tadbirkorlik va ishlab chiqarishni rivojlantirish, aholining sog'lom turmush tarzida bo'lishiga imkon yaratishga harakat qilish kerakligini anglatadi. Bu idioma o'zbek tilidagi “Dehqon yoqqanda tinar, cho'pon o'lganda” va “Dehqon qorda tinar, cho'pon go'rda” maqollariga to'g'ri keladi.

“稼穡艰难稼穡” – “O'rim-yig'im qiyin” idiomasi qishloq xo'jaligi ishlari: ekish va yig'ish kabilar qiyinligi tasvirlangan. Bu idioma qishloq xo'jaligi ishlariga ishora qiladi. O'zbek tilidagi “Ekin ekmoq oson, suv keltirmoq qiyin” maqoliga mazmun jihatdan juda o'xshashdir.

“买犁卖剑” – “Omoch sotib ol, qilich sot” iborasi dastlab qurolni qo'yib, dehqonchilik bilan shug'ullanishni anglatardi. Keyinchalik, bu dehqonchilikka o'tish yoki yomon odamning yomonlikdan yaxshilikka o'tish uchun metafora. Bu idioma ma'no jihatdan o'zbek tilidagi “Yer olgan – er, yer sotgan qora yer” maqoliga mazmunan o'xshash.

Xulosa qilib aytadigan bo'lsak, qishloq xo'jaligi insoniyat sivilizatsiyasining asosidir. Odamlar mehnati tufayli mo'l hosil va baxtga erishadi. Idioma hikoyasi, shuningdek, faqat ijobiy bo'lish va qattiq mehnat qilish orqali muvaffaqiyatga erishishimiz mumkinligini aytadi.

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LINGUOCULTURAL APPROACH IN TEACHING BODY PART IDIOMS TO UNIVERSITY STUDENTS OF THE REPUBLIC OF UZBEKISTAN

S. Khujamova¹

Abstract:

The teaching and learning of English phraseology have long been recognized as an essential component of language acquisition. To enhance students' language proficiency and cultural understanding, educators are increasingly incorporating the linguocultural approach in their teaching methodologies. This article explores the significance of the linguocultural approach in teaching body part idioms to students and the vital role of English movies which are one of the parts of English culture to explain the idioms easily. The research proved that there are both differences and similarities between the English and Uzbek body part idioms. The analyzed units have one common feature: the functions of the somatic constituents of idioms are very important, since in the majority of cases, they constitute the semantic cores of given idioms which reveal the meaning of the whole unit. The results of the new method and the usage of the program "Quizziz" as a system of exercise are also the aims the article is dedicated to externalizing.

Key words: linguocultural approach, body part idioms, usage of English movies in teaching idioms, cultural similarities and differences between Uzbek and English body part idioms, the translation types, the program "Quizziz".

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1. Introduction

English has become a very essential language in Uzbekistan. It is currently the most frequently taught second language and when we speak about its importance, we should think how to help learners achieve communicative competence. English is not just about grammar rules and vocabulary lists. It's a living, breathing language that thrives on the phrases and expressions that give it its unique flavor. Teaching English phraseology is crucial to help students navigate real-life conversations with native speakers and truly understand the nuances of the language.

Linguist V.A. Maslova noted that "phraseological units in their semantic structure express a long process of development of folk culture, transmit, fix and fix cultural stereotypes, standards, archetypes from generation to generation. Learning idioms develops students' cultural awareness that benefits their proper usage in communication". The scientists who did their best in learning and teaching phraseological units are: A. Wierzbickaya, R.M. Keesing, R. Langacker, V. Maslova, V. Karasic, S. Vorcachev, V. Telia, V. Shaklein, F. Vorobev, J. Stepanov, E. Levchenko, V. Kononenko, V. Zhayvoronok. A number of works are being carried out in the field of linguoculturology in Uzbek linguistics. In particular, Ashurova D. U and Galiyeva M. R "Cultural linguistics", Mamontov

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A.S. "Language and culture: a comparative aspect of the study" A.Nurmonov's "Linguoculturological direction in the Uzbek language", N.Mahmudov's "In search of perfect research ways of language", G.Mahkamova's "Culture matters", Azizova's articles "Linguoculturological aspect of phraseological units as an object of translation", "National-cultural specificity of English and Uzbek phraseological units in teaching", "The system of exercises in teaching translation of english phraseological units from english into uzbek language", Sayidrahimova's articles "Some remarks on the scientific basis of linguoculturology", "Components of linguoculturology", D.Khudoyberganova's "Anthropocentric study of the text" articles and monographs can be marked as a fact of the researches that are being carried out in the field. The above-mentioned works investigated the essence, subject and objects of linguoculturology. This approach combines language instruction with an exploration of cultural context, aiming to provide learners with a deeper understanding of phraseological expressions and their cultural significance. By integrating cultural nuances and authentic materials, the linguacultural approach offers a comprehensive framework for teaching English phraseology.

The scholar Vorobyov gave a clear explanation to the term "Linguoculturology". "It is a scientific discipline of the synthesizing type, bordering between the cultural sciences and philology (linguistics). The main object of linguoculturology is the relationship of culture and language in the process of its functioning and the study of the interpretation of this interaction in a single systemic integrity; the subject of linguoculturology is the national forms of society, reproduced in the system of linguistic communication and based on its cultural values, everything that makes up the "linguistic picture of the world" (Vorobyov. 2006).

Let us consider in more detail how to implement the linguocultural approach when working with somatic idioms. "The multifunctionality and substantial capacity of the text makes it possible to assert that in it, to one degree or another, all significant components of the linguocultural reality of the country of the language being studied will be reflected" (Shukurova.B, 2020). Since language is the way, by which we penetrate not only the modern mentality of the nation, but also the views of ancient people on the world, society and ourselves. In this case phraseological units namely, idioms contained in the text are the most valuable source of information about the culture and mentality of the people, in them myths, legends, and customs are preserved, as it were. (Maslova, 2004)

2. Main body

Difference between cultures causes some misunderstandings in the communications between a foreigner and a native-speaker. A lot of people travel around the world and they all need to communicate in some way. They need to acquire not only linguistic competence but cultural awareness as well. Materials can be provided by cross-cultural investigations that assist language learners in dealing with the problems of unknown environments. The native speaker puts in language his world vision, mentality, and the relation to other people in cross-cultural conversations, and the non-native speaker receives that vision. "It is clear that there is a difference between the native and the non-native speakers' focus when they evaluate an oral discourse. The former focuses on the vocabulary related to the cultural and social factors. On the other hand, the latter lacks the ability to consider such factors. This is one of the major problems

of the non-native speakers both at production and comprehension level (Goshkheteliani, 2019).

Special interest should be drawn to idioms which are the most difficult items of language. If one can use them correctly in communication, like native speakers, we say definitely that one's English is fluent. The lingua-cultural approach in teaching phraseology aspires to be approached to reality; it is focused on the maximum explication of processes that occur in the reproduction and perception of the English idioms. This approach goes beyond memorizing phrases and encourages students to explore the cultural context behind them. By understanding the cultural background of idioms and expressions, students can grasp their true meaning and use them appropriately in real-world situations.

While learning English and Uzbek somatic idioms we can face some similarities and differences between them. They are classified according to three categories. Some of them are universal idioms and they can be understood without difficulty and special cultural knowledge. However, there are partial-equivalent and non-equivalent variants of idioms. They demand special cultural knowledge and linguocultural approach helps to understand them widely.

Among the reasons for the similarity of semantic relations and expressive values of English and Uzbek somatic idioms are the "functions of the parts of the body of the person". (Nguyen Thu Hanh, Nguyen Tien Long, 2019). The distinctions can be seen if look at them semantically. Sometimes idioms can be translated directly. For example: to make one's blood boil-qonini qaynatmoq; go in one ear and out the other- bir qulog'idan kirib ikkinchisidan chiqib ketmoq; bite one's tongue-tilini tishamoq: Body parts names sometimes can change in translating from English to Uzbek language. The partial equivalence of somatic idioms includes partial inter-language equivalence in semantics, incomplete identity of an internal form (immediate constituents), which can be defined as inter-language phraseological synonyms and complete distinction of structural characteristics. For example: sweet tooth- shirin tomoq (ingliz tilida tish- o'zbek tilida tomoq shaklida o'zgarmoqda); one's hands are full-ishgi boshidan oshmoq; the reason for that is the origin of the idioms come identically in both languages. The phrase "sweet tooth" has been used in English for hundreds of years, since the late fourteenth century, and it comes from toothsome, an even older word meaning "delicious or tasty." This sense of tooth standing in for taste gave rise to sweet tooth, or "particularly enjoying sweet tastes". (Vocabulary.com) "In uzbek language this idiom has been used for a long time. In old uzbek families, the child who ate more sweets, jam, cakes were called "shirin tomoq". (Hamdamova.Z. 2023)

The non-equivalent (parallel equivalent) somatic idioms include incomplete semantic identity, non-identical internal forms (immediate constituents) and the completely distinct grammatical organisation. These somatic idioms, having absolutely different values, belong to the somatic idioms expressing national judgment of the world image. Non-equivalent somatic idioms reflect a national, historical and cultural origin of the phraseology of each language. The English idioms: "born with a silver spoon in one's mouth" (if the baby's family is rich, that baby spoon might very well be made of silver — in a way it represents the luxury and ease of the rest of the baby's life, especially compared to those who were fed from regular plastic spoons. The phrase seems to be American in origin, and it was first used around 1800.)(Vocabulary.com) or "keep your fingers crossed"(crossing fingers dates to a pre-Christianity belief in Western Europe in

the powerful symbolism of a cross. The intersection was thought to mark a concentration of good spirits and served to anchor a wish until it could come true) (plansponsor.com). The origin of non-equivalent idioms mostly belongs to the religion of the country. Uzbek idioms such as: “ko`zining paxtasi chiqdi”, “ko`zi yorimoq”, “ko`zini moshdek ochmoq” are identical idioms which they have not equivalents in other languages. (Rahmatullayev, 1978)

2.1. Teaching somatic idioms through movies and the system of exercises “Quizziz”

The linguocultural approach is a teaching methodology that integrates language learning with cultural understanding. When applied to teaching somatic idioms, which are idiomatic expressions related to body parts or bodily sensations, the linguocultural approach can play a significant role in enhancing comprehension and usage. Here are some aspects of the linguocultural approach that can be beneficial:

Cultural Context: Somatic idioms often have cultural connotations and may be used differently across cultures. The linguocultural approach helps students understand the cultural background behind these idioms, including the beliefs, values, and practices associated with them. This knowledge enables learners to use somatic idioms appropriately in various cultural contexts.

Contextualized Learning: The linguocultural approach emphasizes learning idioms in authentic contexts. Teachers can provide real-life examples, multimedia resources, or discussions that highlight how somatic idioms are used in everyday conversations, literature, or media. This approach promotes a deeper understanding of the idioms and their usage.

Metaphorical Analysis: Somatic idioms often involve metaphorical expressions that go beyond their literal meanings. The linguocultural approach encourages students to analyze the metaphoric connections between the body parts and the intended meanings of the idioms. This analysis helps learners grasp the figurative aspects of somatic idioms and use them effectively.

To effectively teach phraseology, instructors can employ a variety of strategies and techniques. These may include using multimedia resources such as videos and songs to demonstrate phraseological expressions in context. “Role-playing activities can also be utilized to encourage students to practice using the expressions creatively” (Jumayeva.2023). Furthermore, incorporating authentic cultural materials, such as literature or movies, helps students appreciate the cultural significance of phraseology and students can get a glimpse into the language as it is spoken by native speakers. They can see how phraseological expressions are used naturally and gain a better understanding of their meanings and contexts. Watching movies in English can also expose students to different accents and dialects, further enriching their linguistic and cultural competence. Authentic materials also expose students to different registers and styles, helping them develop a more versatile and nuanced command of the English language. The phraseological units which were used in the material can develop the linguistic intuition of students, establish the habit of thinking with linguistic concepts. They have equivalents in the students’ native language. Their comparison shows not only structural differences of a typological nature, but also touches on the deep questions of the figurative thinking of native speakers. The task of the linguocultural approach to enhance these figurative thoughts. Teaching English somatic idioms should ultimately lead to the formation of

linguocultural competence, which is impossible without a linguocultural approach. For example, the idiom “

Our research suggests the best way to teach idioms is by showing film cuts that include body part idioms in small groups. In this paper mostly “head”, “heart”, “eye”, “finger” and “tongue” somatic idioms were classified. Students elicit information from the piece of a film, trying to guess the meaning of the idioms; Of course, linguocultural approach helps them to predict the meaning of the idioms. Because if they know more about culture, way of living, and traditions, they can find the possible equivalents of the given idioms. Then students share their suggestions with other groups. After watching the real meaning of the idiom, they discuss and try to interpret the understanding of the culture or tradition of the people through the idiom meaning by comparing English and Uzbek. In order to analyze the results, the following specific methods are used: the method of the component analysis, the descriptive method, a comparative analysis of the English and Uzbek somatic idioms, a semantic and pragmatic analysis of the idioms, and a method of statistical data analysis.

First of all, students watched sixteen film cuts which idioms are used during the dialogues. The sixteen body part idioms written sheets of paper were distributed and their task was to guess a translation or equivalent of those idioms in the Uzbek language.

- Rule of thumb-a principle that is kept to-bosh qoida; asosiy qoida;
- One’s lips are sealed-not tell anyone-og’zi qulf; og’zi bog’langan;
- By the skin of one’s teeth-just barely; zo’rg’a; arang
- Head over heels (in love)-to be very much in love with someone-yurakdan urmoq; ishqiq tushmoq; ko’ngil qo’ymoq;
- An arm and a leg-very expensive-otamning narxi;
- Give the cold shoulder-to be unfriendly to someone;yuzini burmoq; sovuq qaramoq
- Hit the nail on the head-to do or say exactly the right thing; gapning po’stkallasini aytmoq;
- Bite your tongue- not to say what one wants to say, keep one’s mouth shut- tilini tishlamoq; tilini tiymoq; og’zini yopmoq
- Break a leg- good luck-omad yor bo’lmoq;
- Have a sweet tooth- to like to eat sweet food; -shirin tomoq;
- “Cat got your tongue?”- have you nothing to say? - tilini yutmoq;
- Pull the wool over one’s eyes-to deceive- ko’ziga cho’p solmoq/tashlamoq; ko’zini bo’yamoq;
- Work one’s fingers to the bone-to work hard-itday ishlamoq;eshshakdek ishlamoq;
- One’s eyes are bigger than one’s stomach-one wants more food than one can eat-ko’zi och;
- Keep one’s fingers crossed-to wish for good luck; to hope for a good outcome; -omad yor bo’lmoq
- Achilles’ heel- a weakness in a person or system which might cause them to fail-nozik joy;

After collecting the answers, the explanations were shown two times and students took notes. In order to check the understanding of the students the program “Quizziz”was used. In today’s digital age, technology offers a wealth of resources to enhance teaching everything. Online dictionaries, language learning apps, and interactive websites can provide students with instant access to a wide range of phraseological expressions. Quizziz is one of the interactive online

programs and it can check and assess the students' comprehension and knowledge immediately. It can make learning more engaging and enjoyable. By incorporating technology into teaching, educators can make the learning process more interactive, dynamic, and accessible to students.

Every learned thing should be revised, otherwise, it can be forgotten. Usage of the idioms in speech: dialogues, different situations, presentations, essays, and everyday speech can consolidate the knowledge. In terms of finding translations, we can draw two intersecting circles on the board and label them with the names of two countries, e.g. "England" and "Uzbekistan," write common idioms into the space where the two circles intersect, and idioms that are different to the spaces of their respective circles outside the intersecting part.

There are more possibilities to train idioms in speech. This is the most important stage, as it shows achieved results; this is accurate and creative usage of idioms in proper situations. The creativeness is a creation of a new, original image, idea. The image is something similar to real-life. Development of creative usage of idioms promotes understanding of English culture; it accumulates students' bright images about the language picture of the world. Linguistic creativity much depends on how language is used by speakers in relation to local contextual purposes and especially interpersonal interactions with language.

3. Conclusion

The current paper has dealt with two primary issues: describing semantic features of English and Uzbek idioms containing human-body parts and then working out the similarities and differences between English and Uzbek idioms containing human body parts used in different sources. The chosen materials for practicing were taken from films.

In short, it is expected that readers of this paper will, to some extent, draw out useful experience for themselves to enrich their idiom vocabulary and facilitate their translation competences. As cultural barriers among languages are still in existence, the teachers should equip themselves with suitable and effective strategies for teaching idioms in general and somatic idioms in particular from English into Uzbek. The Lingua-cultural approach helps them to do it successfully. Because it broadens cultural awareness of students; they learn not only language but the traditions and customs of the English people, they become more tolerant of other cultures, they start to respect other people's beliefs through the prism of Uzbek lingua-cultural heritage.

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IMPROVING LISTENING SKILLS IN ENGLISH

Sh. Azamatova¹

Abstract:

This article presents innovative strategies that can improve the listening skills of secondary level students learning English language. Effective oral communication in English is a challenge for all ESL students at the secondary level, which in turn poses difficulties for English language teachers. The objective of this study was to assist both teachers and students in overcoming this issue by demonstrating the positive outcomes of implementing innovative strategies to enhance listening skills in English language.

Key words: strategies, comprehension, allure, language listening ability, obstacles, hinder.

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Introduction

Today, listening is one of the skills you use the most in your daily life. Listening is the foundation of your speaking, writing and reading skills. To practice listening, active listening is important, which means that you are actively paying attention to what you are listening to. Get used to listening to audiobooks, podcasts, news, songs, etc. and watch videos and movies in foreign languages. In this article, we'll look at the following listening strategies and how to use them: Once you've started listening regularly, your limited comprehension can still be frustrating. Here are some actions you can take.

- accept the fact that you don't understand everything.
- stay relaxed when you don't understand - even if you still struggle a bit to understand.
- do not translate into your mother tongue.
- listen to the essence (or general idea) of the conversation. Don't focus on the details until you understand the main idea.

Methodology

First, translation creates a barrier between the listener and the speaker. Second, most people keep repeating themselves. By staying calm, you can usually understand what the speaker is saying.

Translation creates a barrier between you and the speaker. When you listen to another person speak in a foreign language, the temptation is to immediately translate into your mother tongue. This temptation gets stronger when you hear a word you don't understand. This is natural because we want to understand everything that is said. But when you translate into your native language, you take your attention away from the speaker and focus on the translation process in your brain. It would be nice if you could put the speaker on hold. In real life, however, the person continues to speak while you translate. This situation

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probably leads to less - not more - understanding. Translation causes a mental block in your brain that sometimes prevents you from understanding anything. Think for a moment about your friends, family and colleagues. If they speak your native language, do they repeat the number themselves? If they are like most people, they probably do. That means that whenever you listen to someone speaking, it is very likely that they will repeat the information, giving you a second, third or even fourth chance to understand what has been said. By remaining calm, allowing yourself to not understand, and not translating while listening, your brain is free to concentrate on the most important thing: understanding English in English. Probably the greatest advantage of using the Internet to improve your listening skills is that you can choose what you would like to listen to and how many and times you would like to listen to it. By listening to something you enjoy, you are also likely to know a lot more of the vocabulary required. Use keywords or key phrases to help you understand the general idea. If you know "New York" and "business trip" and "last year" you can imagine that people are talking about a business trip to New York last year. This may seem obvious to you, but remember that people are still talking. Imagine your English-speaking friend saying, "I bought these amazing artists from J.Band"

I can barely listen to National Radio." If you don't know or understand what tuning is, you might be disappointed if you just focus on the word tuner. If you think about the context, it might make sense. For example; Shopping is pre-sale season, listening is no problem, radio delivers. Now you will understand. He bought something called a tuner to listen to the radio. The tuner must be of the radio type. This is a simple example, but it shows what you should focus on. It's not a word you don't know, it's a word you understand.

Discussion

Listening regularly is the most important way to improve your listening skills. Don't forget to relax and enjoy hearing what the Internet can do. Despite their importance in language learning, listening skills have long been relegated to a more general position in foreign language curricula.

With the advent of communicative language education and its emphasis on fluency, listening began to be taught and taught. However, listening has not been fully integrated into the curriculum and requires more time and effort. During class and homework. Listening to students is difficult for many reasons:

- Listening is different. Listening involves communication and interpretation. This requires the listener to have the opportunity to engage in a face-to-face conversation, or to not have the opportunity to hear what the other person is saying or going through.
- Listening includes all types of language. In addition to listening to lectures and presentations in academic and formal settings, students should participate in or listen to conversations involving different levels of spoken language.
- Listening involves "turning" and "decrease"; Language structure: In addition to working with words and language structure, listeners should learn to recognize language contractions (eg I want to go, wait for the minutes).
- There are different baud rates to listen to

Conclusion

Unlike a reading text that is at the learner's control, a listening text is constantly moving and at variable speeds that often cannot be controlled by the listener, because of all these factors, listening activities often create high levels of anxiety and stress among learners that can interfere with comprehension. For

teachers as well, addressing listening in the language classroom poses some challenges.

As a language teacher, one of your tasks will be to develop a vision of where listening fits within your teaching. As you progress through this module, continue to think of how you might plan to approach listening activities and what goals and expectations to set for your students

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LEARNING THE ART THROUGH FOREIGN LANGAUGES

S. Norqulova¹, M. Rabbimova²

Abstract:

Learning the art through foreign languages opens up diverse cultural perspectives and enriches artistic expressions. This abstract investigates the impact of language acquisition on artistic development and the reciprocal influence between language and art. By examining the interplay between linguistic nuances and artistic interpretations, it explores how the process of learning a foreign language enhances creativity, broadens artistic horizons, and fosters cross-cultural exchange. The findings emphasize the transformative potential of language learning in deepening artistic understanding and expanding artistic endeavors.

Key words: artistic creation, visual image, linear reproduction.

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In present days everybody learns at least one foreign language in order to go abroad. Apart from, there are people who know and learn more than one and two or even three foreign languages. These individuals acquire a knowledge of the language itself, the grammar, vocabulary and other parts of language.

Acquiring skills in foreign languages (English, Chinese, French, Italian) gives the huge number of chances, because of inventions, adds are being created in well-known and international languages and learning them are becoming more popular, vital and actual issue. Including the art (drawing, singing and playing on instruments), in these fields, people are developing their imagination, way of thinking, and broaden horizon at the same time, and becoming more creative.

The basic definition of drawing is a visual image created using tools such as a pen or pencil. Drawing is that the piece of art, where every individual may draw what they think, imagine. Also, it motivates, centered on shape and value (the lightness and darkness of colour) and helps people every time to learn, grow and create something new to the world. Drawing in art as a formal artistic creation can be defined as the predominantly linear reproduction of objects in the visible world, as well as concepts, thoughts, relationships, emotions, perspectives and fantasies that give visual form of symbols and even abstract forms. Drawing can be used to depict an image either from real life or from the artist's imagination. Drawing is considered an art form because it is a technique used to create images that capture or convey information through visual form. So, in drawing, the artists deliver their ideas, make people think on picture because they hide the meaning in it. The artists also want people to notice even

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some little meaning from the picture and realize that this is a masterpiece ever. And, in short, drawing is the end product of consistent effort applied directly to the carrier. Art as drawing evokes emotions, helps build relationship between countries too, because every country exhibit pictures and people from all over the world come to see them. And even in drawing in order to start it, sometimes we need to know or acquire some knowledge. As an instance, the history, and order to read and acknowledge exact country's history of drawing, we must know at least English, because it nounced as international language and you can find any book in English related to your sphere and easily read it. Reading the history of drawing helps, and gives you points, notes on how to draw, choose colours, theme and find the right place where you want to start drawing. Besides it, artists who draw the masterpieces and bombard the world, were mostly the Italians and the French. So that's why, words related to art mostly were created in Italian and Frech, but from time to time some words were started using with little changes, for instance: (l'arte- art, il collage- collage, la galleria- gallery, la letteratura- literature, la musica- music, la statua- statue) from Italian to English. So, knowing different languages every time helped, helps and will help you in the field of art.

Singing is a piece of art too. Through singing the singer delivers emotions, feelings and thoughts that listener may imagine the situation of singer. Sometimes, songs influence on people's mood, so they may feel themselves very happy, sad or irritated. Singing songs boosts mood and confidence, makes every people feel better, beats stress, helps to relax and improves your memory. As an example, you sing everyday lots of songs in different languages, it means that you are working with brain, with remembering the words. If people do not understand the word in song, they try finding the word itself and the meaning from vocabularies, searching on internet and remembering. Being acquainted with foreign languages such as English- international language, Arabic, French, Turkish, Korean and other different languages in field of art- singing, firstly helps to know the meaning of that exact song. Wherever you are, if you know foreign language, you never lose the way, concentration and you know what singer wants to share with you.

To conclude, knowing foreign languages plays a significant role in our lives as the filed of art. They are helpful in order to be acquainted with terms, words taken from other languages, and feel artist, have an imagination on exact picture and understand it.

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**TERRITORIAL VARIETIES OF ENGLISH: LOOK AT THE CHANGED
VERNACULARS, ACCENTS, PRONUNCIATION AND VARIETIES OF ENGLISH
ACROSS AREAS, NAMELY BRITISH ENGLISH, AMERICAN ENGLISH,
AUSTRALIAN ENGLISH, AND OTHERS**

*J. Barotov*¹

Abstract:

The English language has witnessed significant linguistic changes across different regions, leading to the emergence of territorial varieties such as vernaculars, accents, and dialects. This article provides an overview of prominent territorial varieties of English, including British English, American English, Australian English, and others. These territorial variations have been shaped by historical events, migration patterns, indigenous languages, and cultural influences, resulting in unique linguistic characteristics. The study of these variations contributes to an enriched global understanding of language and culture.

Key words: glottal stop; double negation; reduction; syllables merger, linguistic differences, territorial variety.

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Introduction

English, as a global language, has spread far and wide across the globe, taking on various forms and adaptations in different regions. The territorial varieties of English encompass a fascinating array of changed vernaculars, accents, pronunciations, and linguistic varieties that have emerged across different areas. From the birthplace of English in England to the vast landscapes of North America, the diverse continent of Australia, and countless other regions, English has evolved in distinctive ways, reflecting the cultural, historical, and geographical contexts in which it developed.

One of the most prominent territorial varieties of English is, of course, the English spoken in its homeland, England. With a rich linguistic heritage dating back centuries, English in England exhibits a wide range of regional accents and dialects. From the rolling "R's" of a West Country accent to the clipped tones of Received Pronunciation (RP) associated with the upper class and formal settings, the variations in pronunciation and vocabulary reflect the intricate tapestry of England's linguistic landscape.

Across the Atlantic, American English has emerged as a distinct territorial variety, shaped by a history of colonization, immigration, and regional influences. From the distinctive drawl of the Southern United States to the sharp, nasal tones of the New York accent, American English encompasses a vast array of regional dialects and sub-varieties. The influence of African

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American Vernacular English (AAVE), with its unique grammar and vocabulary, further contributes to the rich tapestry of American English.

In the southern hemisphere, Australian English stands out as another intriguing territorial variety. Shaped by the country's colonial history, indigenous languages, and a blend of immigration patterns from various parts of the world, Australian English showcases its own distinct accent, vocabulary, and cultural references. The infamous "Aussie accent" with its characteristic vowel shifts and unique slang has become an iconic symbol of Australian linguistic identity.

Beyond these focal points, territorial varieties of English can be found in numerous other regions across the globe. From the Caribbean islands to the diverse countries of Africa, Asia, and the Pacific, local languages and cultural influences have intertwined with English, giving rise to unique blends, pidgins, and creoles that reflect the complex histories and identities of these regions.

Exploring the territorial varieties of English provides a captivating lens through which to understand the dynamic nature of language and its connection to culture and identity. By examining the changed vernaculars, accents, pronunciation, and varieties of English across different areas, we gain insights into the diverse ways in which language evolves and adapts, constantly shaped by its surroundings and the people who speak it.

English: Originating in England, the English language has gone through significant transformations over centuries. Historical events like the Norman Conquest, Viking invasions, and the spread of the British Empire have influenced the development of multiple dialects within English. Today, regions within the United Kingdom, such as London, Scotland, and Northern Ireland, exhibit distinct accents and dialectal variations, showcasing the diversity of the English language. The British are well-known for being extremely sensitive about how they and others speak the English language. Accent differences seem to receive more attention here than is general anywhere in the world, including other English-speaking view the matter with considerable interest. Additionally, their own pronunciation is important because it is the model for their students to imitate. Britain geographically expands for many kilometers and consists of plenty of regions. Each part of Britain is unique, especially taking into consideration people 's speech. People speak differently not just because they live in various areas, but it also depends on their age, surrounding and family background. It can be proved by the fact that the speech of pupils from secondary schools and locals living in one and the same country and even in one and the same region speak different languages, pronouncing one and the same word completely differently and use various expressions for defining one and the same object or phenomenon. countries. It may be for this reason that native and non-native teachers of English

In this article we will reflect speech characteristics of people speaking the following dialects: Cockney, Dorset, Liverpool, Belfast, Yorkshire, Newcastle, Cambridge, Norfolk, Birmingham. We shall dwell on the most distinctive peculiarities of the dialects mentioned above. Thus, for example, in Cockney dialect we have to outline some variations in the pronunciations of words. The speakers are mostly young people who constitute the working class. In Cockney dialect sound [r] is replaced by sound [w]. For example, thwee instead of three, fwasty instead of frosty. The phenomenon that is also occurred in American English is glottal stop: I'llsee ya la[ʔ]er. They widely exercise h-dropping and the omission of consonants in final position: Now anybody can „ave, anythin“ they like. Ay, tha knows! „Appen Sunday! People, speaking Cockney, often use me

instead of my. For example, At's me book you got „ere. Ain't instead of am not, has not and have not, isna instead of isn't. It isna horrid. Double negation is used, for example, I didn't see nuffink. To reject something quickly negative particles are applied: nay, nay!

Dorset 's dialect possesses features of the south-western dialects. Only people who are settled in this area speak it. People whose speech was analyzed come from different classes, but mostly they are representatives of the middle class. The following features are common for the Dorset 's dialect. For example, sound [r] is pronounced everywhere, park, car, garden, part. But with one exception, it is usually omitted before s. For example, burst – bu'st, corse – coo'se, force – fwo'se, horse – ho's. Initial his dropped: Arable from horrible. This road is arable. There are 4 vowel sounds which in Dorset 's dialect are replaced by the letter i. For example, spell – spil, lord – lird, house – his, coat – cit. My his is nearby. Consonant cluster _sk' in British Standard English is replaced by _x', ask – ax. By the way the most useful tendency which people spoken this dialect possess is that some pairs of like-sounded English words are distinguished in Dorset: sea – rests sea, but see is changed into zee. He hasn't zeen me for ages [1, p. 25].

Nowadays Belfast, Yorkshire and Newcastle dialects are mainly represented by teenagers. As we may notice, their speech abounds in set expressions which they daily use in the conversation with their peers. They are more mobile and easily adopted to new technologies in which some slang words and expressions are widely used and frequently mentioned. In Belfast set expression A'ha's'bout you? means _How are you doing? '. Catch your cell phone! means _Stop doing something!'. Waving your hair. – has a meaning _What are you talking about? '. In Yorkshire vowels are sometimes reduced or even omitted, and consonant sound th is reduced to [t]. For example, Going down to t shop.

The speech of people who use Yorkshire dialect is really fast. The major reason for it is frequent reduction and sometimes even omission of vowels and substitution of some consonant clusters by one consonant. Only one letter remains in articles and moreover in some cases of fluent speech they are fully omitted. The following set expressions are widespread among the speakers of the Yorkshire dialect: Allus at t' last push up, means _until the last moment '. It's nut jannock. _It's not fair'. A reight gooid so art. _A really good person '.

In Liverpool the word mangle means _silly '. Yerjokin' me is used instead of you're kidding. The term made up is often used to express happiness or joy toward someone. For example, I'm made up I didn't go there. The word sound has a different meaning. For example, It was sound. _It was good '. How are you? – I'm sound. Some words in Liverpool English possess additional cognitive meanings and as the result their speech looks highly emotional. New Castle dialect has its own peculiar features too. Here they say: Hoo ye gannin? – How are you? Tara now, pet. – Goodbye. Bonny day the day. – It's nice weather. Cowld the day. – It's cold today.

Birmingham dialect has a unique vocabulary that we could not understand without knowing the meanings of some words and expressions. The awareness of these phrases will help to comprehend, what they are talking about [2, c. 105]. For example, It's boasting. – _It's gray '. Cake hole means _mouth '. Bosti fettle means _good food '. Booza has a meaning of pub. Oi quoit loik it, oil giv it five. – _I quite like it, I 'll give it five '.

American English: Following colonization, English arrived in North America, leading to the emergence of American English. Influenced by settlers from different regions, including Britain, Ireland, Germany, and Africa, American English developed its unique characteristics. Variations in vocabulary, pronunciation, and syntax can be observed across the United States, with notable distinctions between East Coast, West Coast, Southern, and Midwestern dialects.

a) Historical Americanisms:

fall- “autumn”; to guess- “to think”; sick- “ill, unwell”

In American usage these words still retain their old meanings whereas in British their meanings have changed or fell out of use.

b) Proper Americanisms were not discovered in British vocabulary: redbud – “an American tree having small bud like pink flowers” blue-grass- “a sort of grass peculiar to North America”.

c) American shortenings:

- dorm. – dormitory
- mo. -moment
- cert.- certainly

American English which is a variant of the English language, has developed its own peculiarities in vocabulary, grammatical structure and pronunciation. There are three main types of AE pronunciation, the Eastern, the Southern, and the General American type. The G.A. type of pronunciation is considered to be the standard pronunciation of American English. It is used by the majority of Americans, and is, therefore, less regional, whereas the other two types of pronunciation are easily detected as either Eastern or Southern. G. A. is used by radio and TV in the USA. Peculiarities of the pronunciation of GA sounds as compared to RP sounds are as follows:

- /r/ in GA is retroflexed; the tip of the tongue is curled back;
- /t/ between a vowel and a sonorant, or between two vowels the second of which is unstressed, is vocalized: it is a short voiced /t/. But the distinction between /t/ and /d/ is not neutralized. American easily distinguish the words in such minimal pairs as “writer-rider”. E.g., “better, pity, battle, twenty” (Exception: “return”).
- (c) /l/ is always dark, even before vowels (e.g., “film, look, like”);
- (d) /ʃ/ is vocalized in words like “excursion” /ʒn/, “version” /ʒn/, “Persia” /ʒ/;
- (e) /d/ is omitted after /l/ and /n/ (e. g. “cold, old, sold, individual”);
- (f) /k/ is omitted before /t/ (e. g. “asked” /æst /);
- (g) /j/ is omitted before /u/ (e.g. “duty” /du:ti/, “student” /ˈstudnt/ , “tutor” /tu:tə/, “new” /nu:/);
- (h) /hw/ is used in words spelt with “wh” (e. g. “which, why, while, whine, wheel”);
- (i) the use of the glottal stop /ʔ/ instead of /t/ before /m, n, l, r, j, w/; (e.g. “certainly” /ˈsɜ:ˈnɪl/, “that one” /ðætˈwʌn/
- (j) GA vowels are not differentiated by their length. D. Jones notes that all American vowels are long.
- (k) /æ/ is used instead of /ɑ: (“path, grass, staff, laugh, can’t, last, pass, ask, half”) EXCEPTIONS: father, palm, balm, alms, March, part”);

Australian English: Australia, as a former British colony, developed its own variety of English. Australian English has evolved through interactions with indigenous languages, British settlers, and diverse immigrant communities.

Australians exhibit distinct pronunciation patterns, including the famous vowel shift, as well as unique slang and vocabulary. Furthermore, regional variations exist across Australia, with differences between metropolitan areas and rural regions.

Australian English is similar to British English, but also borrows from American English, e.g., truck is used instead of lorry.

Uniquely Australian terms:

- Outback- remote regional areas;
- Walk about- a long journey of certain length;
- Bush- native forested areas;

Australian English is one of the literary national types used since the end of the eighteenth century. There are three types of pronunciation in Australia:

1. Educated or Cultivated Australian English;
2. Broad Australian English;

Conclusion

The territorial varieties of English exhibit the dynamic nature of language, reflecting the cultural, historical, and social factors within different regions. From the roots of English in Britain to its spread across the globe, vernaculars, accents, and dialects have evolved in fascinating ways. Exploring these variations enriches our understanding of cultural diversity and strengthens our ability to connect and communicate across linguistic boundaries. So, next time you encounter a different territorial variety of English, embrace the opportunity to delve into the unique tapestry of language and culture it represents.

The world of English is a tapestry woven with diverse threads of vernaculars, accents, and dialects across various regions. From the distinct accents of London, the unique expressions of Australian English, to the diverse dialects of American English, territorial variations showcase the richness and adaptability of the English language. The importance of understanding and appreciating these linguistic diversities cannot be overstated, as they reflect the cultural nuances and historical influences within each English-speaking region.

By exploring the territorial varieties of English, we gain a deeper understanding of the intimate connection between language, culture, and identity. These variations have evolved through historical events, colonization, migration, and interactions with indigenous languages, leaving a profound impact on the way English is spoken and understood. The diversity of accents, vocabulary, and idiomatic expressions reflects the mosaic of cultures, traditions, and histories that have shaped these linguistic landscapes.

Appreciating and embracing territorial varieties of English encourage inclusive communication and foster intercultural understanding. Language acts as a bridge, connecting people from different backgrounds and facilitating meaningful exchanges. By recognizing and valuing the linguistic differences across regions, we create an environment where individuals feel heard, respected, and seen for their unique heritage.

In conclusion, the exploration of territorial varieties of English offers a fascinating glimpse into the dynamic nature of language and culture. Such variations reflect the historical, social, and cultural influences that shape different English-speaking regions. By celebrating and understanding these diversities, we can foster inclusive communication, strengthen cultural bonds, and promote a sense of global unity. So let us listen with open ears, speak with

appreciation, and embrace the beautiful complexities of territorial varieties of English.

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TEACHING AND LEARNING FL IN UZBEKISTAN

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Abstract:

The article investigates the significance of acquiring English language proficiency in Uzbekistan. As the demand for English skills continues to rise in various industries, it is crucial for students to enhance their English language abilities to increase their chances of success in both their careers and academics. The government's initiatives aimed at promoting high-quality English language education will undoubtedly aid in the country's progress and development on a global scale. This includes programs such as the English Language Teaching Program (ELTP) and the establishment of English language centers in different regions of Uzbekistan, which offer a variety of courses and programs to support students and teachers.

Key words: effective methods, methodology for every age student, teaching and learning process.

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President: "IT IS TIME TO CREATE A NEW SYSTEM OF TEACHING FOREIGN LANGUAGES". On May 6, a videoconference on measures to improve the system of teaching foreign languages was held under the chairmanship of the President Shavkat Mirziyoyev.

Today, the education in foreign languages is held at 25 universities of our country. There were only 7 such universities in 2016. Over the past 3 years, the number of applicants who have received an international language certificate has increased tenfold.

"It is time to create a new system of teaching foreign languages in our country, which will become a solid foundation for the future. Since we set ourselves the goal of building a competitive state, from now on the graduates of schools, lyceums, colleges and universities must be fluent in at least two foreign languages. This strict requirement should become the main criterion for the work of the director of each educational institution", Shavkat Mirziyoyev said.

In today's world, learning foreign languages is crucial for individuals to communicate effectively with people from different cultures and countries. Uzbekistan has a rich culture and high potential, making it an ideal place to learn foreign languages. Due to diplomatic relations with other countries, there is an increasing demand for people who understand foreign languages. However, there is a lack of experienced teachers and effective teaching methodologies for young learners. The establishment of foreign language faculties has led to positive developments in the training of language specialists, and many educational institutions are equipped with modern language tools and pedagogical technologies. The interest in learning foreign languages is growing,

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and it is essential for the education system to meet modern requirements to produce knowledgeable, wise, and spiritually mature personnel. The future of Uzbekistan's democratic civil society depends on this. To achieve this goal, it is crucial for the young generation to have a perfect knowledge of foreign languages and be able to communicate freely in them, enabling them to become confident specialists who can enter the global community with ease. Like a lot of other countries in the world, Uzbekistan pays essential attention to the teaching and learning of foreign languages as a social direction of the state, there is every opportunity to keep abreast of the news. During this kind of decisions all aspects of rules have been made, practical works are developed to train foreign language teachers to improve the teaching of foreign languages to students.

The topic of foreign language teaching and learning is often discussed, and international language certificates are seen as a solution to improve the quality. These certificates would ensure that teachers have adequate knowledge and can demand a higher salary. Collaboration with foreign teachers could lead to the establishment of specialized schools, and schools which achieving the best results in foreign language achievement could receive presidential awards. It should be compulsory for every school graduates to have proficient knowledge of two foreign languages. Universities should use textbooks and materials that meet international standards to teach special subjects in foreign languages. This will enable graduates to secure high-level jobs with ease. Language learning is one of the most important areas of human society, according to an American researcher. In our country, people and students are interested in learning new languages, with three languages being typically learned: native language, second language, and foreign language. Our mother tongue is crucial for communication and shaping our thinking, while the second language is seen as a way to connect with people of other nationalities.

Learning a foreign language has become increasingly important in today's globalized world. It allows individuals to communicate with people from different cultures and backgrounds, and opens up opportunities for travel, education, and employment. International language certificates, such as TOEFL, IELTS, and DELF, are recognized worldwide and can be used to demonstrate proficiency in a particular language. However, language learning is not without its challenges. It requires dedication, effort, and time to master a new language. Teachers play a crucial role in guiding students through the learning process and providing them with the necessary tools to succeed. Collaboration with foreign teachers can also provide valuable insights into different teaching methods and cultural practices. To promote language learning, specialized schools could be established that focus on teaching a particular language. In addition, schools that achieve the best results in foreign language achievement could receive recognition and awards from the government. It should also be compulsory for every school graduate to have proficient knowledge of at least two foreign languages. Universities should use textbooks and materials that meet international standards to teach special subjects in foreign languages. This will enable graduates to secure high-level jobs with ease and contribute to the country's economic growth.

The education system refers to the organization of the learning process, including the curriculum, syllabus, and assessment methods. The teaching method refers to the approach used by the teacher to convey the language to the students, such as the communicative approach or grammar-translation method. The teaching principle refers to the underlying philosophy or belief system that

guides the teaching process, such as student-centered learning or task-based learning. The teaching aid refers to the materials and resources used in the classroom, such as textbooks, audiovisual materials, and computer software. The methodical method refers to the specific techniques and strategies used by the teacher to facilitate learning, such as role-playing, drilling, or games. Effective teaching of foreign languages also involves creating a positive and supportive learning environment that encourages students to take risks and make mistakes. This can be achieved through providing opportunities for meaningful communication, giving constructive feedback, and creating a sense of community in the classroom.

Teaching foreign languages is a complex process that involves a range of factors, including the education system, teaching method, teaching principle, teaching aid, and methodical method. Effective teaching of foreign languages requires experienced and knowledgeable teachers who are able to create a supportive learning environment and apply appropriate teaching methods and techniques. Modern approaches to teaching foreign languages emphasize the development of communication skills through the use of authentic materials and real-life situations. This includes interactive activities that encourage active participation and building confidence in using the language. The goal is to create an engaging learning environment that helps students develop practical language skills for everyday use.

In primary school, the main focus is on building fundamental language skills such as reading, writing, and speaking. Teachers use various techniques like games, group activities, and role-playing to make learning enjoyable and interesting. They also introduce grammar rules and vocabulary in an organized way to help students comprehend the language better. In high school, the emphasis shifts towards developing more advanced language skills such as essay writing, giving presentations, and participating in debates. Teachers use authentic materials like news articles, videos, and podcasts to expose students to real-life situations and assist them in developing their communication abilities.

Modern approaches to teaching foreign languages aim to establish a dynamic and interactive learning atmosphere that assists students in acquiring practical language skills for everyday usage. By employing a variety of methods and materials, teachers can engage students and make learning a fun and rewarding experience.

The success of introducing English in primary schools depends on various factors, including the quality of teachers and learning materials, appropriate learning strategies for young learners, socioeconomic background, and social interaction and family support. Effective teachers who are trained in teaching English as a foreign language and have experience working with young learners can significantly impact the success of English introduction. Using engaging learning strategies such as games, songs, and storytelling can enhance students' motivation and engagement. Students from disadvantaged backgrounds may face challenges due to limited access to resources and support outside of school. Social interaction and family support can positively influence students' attitudes towards learning English, and practicing the language outside of school can boost their confidence and motivation. Foreign language education can be a creative process that encourages innovation and uniqueness. Teachers can incorporate imaginative activities like role-playing, storytelling, and drama to

engage students and make language learning more enjoyable. Students can be encouraged to exercise their creativity by writing stories, poems, or songs in the target language. Additionally, language learning can be integrated with other subjects like art, music, and history to provide a more comprehensive learning experience and promote interdisciplinary creativity. Furthermore, technology has opened up new possibilities for creativity in language education. Teachers can use digital tools such as interactive whiteboards, online games, and social media to create engaging and interactive learning experiences. Students can also use technology to create their own multimedia projects, such as videos or podcasts, to demonstrate their language skills in a creative way. Foreign language education can be a highly creative process that promotes innovation and originality. By incorporating imaginative activities and integrating language learning with other subjects, teachers can offer students a more engaging and effective learning experience that fosters creativity and critical thinking.

English has become a dominant language in many areas of our lives such as tourism, medicine, and technology. In Uzbekistan, it is important for interpreters to be skilled in English to communicate effectively with tourists from different countries. Similarly, healthcare professionals need to understand medical terminology in English to stay updated with the latest developments. Furthermore, technology has made English even more crucial as it is the language of communication for many devices and platforms. Thus, it is essential for people to recognize the importance of English and work towards improving their proficiency to succeed in various fields and industries.

Enhancing our English language proficiency is vital in today's interconnected world. While reading and writing are significant components of language acquisition, speaking with confidence and fluency is equally crucial. Although self-study can be beneficial, practicing with a teacher or partner can improve our communication skills. Fortunately, there are several online platforms and applications that offer opportunities to converse with native speakers. In summary, acquiring English can be a pleasurable and fulfilling experience with the right methods and resources.

Modern teaching techniques and technology have transformed the process of learning English, making it more accessible and enjoyable. There are now language learning apps that offer interactive exercises, quizzes, and games, as well as online language courses and virtual classrooms that allow students to learn from anywhere in the world. These resources can help students improve their language skills and achieve fluency more quickly than ever before. In addition to these traditional methods, technology can also be used to enhance the learning experience. For example, students can use language learning apps to practice their vocabulary and grammar, watch English-language TV shows and movies with subtitles, and participate in online language exchange programs to practice speaking with native speakers. Another effective technique is to immerse oneself in the language by surrounding oneself with English-language media and materials. This can include reading English-language books and newspapers, listening to podcasts or radio shows in English, and even changing the language settings on your phone and computer to English.

Ultimately, the key to learning English is to stay motivated, practice regularly, and seek out opportunities to use the language in real-life situations. With dedication and hard work, anyone can improve their English skills and achieve fluency.

People started trying to learn language themselves. But their independent work is not successfully finished. To effectively teach English, teachers should be flexible and creative in their methods and materials. This may include incorporating technology, such as language learning apps or watching English-language media, to keep students engaged and motivated. It is important to tailor the curriculum and teaching approach to each student's individual learning style and needs for optimal success. It only reading textbooks, listening to videos and podcast. In the modern world, this is not only textbook, but also a workbook, educational programs. A properly selected educational tool helps not only the student, but also the teacher. Ideally, the curriculum, textbook, and teaching methods are selected individually for each student.

Nowadays I am a student also I am working in a language center while teaching and learning process students easily bored simple method and understanding. However, I try to kept equal their mood.

While my studying process, I create something new which is helpful for learning new words during our study day. I suggest that we divided one paper into three groups for example:

The first line is about: objective vocabulary

An old person always supports their generation, because of the seen ups and downs of life

The second line is about: explanation of the word /idiom

Ups -positive aspects

Downs -represent challenges

The third line is about: student`s sentence

During preparation of IELTS certificate I learn up and downs of student life curriculum

This strategy is useful for every age student. Without this dictionary it is hard to learn new vocabulary. Because we know some student have lazy feeling during studying process because everybody has similar brain but they establish their brain themselves. I use this method for my student they all like it and firstly they understand the meaning of the word and they try to explain in their mind, however with this method students learn how make a sentence correctly.

In today using video materials is most popular among the teachers are, yes, it is perfect way to attract students attention easily. But it has some disadvantage side during the lesson, so electronic technologies always work with electricity however it has small connection in our technical part of the lesson. But it is essential for us we have also paper version of that file. I think we should create an interesting atmosphere during the lesson or before we began our lesson. If our topic connected with environment , in that time we have small tree toys or environmental pictures which is attracted students mental emotions. Helping students to feel safe, acknowledged, valued and component is essential for students socio- emotional and academic growth. Greet new students with a friendly smile. Seat them with a buddy to help the student feel welcomed. Give lots of encouragement and praise for what English teachers can do. Explicitly support students to build relationship with others. For example, school principal ensures newcomer in English atmosphere to sit with peers during lunch. The teacher in that school engages newcomers in drawing a mural of their personal stories or writing a personal narrative about their life experience. They share their story with the school principal and their teachers. Effort such as these

serve to help students to be known by others and build relationship with caring adults in their school.

Taking all into account, it is concluded that using an interesting method while teaching and learning process is the key elements of all problems. Teacher should be not only perfect knowledgeable but also, they learn how to attract student and organize the lesson with creative technologies. Method and technologies play an essential role in learning a foreign language. Based on learning foreign languages and contribution of teacher's action in our country based on teacher knowledge and foreign atmosphere in their class also it makes our life easier with foreign language.

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CHET TILINI O'RGANISHDA TARJIMANING VAZIFASI VA AHAMIYATI*Sh. Iskanderova¹**Annotatsiya:*

Bu maqola chet tilini o'rganish va tarjima sohasidagi muhim mavzulardan biriga bag'ishlangan. Bu maqolada tarjimaning chet tilini o'rganish sohasidagi vazifasi va uning ahamiyati ko'rib chiqiladi. Maqola o'quvchilar, tadqiqotchilar, va muhandislar uchun qiziqarli va foydali bo'ladi.

Kalit so'zlar: chet tillari, tarjima, vazifa, kompetensiya, o'rganish jarayoni, kommunikativlik.

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Kirish

Zamonaviy dunyo globallashtirishning jadal rivojlanishiga guvoh bo'ldi, bu esa chet tillarida gapirishga bo'lgan ehtiyojning ortishiga olib keldi. Shu nuqtai nazardan, chet tilini o'qitishda tarjimaning o'rni uzviy va nihoyatda muhim bo'ladi. Bu maqola chet tilini o'qitish jarayonida tarjimaning o'rni va ahamiyatini, shuningdek, talabalarining til ko'nikmalarini egallashiga ta'sirini o'rganishga bag'ishlangan. Xalqaro aloqalar va axborot almashinuvining rivojlanishi bilan turli tillarda samarali muloqotga bo'lgan ehtiyoj ortib bormoqda. Tarjima bu jarayonning ajralmas qismi bo'lib, turli madaniyatlar va til hamjamiyatlari o'rtasida ma'lumotlarni tushunish va uzatish imkonini beradi. Chet tillarini o'qitish kontekstida tarjima mexanizmlarini tushunish til tuzilmalarini egallashga va tilni bilish darajasini oshirishga sezilarli ta'sir ko'rsatadi.

I. Chet tilini o'qitishda tarjimaga asosiy yondashuvlar

Ta'kidlash joizki, chet tilini o'rgatishda tarjimaning o'rni vaqt o'tishi bilan o'zgarib bordi va uning qo'llanilishi ta'lim mazmuni, o'quvchilarning ehtiyojlari va o'quv maqsadlariga qarab turlicha bo'lishi mumkin. Ba'zi yondashuvlar tarjimani markaziy komponent sifatida ta'kidlasa, boshqalari uni yordamchi vosita sifatida ko'rishadi. Oxir oqibat, tarjimadan to'g'ri foydalanish talabalarining malaka darajasi, maqsadli til maqsadlari va qo'llaniladigan umumiy pedagogik yondashuv asosida aniqlanishi kerak. Xorijiy tillarni tarjima qilish bugungi o'zaro bog'liq dunyoda juda dolzarb va o'rganish uchun zarurdir. U madaniyatlararo anglashuvni rivojlantirish, global muloqotni rivojlantirish, iqtisodiy o'sishni rag'batlantirish va ta'lim imkoniyatlarini kengaytirishda muhim rol o'ynaydi.

Tarjima odamlarga boy madaniy meros va chet tillari bo'yicha turlicha qarashlarga ega bo'lish imkonini beradi. Turli madaniyatlar o'rtasida ko'priklar bo'lib xizmat qiladi, ularning qadriyatlari, an'analari va e'tiqodlarini chuqurroq anglash imkonini beradi. Tarjima orqali odamlar adabiyot, falsafa, tarix va xorijiy madaniyatlarning boshqa jihatlarini o'rganishi, dunyoqarashini kengaytirishi va madaniyatlararo muloqotni rivojlantirishi mumkin. Tarjima chet tillarini o'zlashtirish va o'rganishga yordam beradi. Matnlarni tarjima qilish orqali

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talabalar lug'at, grammatika, sintaksis, idiomalar va boshqa til elementlarini tahlil qilishlari va tushunishlari mumkin. Bu talabalarning til ko'nikmalarini mashq qilish, tushunishni yaxshilash va ravonlikni rivojlantirishga yordam beradi. Tarjima mashqlari, shuningdek, tanqidiy fikrlash, muammolarni hal qilish va tahlil qilish qobiliyatlarini yaxshilaydi.

Globalashib borayotgan dunyoda samarali transchegaraviy aloqa muhim ahamiyatga ega. Tarjima shaxslar va tashkilotlarga til to'siqlarini yengib o'tish va dunyoning turli burchaklaridan kelgan odamlar bilan muloqot qilish imkonini beradi. U xalqaro biznes operatsiyalarini, diplomatiyani, turizmni, ilmiy hamkorlikni va aniq va ishonchli aloqa muhim bo'lgan boshqa turli sohalarni osonlashtiradi.

Ta'lim olish asosiy huquqdir va tarjima ta'lim resurslari mavjudligini yaxshilashga yordam beradi. Darsliklarni, ilmiy maqolalarni, onlayn kurslarni va ta'lim mazmunini tarjima qilish orqali butun dunyo bo'ylab odamlar o'z tillarida o'quv materiallaridan foydalanishlari mumkin. Tarjima shuningdek, talabalarga xorijda ta'lim olish, xorijiy universitetlarda oliy ma'lumot olish, xalqaro ilmiy konferensiyalar va almashinuvlarda qatnashish imkonini beradi.

II. O'quv materiallarida (darsliklar, mashqlar, matnlar va boshqalar) tarjimaning o'rni

Tarjima darslik, mashqlar va matnlar kabi o'quv materiallarini yaratishning ajralmas qismi hisoblanadi. O'z ona tilidan boshqa tilni o'rganayotgan talabalar uchun ta'lim olish imkoniyatida muhim rol o'ynaydi. O'quv materiallarida tarjimaning asosiy roli ma'lumotni boshqa tilga tushunish va uzatishni ta'minlashdir. Tarjima talabalarga o'z ona tilida bo'lmagan darslik yoki mashqdagi bilimlardan foydalanish imkoniyatini beradi. Tarjima ham talabalarga chet tilida o'qish va tushunish ko'nikmalarini rivojlantirishga yordam beradi. O'qish va tarjima amaliyoti orqali talabalar chet tilidagi haqiqiy matn bilan tanishadilar va ma'no va iboralarni bir tildan boshqa tilga o'tkazishni o'rganadilar.

O'quv materiallaridagi tarjimaning yana bir muhim afzalligi bor - bu o'quvchilarga o'z ona tili va o'rganayotgan til o'rtasidagi farqlarni solishtirish va tahlil qilish imkoniyatini beradi. Bu talabalarga tilning grammatikasini, lug'atini va stilistikasini chuqur tushunishga yordam beradi. Bundan tashqari, tarjimadan talabalar bilimni nazorat qilish vositasi sifatida ham foydalanish mumkin. Tarjimani talab qiladigan mashqlar o'qituvchilarga o'quvchilarning tushunish darajasini va o'rganilgan materialdan amaliy vaziyatlarda foydalanish qobiliyatini baholash imkonini beradi.

Demak, o'quv materiallarida tarjimaning o'rni bilimlarning ochiqqligini ta'minlash, chet tilida o'qish va tushunish ko'nikmalarini rivojlantirish, til farqlarini tahlil qilish va talabalar bilimni nazorat qilishdan iborat. U o'quv jarayonida qimmatli vosita bo'lib xizmat qiladi va o'quvchilarga chet tilidan ravon va ishonchli foydalanishga yordam beradi.

Xulosa

Xulosa qilib aytadigan bo'lsak, tarjima chet tilini o'qitishda muhim rol o'ynaydi. U tillar o'rtasida ko'prik bo'lib xizmat qiladi, aniqlik, madaniy tushunish, tanqidiy fikrlash va muammolarni hal qilish ko'nikmalarini rivojlantiradi. U talabalarni qimmatli manbalar bilan ta'minlaydi va ularning til malakasini rivojlantirishga yordam beradi. Biroq, tilni har tomonlama o'rganish tajribasini ta'minlash uchun tarjimadan boshqa o'qitish usullari bilan birgalikda oqilona foydalanish kerak. Tarjimaning o'rni va ahamiyatini anglagan holda,

o'qituvchilar uning imkoniyatlaridan chet tillarini samarali o'qitish va o'rganishni rivojlantirish uchun foydalanishlari mumkin.

Foydalanilgan adabiyotlar:

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FRAZEOLGIK BIRLIKLARNING MATNLARDA NAMOYON BO'LISHI

E. Xushvaqтова¹

Annotatsiya:

Ushbu maqolada frazeologik birliklarning matnlarda namoyon bo'lishi, yozuvchilarning o'z ijodida frazalarni qo'llashi hamda frazeologik birliklarning o'zbek va xitoy tillaridagi ko'rinishi keltirilgan.

Kalit so'zlar: frazeologiya, frazeologik tasnif, lug'at tarkibi, yozuvchi uslubi, xitoy va o'zbek tilidagi frazalar.

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Kirish

Tilshunoslik bo'limlaridan biri frazeologiya bo'lib, bu bo'limda tilning lug'at tarkibidagi frazemalar haqida ma'lumot beradi. Frazema ko'chma ma'noli turg'un birikmadir. Birdan ortiq mustaqil leksema ko'rinishining birikuvidan tashkil topgan, obrazli, ma'noviy tabiatga ega bo'lgan lisoniy birlik frazeologizm deyiladi.

Frazeologik birliklar eng ko'p badiiy matnlarda, qisman publitsistikada, ilmiy-ommabop matnlarda qo'llaniladi. Badiiy matnlarda frazeologizmlarning tutgan o'rni muhim ahamiyatga ega bo'lib, mualliflar frazeologik birliklardan badiiy matnlarda turli maqsadlarda foydalanishadi. Voqea-hodisani obrazli ifodalash uchun: ko'pgina frazeologik birliklar aniq, ko'rgazmali tasvir uchun xizmat qiladi, shaxs-predmet, voqea-hodisaning obrazli ifodasi bo'ladi. Masalan: og'zi qulog'ida, sochi tikka bo'ldi, boshi ko'kka yetmoq, tili uzun kabilar.

Adabiyotlar tahlili va metodologiyasi. Iboralarda mubolag'a va o'xshatish kabi vositalardan foydalanish uning obrazlilikini, ta'sirchanligini oshiradi. Masalan: 1. Hamma narsani miridan sirigacha qoldirmay gaplashdik. (H.Nazir) 2. Sirkasi suv ko'tarmas dadasining bunchalik "oliyanoblik" qilishi juda g'alati edi (Shuhrat).

So'zlar tovushlardan tarkib topganidek, frazemalar ham so'zlardan tarkib topgan, quyida ularning ayrimlariga misollar keltiramiz:

1. Anqoning urug'I - kamyob narsa,
2. Ko'ngli sovumoq - avvalgi yaxshi munosabati yo'q bo'ldi,
3. Qorasi o'chdi - uzoqlashib ko'rinmay ketti,
4. Turgan gap - aniq, shak-shubhasiz,
5. Qon yutdi - ich-ichidan kuchli darajada ruhan azoblandi.

Frazeologiyalar badiiy matnga estetika, zavq beradi. Kitobxon asarni o'qish jarayonida frazeologizmlardan o'ziga turli emotsiyalar oladi. Yozuvchi asarlarida qanchalik ko'p frazeologizmlardan foydalansa, uning asarlarining ham qiymati shunchalik oshadi. Shu bilan birga, asarning ta'sirchanligi ham ortadi. Frazeologik birliklarni matn tarkibida qo'llash anchayin murakkab. Bu birliklarning mazmun tarkibida ham frazeologik, ham uslubiy ma'nolar mavjud bo'ladi. Har bir yozuvchining frazeologizmlardan foydalanish uslubi har xil

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bo'ladi. Oybekning "Bolalik", hamda Odil Yoqubovning "Diyonat" asarlarida qo'llanilgan frazeologik birliklarni o'rganish orqali yozuvchilarning o'ziga xos bo'lgan uslublarini bilish mumkin.

Muhokama va natijalar. Shuningdek, yana bir frazeologik birlikni olaylik. Almisodan qolgan, ushbu birlikning ma'nosi: juda eski, qadimgi; Ko'hna uyning to'kilib turgan ayvonida ikki chol-qadim do'stlar, odatdagiday, bitmas-tuganmas suhbatlarga kirishib ketadi.

Fig'oni to'g'oni buzilgan: varianti: a) ruhan ortiq darajada bo'g'ilib, b) oh-voh qildi; Endi onamning fig'oni to'g'oni buzilgan daryoday ko'pira boshlaganda, otam darrov kesib tashlaydi.

Ko'z yugurtirmoq: sinonimi: tez va yuzaki qaramoq; Har o'tganimda lahzagina to'xtab, minoraning tagidan boshiga qadar bir ko'z yugurtiyan.

Xuddi shunday frazalar singari Xitoy tilida ham o'zining madaniyatini, tilini namoyon qiladigan maqollari mavjud. Har qanday frazeologizm o'sha xalqning turmush sharoiti, udumlari bilan bevosita bog'liq bo'ladi. Frazelozizmlarning kelib chiqish omillari ham har bir xalqning o'z mentalitetiga xos hisoblanadi. Ularga misol qilib quyidagilarni keltiramiz:

1. 不入虎穴，焉得虎子-bu ru hu xue, yan de hu zi - Bu ibora o'zbek tilidagi "O'ychi o'yini o'ylaguncha, Tavakkalchi ishini bitiradi" maqolning ma'nosiga ekvivalent bo'la oladi. Ya'ni yuz marta o'ylab ham o'ylagan ishiga qo'l urolmagandan ko'ra tavakkal boshlab, marralarga erishgan afzaldir.

2. 成也萧何，败也萧何- cheng ye xiao he, bai ye xiao he- o'zimizdagi "Yaxshi gap ham yomon gap ham, Bir og'izdan chiqadi" ma'nosidagi iboraga mos keladi. Demak, yaxshi gapni ko'proq aytish atrofimizdagi insonlarda biz haqimizdagi fikrlari iliq bo'lishida asosiy rol o'ynaydi. Hamda o'zimizning ham kayfiyatimiz doim chog' bo'lib yurishini ta'minlaydi.

3. 成家立业- cheng jia li ye -Ahillik bilan boshlangan har bir ish omadli keladi deb tarjima qilinib, bu barqaror birikma o'zbek tilidagi " Ahil oila bo'lsa, Omad o'z oyog'i bilan kelar" iborasiga ekvivalent bo'ladi.

Xulosa. Frazelozik birikmalarni o'zbek va xitoy tillarida qiyosiy o'rganish madaniyatlarimiz, qadriyatlarimizni o'zga xalq madiyati, urf-odatlarini o'rganish bilan chog'ishtirish, uni yana yuksak pog'onalarga ko'tarishimizni anglatadi. Frazelozizmlar so'zlovhi nutqini kuchli emotsiyaga boy va ta'sirchan bo'lishini ta'minlaydigan birlik hisoblanadi. Frazelozik iboralardan foydali va unumli foydalanish natijasida madaniyat doirasidan chiqmagan holda tilimizdagi so'zlarni qolipida, noziklashtirib ifodalagan bo'lamiz.

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ENHANCING VOCABULARY ACQUISITION AMONG SCHOOL PUPILS

O'. Mansruov¹

Abstract:

This article explores a range of strategies for cultivating and expanding vocabulary among school pupils. Investigating methods such as word games, reading aloud, thematic units, and interactive apps, the report provides a comprehensive examination of each approach. The goal is to elucidate effective ways of fostering linguistic development, promoting engagement, and creating a positive learning environment conducive to vocabulary acquisition.

Key words: word cards, flashcards, vocabulary, receptive knowledge, productive knowledge.

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Learning new vocabularies is a dynamic and enriching process that not only enhances language skills but also broadens one's cognitive horizons. It involves the acquisition of words, their meanings, and the nuanced ways they can be used in different contexts. Engaging in diverse strategies, such as word games, reading, and interactive activities, can transform vocabulary acquisition into an enjoyable journey of exploration and expression. As individuals delve into the realms of words, they unlock doors to clearer communication, heightened comprehension, and the ability to articulate thoughts with precision and flair. Embracing this linguistic adventure contributes not only to academic success but also to the development of a lifelong love for language.

There are variety of ways and methods on How to enhance the amount of vocabularies in a short period of time:

1. Word Games: Engage students in fun word games like Scrabble, Boggle, or crossword puzzles to make learning vocabulary enjoyable.
2. Reading Aloud: Encourage students to read aloud, exposing them to new words and helping with pronunciation and comprehension.
3. Word of the Day: Introduce a "Word of the Day" to expand vocabulary gradually. Discuss its meaning and usage in context.
4. Storytelling: Encourage creative writing and storytelling, fostering the use of diverse vocabulary in expressing ideas.
5. Vocabulary Journals: Have students keep vocabulary journals, noting down new words encountered in readings and their meanings.
6. Interactive Apps: Utilize interactive apps or online platforms that make learning vocabulary engaging and interactive.
7. Thematic Units: Connect vocabulary to specific themes or subjects being studied, making it more relevant and easier to remember.
8. Mnemonic Devices: Teach mnemonic devices or memory aids to help students remember the meanings of words.

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9. Word Maps: Use concept or word maps to visually represent relationships between words, aiding in understanding and retention.

10. Peer Interaction: Encourage discussions among students, promoting the use of new vocabulary in conversations.

11. Role-playing: Incorporate role-playing activities where students act out scenarios using specific vocabulary words.

12. Spelling Bees: Organize spelling bees to make learning spelling and vocabulary a competitive and enjoyable activity.

Remember to create a positive and encouraging learning environment to enhance the effectiveness of these methods.

Encouraging pupils to read aloud is a fundamental technique for vocabulary development. This method not only introduces them to new words but also aids in pronunciation, comprehension, and the contextual understanding of words within sentences (Reading aloud).

Connecting vocabulary acquisition to thematic units or subjects being studied provides context, making the learning experience more relevant and memorable. This approach helps pupils understand the practical application of new words in specific contexts (Thematic units).

Encouraging pupils to maintain vocabulary journals is an effective way to reinforce learning. This method involves noting down new words encountered during readings and reflecting on their meanings, promoting retention and active engagement with the language (vocabulary journals).

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STRATEGY TO IMPROVE ENGLISH VOCABULARY

Sh. Azamatova¹*Abstract:*

Effective language instruction has long been a source of frustration for many educators. Following a brief overview of the development of English teaching methods over time, these strategies include piqueing students' interest and curiosity, utilizing formative assessment, utilizing syntactic analysis, converting parts of speech, and utilizing the game method. This approach has significantly improved students' vocabulary mastery, which is a crucial and fundamental part of teaching English. Therefore, effective vocabulary instruction will greatly enhance general English education.

Key words: language teaching; English vocabulary; learning strategies.

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Introduction

There is a lot of weight behind the term "vocabulary instruction.". If you want to understand a word fully, you must learn its pronunciation, spelling, colloquialisms, syntax, and form (1). However, studies on teaching English vocabulary have historically been disregarded by linguists. "For a very long time, vocabulary education has been disregarded," write Carter and McCarthy (2, 3). Every study indicates that specific teaching methods research is ignored when vocabulary instruction takes place in the classroom. Based on a brief history of the development of English teaching methodologies, this article offers English instructors numerous efficient vocabulary teaching strategies for the language. The development of students' vocabulary is a vital and fundamental component of teaching English, and it is very beneficial. In the context of teaching English, providing sufficient and effective vocabulary instruction is essential

2.2.1. Teaching Vocabulary in English

2.2.1. Encourage children's curiosity and interest to develop a strong desire to learn.

This in turn leads to a strong interest in learning. Teachers can show students how to use English in different ways, such as allowing them to watch movies, listen to audio files, and other successful methods to stimulate their interest in the language. The remarkable skills of teachers such as: Skills, such as mastery of an extensive vocabulary in reading, listening, speaking and writing, can also be used to stimulate a student's interest in learning. When a teacher is trying to stimulate students' interest in learning English vocabulary, there are some guidelines. Beginning with articles that present lexical difficulties and new terms under acceptable discourse control, the teacher should gradually engage students at this level. Second, teachers should help students reach their full language learning potential, which will increase their confidence and learning ability. Third, teachers should support children with limited

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vocabularies by recognizing their progress and positive reinforcement in the classroom. Fourth, teachers can provide feedback on learning outcomes at stages of the teaching process to learn step by step and learn from the instructions. This also allows the teacher to treat students with respect and dignity, which increases their learning confidence and stimulates their curiosity.

2.2.2. Using Conversion for Parts of Speech

Children frequently use different parts of speech when filling in blanks and the cloze exam. This could be a sign of the scope and caliber of their vocabulary. Nonetheless, instructors often ask their students to expand their vocabulary during class by adding a few terms, but they never offer further explanations. Because what they know is simple and fundamental, students are unable to use language in a flexible way. Teachers must demonstrate to their students how to incorporate English into their lessons in order to assist them in applying their newly acquired knowledge to practical situations. Here's a fantastic example of teaching the term "transport" using the conversion section of the talk.

2.2.3. Syntactic Analysis as a Tool

Syntactic analysis pertains to the study of or guidance provided by syntactic rules. This suggests that in the analysis of Chinese sentences, the predicate head plays a crucial role. The purpose of each word in each phrase and its part of speech can be ascertained using this method. Some of the most popular ones are as follows: an illustration of this strategy in action. Example: Tom had a difficult upbringing after being born into a low-income family. From this statement, we can infer that the word "tough" is an adjective and that it modifies the noun "life" in the statement "born in a poor family," suggesting that life must be "challenging.". To estimate the meaning of new terms using definitions or examples, we combine syntactic analysis with context definitions or guesses about the meaning of phrases. For example, the young girl does not have a mother or a father; she is an orphan. say "An orphan is a person who does not have parents.". "Jungle refers to a tropical rainforest. For example, what is wilderness? Where is the forest? What happened to the forest, in your opinion?

3.Conclusion

Many nations around the world have adopted English as their official language, and vocabulary instruction is always evolving. Teaching vocabulary is not only important, but also creative and enjoyable. Following an overview of the history of English teaching methodologies, the previous discussion offers examples of successful strategies for teaching English vocabulary to students. These include piquing students' curiosity and interest, utilizing syntactic analysis, utilizing formative evaluation, and incorporating the game method. In terms of how well students learn, this strategy is implemented. accumulation of vocabulary. Similar to the bricks that comprise a house, vocabulary serves as the cornerstone and primary component when teaching English. A large vocabulary bank of students will be beneficial for English instruction as a whole. Because of this, the authors of this paper think that it will provide helpful solutions to the enduring issue of efficiently and effectively teaching language. Since teaching vocabulary is a creative endeavor, teachers are free to develop their own special approaches or strategies depending on their skills and current circumstances.

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HOW CAN WE SPEAK NATURALLY LIKE A NATIVE SPEAKER?*M. Abdurazakhova¹**Abstract:*

Learning foreign languages can be exciting and enjoyable moment, however, it requires so much time and effort to be good at, especially, in communication. Even though they know the grammar and have enough vocabulary learners can not communicate with each other due to hesitation or fear. There is a number strategy that can help to improve their speaking skills. Everybody can choose strategies according to their interest and abilities, they can get satisfaction from the learning process along the way helps to manage their time. Thus, teachers should direct average students' interests in the right direction. If the learners have a passionate to improve language skills, they can make time for working on their own and will be successful in this field.

Key words: speaking strategies, shadowing, communicate with native speakers, retelling stories;

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Here are some effective speaking strategies teachers encourage their students to speak naturally. One of the most common strategy is among learners is shadowing technique. Arguelles defines shadowing as a language learning technique where the students listens to a recording of target language audio, and simultaneously echoes what they hear. Shadowing is designed to force you to focus on the sounds of your target language and develop pronunciation that mimics a native speaker. Arguelles recommends doing repeating aloud in a loud, articulate manner, while shadowing, because it helps to improve your focus and memory. Moreover, shadowing allows the listener to hear everything twice, providing more natural weight to the utterance from hearing and producing it. Kadota (2012) introduces two types of shadowing: pre-shadowing (shadowing before learning the lesson content) and post-shadowing (shadowing after learning the lesson content). In pre-shadowing, learners can deliberately focus on the incoming sounds because those sounds comprise the only information on which they can rely. In post-shadowing, being familiar with the target passage can ease learners' anxiety (Hamada, 2011b), which consequently lowers the psychological costs of shadowing. Against this background, the author was interested to explore whether shadowing is an effective technique to use in teaching receptive skills, through studying learners' improvement in producing the correct stress by using this technique.

The shadowing technique works best for a few types of people:

- Auditory learners
- Students who learn best with structured study plans
- Polyglots

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Even if you do not fall into one of those groups, this out-of-the-box learning method can help energize your same old, same old study plan. Plus, the focused pronunciation practice is inherently valuable, especially if you do not have lots of other opportunities for target language speaking practice.

So with language shadowing, our intonation develops as we listen and repeat, the same way it does with our native language. Both accents and intonation are crucial to achieving language fluency, so you sound of much more natural when you speak, instead of like you are reading from a textbook.

Of course, there are many different ways to approach learning a new language, and shadowing does not work everyone. Like any other method, your individual success with shadowing is dependent on how much time, effort and dedication you put into it.

Shadowing is a very successful and useful language learning method when applied correctly. Linguists analyzed different stages of language shadowing.

You should use the shadowing technique in the following order to develop your speaking skills:

1. Choose your Audio Resource

Before you choose an audio resource, there are a number of factors you should consider:

It is important to consider your language level. If your source is too advanced or too easy, the shadowing technique may be less effective.

You will also want to make sure your audio resource has a text component with an English translation (for example, an e-book version of your audiobook in both languages) You will see why in the steps below.

Videos featuring native speakers are also highly useful for shadowing because you get to see the language being used in context, which helps you remember the meanings faster. Whatever resource you choose, you will want to make sure it is convenient to use and plentiful in content.

2. Practice in your native language first

To ease yourself into the method, try it with a recording of yourself in English or your native language.

Read a text aloud, slightly slower than normal, for two or three minutes. Then play back the recording and try to repeat after it. You do not want to wait for a sentence or even a word to end before repeating it your repetitions should be as close to simultaneous with the recording as possible.

This will get you accustomed to the slightly unusual feeling of speaking and listening at the same time. Now you are ready to try it with a foreign language.

3. Just listen and focus on the sounds

Listen to the dialogue in your target language with headphones or earbuds a couple of times without reading any transcript or speaking aloud. Focus on the sound and feel the words in your mind, even if you do not have a clue what they actually mean.

The most important part of this step is to acknowledge and focus on the target language before you move on the next stage.

4. Listen and repeat while walking around

An unconventional but critical part of language shadowing is walking around while listening to and repeating your audio resource.

Walking or pacing while shadowing will seem uncomfortable at first, especially since many of us are inclined to sit down while studying. But as you keep going it will become easier and more natural.

5. Listen and repeat while reading the English Translation

Now you can start learning what you have actually been saying this whole time! Go back to the start of your passage and shadow while reading the English translation of your book or transcript. As Arguelles puts, it this will give you “global” understanding of what you are listening to and saying. You will start to associate meaning with the target language sounds in a natural way.

Well as Again, repeat this stage several times. While you might want to stop pacing around for your own safety, Arguelles still recommends holding your text out in front of you rather than at your lap and keeping an upright posture.

Another important strategy is communicating with native speakers as much as possible.

Nowadays Internet offers a number of programs that helps to find and communicate with foreigners. We can use them whenever we need to improve our language skills.

Some programs are divided into special levels everyone can choose according to their level, as a result it would be better approach to their communication develop.

To be more precise, native speakers can find our weakness and mistakes during communication and provide suitable solutions to overcome difficulties in speaking process. Mainly sharing ideas with them helps to broaden our subconscious horizon, which makes us perfect speakers. Furthermore, there are different sites like Duo lingo, kayoed they help to check our speaking skills as making the process much easier to follow. This app can maintain every individual accents and pronunciation, by doing so they can avoid making grammatic mistakes.

Reading books play significant role not only enhancing our vocabulary but also speaking. For example, from reading so many books and articles we can get a new idea and learn grammar or sentence structure. After reading books and articles learner can retell what they understood from the plot, which leads to advancements in speaking part.

Even through having a lot of strategies and approaches to develop our language learning skills choosing one suitable depends on learner and their interests. Retelling the stories and shadowing can be useful for people having certain levels, particularly, these methods should be applied Pre-Intermediate and Intermediate levels. As they have gained a lot of back ground knowledge comprehending the plot of the stories, they don't deal with difficulties while they are developing the way that they communicate.

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IMPROVING LANGUAGE ACQUISITION: STRATEGIES FOR VARIOUS EDUCATIONAL LANDSCAPES

*M. Ibrohimova*¹

Abstract:

Language acquisition is a complex and multi-faceted process that is influenced by various factors such as socio-cultural environment, educational background, online platforms, study abroad programs and individual learning styles. This paper explores various strategies for improving language acquisition in different educational landscapes, including formal classroom settings, bilingual programs, and online learning platforms. The strategies discussed include the use of technology, experiential learning, and the incorporation of cultural and real-world context into language instruction. By understanding and implementing these strategies, educators can create more effective language acquisition experiences for their students.

Key words: Language acquisition, educational landscapes, strategies, bilingual programs, technology, experiential learning.

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Introduction. In today's diverse educational settings, language acquisition plays a fundamental role in the success of students. Different approaches and strategies are often necessary to cater to the varied linguistic needs of learners. This article aims to explore effective language acquisition strategies designed for different educational landscapes. The discussion encompasses a range of educational environments, including traditional classrooms, multilingual schools, and digital learning platforms. By recognizing the nuances of teaching and learning languages, educators can tailor their strategies to optimize the language acquisition process and we seek to provide insights into how educators can effectively facilitate language acquisition and foster linguistic proficiency in an ever-changing and interconnected world.

About measures to further develop the Uzbek language and improve the language policy in our country. To fundamentally increase the prestige of the Uzbek language in the social life of our people and at the international level, to educate our growing youth in the spirit of patriotism, loyalty to national traditions and values, to ensure the full introduction of the state language in our country, In order to preserve and develop the languages of the nations and peoples in Uzbekistan, to create conditions for learning the Uzbek language as the state language, to determine the strategic goals, priority directions and tasks, and prospective stages of the development of the Uzbek language and language policy, also according to the Decree of the President of the Republic of Uzbekistan dated October 21, 2019 No. PD-5850 "On measures to fundamentally increase the prestige and status of the Uzbek language as a state language":

1. The following:

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a) The concept of development of the Uzbek language and improvement of the language policy in 2020-2030 (hereinafter referred to as the Concept) should be approved in accordance with Appendix 1 and the following should be provided for in it:

- achieving full and proper use of the state language in all spheres of social and political life of our country;
- further improvement of the system of teaching the state language in educational organizations, increasing its prestige as a language of science;
- maintaining the purity of the state language, enriching it and improving the speech culture of the population;
- to ensure the active integration of the state language into modern information technologies and communications;
- increasing the position and prestige of the state language at the international level, developing foreign cooperation in this regard;
- in order to develop the languages of all nationalities and peoples living in our country, creating wide and equal opportunities and favorable conditions for them to learn the state language.

Strategies for Various Educational Landscapes involve examining different methods and approaches to enhance language learning within a range of educational settings. These strategies can be applied in traditional classroom environments, online education platforms, bilingual programs, study abroad experiences, and more. The goal is to effectively facilitate language acquisition by considering factors such as cultural context, individual learning styles, and technological advancements. The exploration of diverse strategies, from the use of multimedia resources to experiential learning and project-based instruction, aims to provide educators with tools to create immersive and effective language acquisition experiences for students in different educational landscapes. These efforts ultimately contribute to improved linguistic proficiency and fluency.

Methodology. This section details the research methodologies adopted to examine, assess language acquisition strategies and outlines the methodologies used to gather and analyze data related to language acquisition strategies.. It outlines literature review methods, case study designs, observational research, and possibly quantitative and qualitative data collection approaches. Additionally, it describes the criteria for selecting effective strategies, importance of considering cultural, socio-economic, and technological factors in developing language acquisition strategies and the factors considered when adapting strategies to different educational landscapes. To improve language acquisition in Uzbekistan, several methods and strategies can be implemented at different levels, including education policy, curriculum development, and teaching practices. Here are some suggestions:

1. Bilingual Education Programs: Introducing bilingual education programs that incorporate Uzbek and English languages can facilitate language acquisition. These programs can start at the primary school level, with a focus on developing proficiency in both languages.

2. Teacher Training: Providing specialized training for language teachers to enhance their language teaching skills, methodology, and proficiency in the target language (e.g., English). This would ensure that educators are better equipped to support students in their language learning journey.

3. Immersion Programs: Creating opportunities for language immersion by organizing language camps, exchange programs, and study abroad initiatives.

Immersion experiences allow language learners to engage with native speakers and gain practical language skills.

4. **Technology Integration:** Incorporating technology-based language learning tools and resources, such as language learning apps, multimedia materials, and online courses, can make language acquisition more interactive and accessible.

5. **Language Support Services:** Establishing language support services and resources within educational institutions, such as language labs, tutoring sessions, and language clubs, to provide additional practice and support for language learners.

6. **Cultural Exchange Programs:** Promoting cultural exchange programs and activities that expose students to the cultural and linguistic diversity of English-speaking countries. This can foster an appreciation for different languages and cultures while improving language proficiency.

7. **Language Policy Development:** Developing supportive language policies at the national and regional levels to emphasize the importance of language acquisition and provide resources for language learning initiatives.

8. **Community Engagement:** Encouraging community involvement in language learning through events, workshops, and volunteering opportunities that promote language practice and cultural understanding. By implementing these methods, Uzbekistan can take significant strides in improving language acquisition and fostering multilingualism among its citizens. These strategies can contribute to a more linguistically diverse and interconnected society.

Results. The results section presents an analysis of effective strategies for various educational landscapes. It encompasses the findings of research studies, observations, and successful experiences in language acquisition. Strategies such as immersive language programs, digital language learning platforms, peer-teaching methods, and culturally sensitive approaches are explored with respect to their effectiveness in different educational settings. Improvements in language acquisition in Uzbekistan could result in several positive outcomes at individual, societal, and national levels. Here are some potential results that could stem from enhanced language acquisition in our country:

Enhanced Communication Skills: Improved language acquisition can lead to better communication skills in both native and acquired languages. This can facilitate clearer and more effective communication in various contexts, including education, business, and social interactions.

Increased Opportunities for Education and Employment: Language proficiency in international languages, such as English, can expand educational and employment opportunities for individuals in fields such as international trade, tourism, diplomacy, and academia. Proficiency in multiple languages can also enhance access to global educational resources.

Cultural Exchange and Understanding: Language acquisition fosters cross-cultural communication and understanding. It can promote empathy, tolerance, and appreciation of diverse cultures, leading to more harmonious interactions within multicultural communities and on the international stage.

Academic Advancement and Research Collaboration: Proficiency in foreign languages can facilitate participation in international academic programs, research collaborations, and knowledge exchange. This can contribute to knowledge sharing, scientific advancements, and academic excellence.

Discussion. To improve language acquisition in Uzbekistan, several methods and strategies can be implemented at different levels, including

education policy, curriculum development, and teaching practices. For example: bilingual education programs, teacher training, immersion programs at universities, technology integration, and cultural exchange programs. These discussions can provide language learners with opportunities to practice the target language, expand their vocabulary, and develop their communication skills.

Moreover, they can serve as platforms for sharing experiences, cultural insights, and language learning techniques. Furthermore, it also addresses challenges and opportunities related to implementing these strategies and how they align with the diverse needs of students.

Conclusion. In conclusion, effective language acquisition strategies are essential for addressing the linguistic needs of students in diverse educational landscapes. By acknowledging the importance of tailored approaches, educators can optimize language learning outcomes. This article emphasizes the significance of recognizing the multifaceted nature of language acquisition and provides insights into developing and implementing effective strategies for various educational environments. It emphasizes the importance of tailored language acquisition strategies and underscores the role of educators in addressing the linguistic needs of students in various educational contexts and also offers insights into the potential impact of these strategies on improving language acquisition outcomes.

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O'ZBEK VA KOREYS TILLARIDA OT SO'Z TURKUMINING MAXSUS XUSUSIYATLARI VA YASALISH USULLARI

M. Madaminova¹

Annotatsiya:

Ushbu maqolada koreys va o'zbek tillarida ot so'z turkumining ifodalanishi, maxsus xususiyatlarga egaligi va boshqa tomonlari haqida fikr yuritiladi. Har bir tilning tuzilish strukturasi va o'rganish metodikasi bo'lib, ularning asosini leksika va grammatika tashkil etadi. Xususan, ot so'z turkumining qanday yasalishi va ularni tadbiq qilish haqidadir.

Kalit so'zlar: o'zbek tili, koreys tili, komponent, tub otlar, yasama otlar, o'zak, affikslar, qo'shma otlar.

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Kirish

O'zbek tilida, avvalo, ot so'z turkumi haqida gapirib o'tsak, ot narsa-buyum, shaxslarning nomini ifodalaydi. Otlar kim? nima? qayer? so'roqlaridan biriga javob bo'ladi. Otlar egalik, kelishik kabi so'z o'zgartirish, turli ma'no va vazifa uchun qo'llanuvchi vazifadosh shakllarga hamda o'ziga xos so'z yasash tizimiga egaligi bilan ajralib turadi. Otlarning muhim belgilaridan biri, ularning sifat (혀용사), son (수사), olmosh (대명사), fe'l (동사) va ravish (부사) distributsiyasida kelishi, ya'ni ular bilan birika olishidir: 큰 건물, 둘째 학년, 모든 사람 barcha inson, 책을 읽다 kitob o'qimoq, 많은 사람 ko'p odam.

Ot gapning barcha gap bo'lagi vazifasida qo'llanishi mumkin. Otning bu kabi sintaktik vazifasi uning qanday grammatik shakldaligi bilan bog'liq bo'ladi. Masalan, otning bosh shakli, ya'ni bosh kelishik, ko'plik yoki birlik hamda egalik shakli gapda ega (주어), kesim (소술어) kabi vazifada keladi: 우즈베키스탄은 독립국가입nida. 제 국적은 우즈베키스탄입니다. 제 우즈베키스탄은 제 kohyang 입니다.

Otlarning xususiyatlari. 명사의 특징

Koreys tili agglyutinativ tillar guruhiga kiradi, shuning uchun bu tilda so'z yasalishi hamda so'zning o'zgarish hollarida so'zning o'zagi o'zgarmaydi, so'z o'zgarishi affikslar yordamida bo'ladi- bu koreys tilining xususiyati. Rod kategoriyasi grammatik jihatdan namoyon bo'lmaydi, ko'plik esa otning o'zagiga "들" affiksi qo'shilishi bilan ifodalanadi. Otning o'zagiga kesim yasovchi " - 이다" qo'shimchasi qo'shilgan holda, u ot-kesim vazifasini bajaradi. 마리코는 선생님입니다- Mariko o'qituvchi.

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Otlar mustaqillikka ega yoki ega emasligini inobatga olib, ular mustaqil (자립명사) va tobe ot (의전명사)larga bo'linadilar. 공원에는 나무가 많습니다. Bog'da daraxtlar ko'p - (자립명사) 이 책은 어제 산 곳입니다. Bu kitob kecha sotib olingan - (의전명사).

Mustaqil (자립명사) otlar o'z navbatida atoqli (보통명사) va turdosh ot (고유명사) larga bo'linadi. Bir turdagi narsa yoki hodisalarning birini ajratib ko'rsatish uchun xizmat qiladigan otlar atoqli otlar deyiladi. Atoqli otlar shaxs ismlari, hayvonlarning atoqli nomlari, tashkilot va geografik makon nomlari, koinot jismlari nomlari, suv havzalari, tashkilot nomlari kabi guruhlar doirasida uchraydi: 우즈베키스탄 (O'zbekiston), 한국 (Koreya), 한강 (Hangan daryosi), 서울 (Seul), 세전왕 (Qirol Sejon), 아미르 테무르 (Amir Temur). Turdosh otlar bir jinsdagi otlarning umumiy nomini bildiruvchi otlardir: 사람 (odam), 책 (kitob), 의자 (stul), 나무 (daraxt), 강 (daryo), 창문 (deraza), 비행기 (samolyot), 꽃 (gul).

Adabiyotlar tahlili va metodologiya

Otlarning yasalishi. 명사의 형식. Otlar tub va yasama bo'ladilar. Yasama otlar otning o'zagiga affikslarning qo'shilishi, o'zaklarning qo'shilishi va boshqa so'z turkumlarining qo'shilishi bilan yasaladi.

1) Tub so'zlar. 단일명사. Tub so'zlar hech qanday yasamasiz, otning yasovchi affikslarga ega bo'lmagan mustaqil lug'aviy ma'noli qismi tub ot demakdir: daraxt (나무), kiyim (옷), uy (집), odam (사람), daryo (강)

- 여름에는 강으로 놀러갑니다 - yozda daryoga o'ynashga boramiz.
- 저는 그 사람을 모릅니다 - men u odamni bilmayman.

2) Qo'shimcha (affiks) qo'shilishi bilan yasalgan otlar. 파생명사

Affiks tilshunoslikda so'zning qismi bo'lib, lotinchada "biriktirilgan" degan ma'noni anglatadi O'zakka zid qo'yiladigan, so'z yasalishi yoki grammatik ifoda shakllanishiga xizmat qiladigan morfema sanaladi. Shunga ko'ra, ikki turga ajraladi: So'z yasovchi hamda shakl yasovchi qo'shimchalar. O'zakka nisbatan joylashishiga ko'ra so'z boshida (affiks), so'z o'rtasida (infiks), so'z oxirida (suffiks) keladi. Koreys tilida asosan o'zakdan keyin (미용실, 요리사), o'zak oldida ham (무관심, 무의미), ba'zan so'z o'rtasida ham (빛소리, 나뭇잎) keladi.

a) so'z yasovchi qo'shimchalar (suffikslar). O'zak oxiriga so'z yasovchi qo'shimcha qo'shish orqali o'zakni boshqa yangi ma'noga aylantiradigan qo'shimchalarni ko'rib chiqamiz:

-사 (명사+사) asosdan anglashilgan narsa bilan bog'liq kasb, mutaxassislik bilan shug'ullanuvchi shaxs otlari: 요리사 (oshpaz), 변호사 (advokat), 군사 (harbiy), 간호사 (hamshira), 법무사 (huquqshunos), 기사 (haydovchi), 학사 (bakalavr), 석사 (magistr), 세무사 (hisobchi), 비행사 (uchuvchi)

-가 (명사+가) asosdan anglashilgan narsa bilan bog'liq kasb, mutaxassislik bilan shug'ullanuvchi shaxs otlari: 사업가 (biznesmen), 작가 (yozuvchi), 예술가

(san'atshunos), 서술가 (romanshunos), 음악가 (musiqachi), 전문가 (mutaxassis). Ushbu qo'shimchalar koreys tilida ko'rinishi har xil bo'lsada, o'zbek tilida - shunos, -chi, -kash kabi ma'nolarda tarjima qilinadi, bular umumiy jihatdan olib qaraganda kasb- hunarga oid yasovchi qo'shimchalardir.

- **꾼** (명사+꾼) asosdan anglashilgan narsa bilan bog'liq shaxs otlari: 사냥꾼 (ovchi), 씨름꾼 (kurashchi), 술꾼 (ichuvchi), 휘방꾼 (uydurmach), 거간꾼 (vositachi), 익살꾼 (askiyachi), 파수꾼 (qo'riqchi), 상여꾼 (tobutkash), 장사꾼 (savdogar).

- **게** (명사+게) asosdan anglashilgan narsa bilan bog'liq narsa otlari: 지우게 (o'chirg'ich), 집게 (qisqich), 이수시게 (tish kovlagich), 날게 (qanot), 베게 (yostiq).

- **점** (명사+점) asosdan anglashilgan narsa bilan bog'liq narsa otlari: 푸드점 (fastfood), 편의점 (qulay do'kon), 백화점 (do'kon), 가구점 (mebel do'koni).

b) old qo'shimchalar (affikslar). O'zakdan oldin qo'shilish orqali yangi ma'noni yuklash vazifasini bajaruvchi qo'shimchalarni tahlil qilib ko'ramiz:

- **한** (한 + 명사) 한글 = koreys alifbosi, 한복 = koreys milliy kiyimi, 한식 = koreya taomlari.

- **양** (양 + 명사) 양배추 = yevropa karami, 양식 = yevropa taomlari, 양복 = kostyum-shim.

- **덧 + 버선** = 덧버선 so'z o'zagining old qo'shimchasi "ustki" + "paypoq" = birinchi paypoq ustidan kiyiladigan ikkinchi paypoq (boshmoq): 할머니는 덧버선을 신고 다니십니다 - buvim ustki paypoqni kiyib yuribdilar.

- **맨 + 손** = 맨손 so'z o'zagining old qo'shimchasi "yalang'och" + "qo'l" = yalang'och qo'llar: 맨손으로 호랑이를 잡았습니다 - qo'l bilan sher tutib oldim.

- **애 + 호박** = 애호박 so'z o'zagining old qo'shimchasi "yosh" + "qovoq".

- **날 + 고기** = 날고기 so'z o'zagining old qo'shimchasi "xom" + "go'sht" = yangi go'sht: 날고기는 익혀서 드세요 - xom go'shtni yaxshi pishirib bering.

- **일 + 군** = 일군 ish + shaxs yasovchi qo'shimcha = ishchi (xizmatchi): 일손이 모자라서 일군을 구해야겠습니다 - ishchi qo'llar yetishmagani uchun ishchilarni topish kerak.

c) so'z o'rtasiga qo'shiladigan qo'shimchalar (infikslar). Ikki so'z o'rtasiga qo'shimcha qo'shilish orqali yangi ma'noni yuklash vazifasini bajaruvchi qo'shimchalarni tahlil qilib chiqamiz:

- 명사 + "ㅅ" + 명사 = 비 + ㅅ + 소리 = 빗소리, 나무 + ㅅ + 잎 = 나뭇잎

3) O'zak qo'shilishi bilan yasalgan otlar. **함성명사**

Asosan, otlarga o'zak qo'shilishi natijasida yangi ma'no hosil qilinganligi sababli yasalgan otlarni qo'shma otlar deb ham nomlashimiz mumkin:

- **잠 + 옷** = 잠옷 - uyqu + kiyim = pijama; 어머니는 아이에게 잠옷을 입혔습니다 - ona bolaga pijamani kiydirdi.

- **눈 + 물** = 눈물 - ko'z + suv = ko'z yoshi; 눈물이 소리없이 흘러내립니다 - ko'z yoshlari tovushsiz oqyapti.

- 책+ 상= 책상 - kitob+stol= kitob stoli; 책상 위에 화분이 놓여져 있습니다 - kitob stoli ustida gul tuvagi turibdi.
- 봄+ 비= 봄비 - bahor+ yomg'ir= bahor yomg'iri; 봄비가 어제부터 내리기 시작했습니다 - kechadan beri bahor yomg'iri yog'yapti.
- 밤+ 낮= 밤낮 - tun+ kunduz= kecha va kunduz.
- 코+ 등= 코등 - burun+ orqa= burun osti; 코등에 땀방울이 맺혀 있습니다 - burun ustida ter tomchilari paydo bo'ldi.
- 눈+ 사람= 눈사람 - qor+ odam= qorodam(qorbobo).

Muhokama va natijalar

So'z yasalishiga oid asosiy tushunchalarni to'la va to'g'ri belgilash, ulardan har birining mohiyatini to'g'ri aniqlash so'z yasalishi tizimi bilan bog'liq barcha hodisalarining mohiyatini to'g'ri izohlash imkonini beradi. To'g'ri yoritish boshqasini ham hal qilishga yordam beradi, shuning uchun aniq va to'g'ri bayon qilishga va to'liq tahlil qilishga harakat qilish lozim. Yuqorida keltirilgan yasalish uslublari ko'ra koreys tilida ham o'zbek tiliga o'xshash otdagi yasalish metodlari va xususiyatlari o'xshashligiga guvoh beramiz. Koreys tilida ot so'z turkumiga oid barcha xususiyatlar keng qamrovli mavzularni ham o'z ichiga oladi va yana ko'p yasalish jihatlariga ham to'xtalib o'tish mumkin.

Чве. Ми. Ок "Корейс тили грамматикаси" (2006) nazariyasida ham otlarning yasalish jihatlarini, kategoriyalarini keng ko'lamda yoritib bergan. Koreys tili va o'zbek tilidagi ot so'z turkumlarining o'ziga xos xususiyatini yasalish jihatlarini tahlil qilar ekanmiz, qanchalik ikki tilning bir-biriga yaqqol o'xshashligiga guvoh bo'lamiz, desam mubolag'a bo'lmaydi.

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COMPARATIVE-SEMANTICAL ANALYSIS OF THE LEXEMES IN ENGLISH AND UZBEK PROVERBS

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Abstract:

Language is the mirror of the nation. It is impossible to imagine the language without literary devices, literary elements, figurative language and folklore, and they make speech beautiful, attractive and impressive to the listeners. One of such elements is proverb. Sayings help to express idea as a short advice. But they can be used as connotative phrase. As Bahodir Sarimsoqov said: "Proverbs can be used as both figuratively and denotationally. This feature expands the thematic and usage sphere of the proverbs" [3;5]. In this article, lexical features of some proverbs in Uzbek and English language, lexical differences between them, historical forms and meanings of some words in sayings and relevant conclusions on them are addressed.

Key words: figurative language, folklore, saying, lexical feature, moral background, zwaan, Schwan, historical origin.

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Language can be viewed as the way of communicating and expressing ideas, feelings and emotions with each other for humanity. The proverb plays a great role in the language and daily life of the world nations and it is used as a means of explaining something in a literally, figurative, kind and smart way. Proverbs are also called sayings. The life experience and historical, social, cultural, moral background of the nations can be seen in the proverbs. People use them as a constant tool of the language. Proverbs give some form of life advice. Every language and culture has them, and many proverbs exist in more than one language. It is important not to miss any of the words in most proverbs because the meaning can be lost if even one word is changed or left out. Therefore, it is impossible to change the position of the one word, even, in the proverbs. The proverbs are the conclusions of the life experiences and observations, so nations pay a great deal of attention to the diversity and variety of the words in them. But the sphere of the meaning can be broad or narrow according to their usage. Therefore, language speakers should pay attention to every single word in the sayings.

An English proverb is a brief, to-the-point statement that typically conveys a life experience, a truth, or advice for living. Because proverbs are used so widely, fluent English speakers may unintentionally utilize them in speech. Proverbs are frequently used as examples to make a point. Because they are more metaphorical or symbolic in character, they differ stylistically from conventional forms of speech. While most proverbs are universally accepted and

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frequently passed down through the years, others may be representative of a particular culture or location. Additionally, proverbs can provide a quick explanation or method of conveying knowledge. For example, rather than the manager in one company saying, “We will only be successful if we approach the client before any other marketing firm reaches out to them,” she can simplify this explanation to “the early bird catches the worm.” Everyone in the meeting will know what she means. Proverbs communicate an understood and accepted message in a few well-worn and well-known words [6].

In fact, some of the earliest recorded proverbs date back to the ancient Sumerians in 2000 BCE. According to archaeological studies, nearly 700 tablets containing more than 1,000 proverbs written by Sumerian scribes were discovered by researchers. When translated, the researchers were surprised at how easy it was to understand these snippets of Sumerian wisdom, showing how proverbs reach across cultures and time [5]. English proverbs should also not be mistaken for the Book of Proverbs, a book in the Old Testament.

There are such kind of words which have other meaning historically, but mean another one in present day. For example, “Every man thinks his own geese swans” [7]. Here, the word “swan” is from the Old English, of Germanic origin; related to Dutch *zwaan* and German *Schwan*. The current sense of the word originated as military slang, referring to the free movement of armoured vehicles. But now it means “a large bird that is usually white and has along thin neck. Swans live on or near water [8].

Such kind of examples can be seen in Uzbek language, too. For instance, the word “tuz” (salt) means “mineral substance” nowadays, but it meant “correct, right, tactful or field, plane” historically. It is kept in sayings as the form “Qiz saqlasang, tuz saqla” or “Tuzdagi bilan emas, uydagi bilan boʻl” [1;57]. Also, in the belowmentioned saying the word “mehnat” means “torment, misery” in some proverbs or dialects: “Davlat ham egiz, mehnat ham egiz” [2;25].

In addition to this, there are some proverbs which cannot be translated from English into Uzbek directly. For instance, the proverb “first impressions are the most lasting” means that “I should attempt to show my personality, by my neat clothes, good communication and professional skills for the first time when I meet the manager. Otherwise, the manager will hardly change his attitude towards me or seems to be strange no matter I will try to behave myself positively next time”. We translated the proverb “First impressions are the most lasting” word-for-word as “Birinchi taassurot juda uzoq davom etadi”. We considered some information is missing in translation, for this reason in our translation, we added some Uzbek phrases like “kishi xotirasida”.

Or in this example “Fingers were made before forks”- “Men qoʻlimda yeyman, men qoʻlimda yeyaveraman/yoki oʻzimni qoʻlimdan qoʻymasin”. This proverb expresses that someone who prefers eating with their fingers instead of utensils [9]. We can see a cultural key word, “forks” which shows British people are accustomed to eating most foods with a fork, a knife, and spoon. A word-for-word Uzbek translation of this proverb is “Barmoqlar sanchqilardan avval paydo boʻlgan”. Although the word “sanchqilar” is associated with food, whole sentence can hardly provide the meaning of the original proverb. Moreover, there is no equivalent to this proverb so we omitted the word “forks” and translated the proverb freely by considering the whole.

Besides, the proverb “Don’t put all your eggs in one basket” – “Boringni biringga tikma” can also be a good example to the abovementioned point. It can be seen that this phrase is simply proverbial sentence, but it is actually an

idiomatic expression. It implies that eggs are easily broken or damaged object. Typically, we may buy eggs and put them into a particular container, for example, a basket. Suddenly because of a big dog, we dropped the basket and all of those eggs were damaged. Certainly, it is not a tragedy losing a basket of eggs; in reality, this proverb advises not to repeat this action in a serious activity, like spending all money in an unsuccessful business which leads to bankruptcy. There is an Uzbek equivalent “Suvni ko’rmay, etik yechma” (Don’t put off your boots without seeing water) as Makhmud Koshgari (IX century) defined that it is a warning that everyone should consider something carefully before making a decision, otherwise its result may harm them[4;56]. Although don’t put all your eggs in one basket and don’t put off your boots without seeing water lexically different they share a similar meaning. Suvni ko’rmay, etik yechma is a conceptual equivalent, so we presented the Uzbek translation as “Boringni biringga tikma” by studying the meaning of the proverb “Don’t put all your eggs in one basket”.

To conclude, in most cases proverbs are used to illustrate a point. Stylistically, they differ from regular forms of speech because they are metaphorical or symbolic in nature. Some proverbs can be reflective of a specific culture or locale, though the majority transcend regional barriers and are widely embraced and often passed down through generations.

As it is seen, some words in proverbs have different meaning now, but different meaning in the past. Or some words can be used in their connotative and denotative meanings. Proverbs have a literal meaning and tend to express a truth or dispense advice such as actions speak louder than words; all’s well that ends well; a leopard never changes its spots. The stylistic devices such as anaphor, metaphor, alliteration, irony are used in proverbs. These features can help to understand light humour, true confirmation and deep meaning which is hidden in the sayings. The features like the short form, meaningful content, live theme of the proverbs have been helping to pass down through generations and they are the main factors in order to live the sayings till now.

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THEORIES ABOUT PERSON'S LANGUAGE DEVELOPMENT

Sh. Otabekova¹*Abstract:*

Language development is considered as a slow process which starts from early childhood. A child acquires language by interacting with people of conditions around him. Indeed, every person is born with this ability. Language itself plays vital role in humanities' social life. Because it is known as a communication tool, firstly. Language is used in verbal or written form. In person's growth language is developed verbally, only.

Key words: nature and nurture, grammar, symbols, communication, five theories, earliest species of humans, interaction, cognitive development, basic skills of languages, phonological development.

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Many scientists mainly focus on the theories about nature and nurture. Mostly a language covers two main features, which are a group of symbols representing sounds and grammar rules. Many people think that grammar rules should be learned first and they are the most important part of a language. However, language does not work in this way, rules are formed after everything. Paying attention only on grammar makes learning much slow and monotonous. Person should feel himself free, without borders, or worries about making mistake.

There are numerous theories about language development, we present five of them.

1. Daniel Everett's Theory: Language Scratches the Communicative Itch

Picking up and using a language is something, inventing it from scratch is a whole another thing. Here come the homo Erectus! The language phenomenon may not have started with us, homo sapiens. According to linguist Daniel Everett, nearly two million years have passed since "homo Erectus" first started uttering meaningful sounds. Homo erectus is considered the first human species, which also includes homo sapiens and Neanderthals. These early hominins had big brains, walked upright, and were the first gatherer-hunters. They traveled in groups across the islands, and the ocean couldn't get in their way. Daniel Everett thinks that the most early human species might have had conversation with each other even not near to sounds and words of present day, but they also needed communication tool.

2. Chomsky's Nativist Linguistic Theory: Universal Grammar

Linguist Noam Chomsky, however, thinks language is innate.

What is grammar?

It is "The whole system and structure of a language or of languages in general, usually taken as consisting of syntax and morphology (including inflections) and sometimes also phonology and semantics."

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For Chomsky, who formulated the concept of universal grammar, language has a genetic component to it. In Chomsky's point of view, language is innate, which means language appears itself. It does not require specific factors or revolution. But he considers that grammar is the most important part of language.

Noam Chomsky, a linguistics professor at the Massachusetts Institute of Technology first introduced the universal grammar to the community of linguists in 1960s. He thought of making easier for children to speak in a language. For this, he thinks that instead of learning some expressions or phrases by heart, being aware of grammar rules makes easy to children to create new words and speak fluently. The word "Universal grammar" itself refers to the grammar rules and structures that are suitable for every language.

3. B.F. Skinner Behaviorist Theory

The nativist theory, attributes the emergence of language as a neural mutation that occurred way back in a single individual. Everett thinks it was born from a more social necessity, slowly shaped by many individuals. This means there's no universal grammar shared between all languages and from which they take their linguistic cues. The notion of universal grammar and the innateness of the language faculty is also opposed to the behaviorist concept of language. It's American behaviorist and psychologist B.F. Skinner who developed the behaviorist theory of language acquisition.

4. Vygotsky's Social Interactionist Theory

The social interactionist theory is based on the work of Soviet psychologist Lev Vygotsky.

The basic notion of this theory is that language has a social origin. In that regard, it has some similarities with Everett's model. This concept suggests that the child, from birth, is continually engaging in social interactions, which allows him to develop higher cognitive functions, namely language, and thought. According to Vygotsky's social development model, socio-cultural interactions come first, then cognition and language development.

5. Piaget's Constructivist Theory

For Jean Piaget, a Swiss psychologist, language is not only due to genetic predisposition or imitation. Piaget's constructivist theory argues that language is constructed by following cognitive development. In other words, people develop their language skills and construct overall knowledge based on their own experience.

Beyond just language development, Piaget's theory focuses on understanding the nature of intelligence itself. He defines four stages that cognitive development goes through:

Sensorimotor stage: birth to 2 years

Preoperational stage: 2 to 7 years

Concrete operational stage: 7 to 11 years

Formal operational stage: 12 and up

We have barely scratched the surface here. There are several other theories, each with its unique approach. Like languages themselves, thoughts on them may overlap and cross-fertilize.

After acquiring language, it is turn to developing it. Learning every language requires four skills: listening, speaking, reading and writing. Person, firstly, starts to learn language by hearing and recognizing his mother's voice. This is called phonological development. It involves the rules about the structure and

sequence of speech sounds. A child starts to pronounce only vowels first, because they do not require effort. After that, usually stop consonants such as p, b, m. The words they first use are much likely to be nouns, then adjectives, then easy words: hello, bye, dad or mom.

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TIL BIRLIKLARINING DISTRIBUTIV IMKONIYATLARI

D. Turniyozova¹

Annotatsiya:

Maqolada til birliklarining distributiv imkoniyatlari xususida soʻz boradi. Mazkur imkoniyat shu darajada boʻladiki, agar distributiv (yoxud pozitsion) imkoniyat chegaralangan boʻlsa, paradigmalar shakllanishi ham ancha tor doirada boʻladi.

Kalit soʻzlar: distributsiya, paradigma, pozitsion imkoniyat, determinatsiya.

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Til birliklarining distributiv imkoniyatlari shu darajada boʻladiki, agar distributiv (yohud pozitsion) imkoniyat chegaralangan boʻlsa, paradigmalar shakllanishi ham ancha tor doirada boʻladi[1.77].

X.Xayrullaevning toʻgʻri qayd etishiga koʻra, til birliklarining oʻzaro munosabatga kirishuvi ularning distributiv xususiyatlari bilan aloqador boʻlib, maʼlum bir qurshovda mumkin boʻlgan munosabat ikkinchi qurshov doirasiga sigʻmasligi ham mumkin. Bunday vaziyatda til birliklarining kombinator bogʻlanishi ahamiyat kasb etadi. Ammo qanday boʻlishidan qatʼi nazar, ularning funksional qimmat olishi bir-biri bilan bogʻliq holda amalga oshadi. Zotan, til birliklarining kombinator munosabati umumsitsem ahamiyatga egadir, til birliklari bir-biridan ajralgan holda qoʻllanilmaydi[2.13].

Bu oʻrinda X.Xayrullaevning quyidagi fikrini keltirish ham, bizningcha, maqsadga muvofiqdir: «Til birliklarining kombinator munosabati paradigmatic qator doirasida ham, sintagmatic qator doirasida ham kuzatiladi. Ravshanki, tovushlar oʻzaro munosabatga kirishganda faqat ketma-ket bogʻlanish emas, balki almashinish hodisasi ham muhim mavqega egadir: noqulaylik, tinchlik, paxtazor, paxtakor».

Keltirilgan misollarning birinchisida afrikat+oʻzak+affiks, ikkinchisida morfemalarning oʻzak + affiks + affiks tarzidagi munosabati, uchunchisida esa -zor, -kor affiks morfemalarning almashinuv hodisasiga asoslangan distributiv bogʻlanish kombinator aloqani taqozo etmoqda.

Kombinator bogʻlanish keng qamrovli boʻlib, u bir paytning oʻzida paradigmatic munosabatni ham, sintagmatic bogʻlanishni ham oʻz taʼsiriga oladi. Bunda, albatta, paradigmatic munosabat vertikal rejaga koʻra, sintagmatic munosabat esa gorizantal qator doirasida roʻy beradi.

Shuni ham aytish kerakki, til birliklarining paradigmatic munosabati, munosabat fonetik yohud morfologik sathda shakllanayotganidan qatʼi nazar, har doim «yoki... yoki» tamoyiliga boʻysunadi. Boshqacha aytganda, muayyan qurshov (distributsiya) doirasida til birliklari almashinib qoʻllanilishi mumkin boʻladi. Bu juda muhimdir, zotan, sintagmatic munosabatda «va ... va ...» tamoyili ustuvor ahamiyat kasb etadi. Buning asosiy boisi shundaki, sintagmatic munosabat gorizantal qator sathida vujudga keladi.

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Til birliklarining ma'lum bir qurshov doirasida almashinib qo'llanilishi mumkinligini fonetik birliklar misolida ko'rib o'taylik: d, n, k undoshlar paradigmasi a'zolarining har biri o'unlisidan oldin qo'llana oladi. Bunga ularning ayni paytda bir xil distributiv xususiyatlari sabab bo'ladi: don, non, kon.

Agar paradigma a'zolari bir qurshov doirasiga sig'masa, unda allofon yohud allomorflar o'rtasidagi munosabatga murojaat etadi. Masalan, -chan, -qan, -kan morfemalar qurshovi bunga misol bo'a oladi: ko'rgan, boqqan, ekkan. Ko'rinadiki, -qan, -kan allomorflari asosiy morfema bilan bir xil qurshovda qo'llana olmaydi. Biroq shunday bo'lsa ham, ularning har uchasi bir paradigmani tashkil etmoqda. Ayni paytda paradigma o'tgan zamon sifatdoshi ifodasini beruvchi -gan morfemasi bilan uning allomorflari o'rtasida morfologik paradigma shakllanmoqda. Bu narsa paradigmatic munosabatning «yoki...yoki» tamoyiliga yorqin namuna bo'la oladi.

Paradigmatic munosabat ayni paytda fe'l paradigmasi (ko'r-, boq-, ek-) va morfemalar (affiks morfemalar (-gan, -qan, -kan)) materialiga asoslanmoqda, zotan, o'zak va affiks paradigmalarining sintagmatik munosabatidan sifatdosh shaklidagi katta paradigma shakllanmoqda.

N.Turniyazovning qayd etishiga ko'ra, paradigmatic munosabat virtual xarakterli til birliklarining mushtarak belgilari asosida shakllanadi. Ammo mazkur mushtaraklikni keng ma'noda tushunmoq lozim[3.64]. Masalan, fe'l paradigmasi deganimizda fe'lning turli morfologik belgilari (zamon, mayl, uning funksional shakllari) yashirin holda ahamiyat kasb etadi, yoki ot paradigmasi deganimizda ham otning turli morfologik belgilari (atoqli ot, turdosh ot, jamlovchi ot, atoq ot, mavhum ot) nazarda tutiladi. Bunday birliklarning har biri kichik (mikro-) paradigma uchun umumlashtiruvchi belgi (invariant) bo'la oladi.

Qayd etish lozimki, bir paradigmaga kiruvchi til birliklarining ifoda matnida farq bo'lishi ham mumkin. Bu xususida so'z yuritganida A.Berdialiev quyidagilarni qayd etadi: «... o'zaro oppozitiv munosabatdagi mehnatkash, ishchi, kursdosh, bog'bon, kaptarboz, hukmdor tipidagi so'zlarni bir paradigma doirasida tutashtirish mumkin. Ularning paradigma hosil qilishi uchun asos sanaluvchi mushtarak belgilari—bu shaxs ma'nosini ifoda etishi sanaladi. Ayni o'rinda mazkur paradigma qamrovidagi har bir a'zo boshqalaridan farq ham qiladi. Farq ularning ifoda materialiga (reprezentatsiyasiga) ko'radir»[4.9].

Nazarimizda, A.Berdialiev keltirgan misollarda bir yo'la kichik paradigmalarni va nisbatan katta paradigmalarni ko'ra olamiz. Agar berilgan oltita so'z katta paradigmaga misol bo'lsa, mazkur so'zlar tarkibida kelayotgan o'zak va affiks morfemalar, o'z navbatida, kichik paradigmalarni taqozo qiladi. Ammo til setsemasining amalda qo'llanilishi o'ta murakkab hodisani tashkil etishini ham eslatib o'tish lozim ko'rinadi. Buni ayni paytda vertikal va gorizontal rejalarning o'zaro kesishishida ko'rishimiz mumkin. Boshqacha aytganda, bu o'rinda bir paytning o'zida o'zak va affiks morfemalar alohida paradigmani tashkil etishlari bilan birga ular sintagmatik munosabatni ham shakllantirmoqda (bog'+bon, kaptar+boz).

Biroq ayni paytda biz e'tibor qaratgan misollarining barchasi til birliklarining ichki paradigmatic munosabatini taqozo etmoqda. Zotan, paradigmatic munosabat kichik yoki katta birliklar misolida bo'lishidan qat'i nazar, faqat bir turdagi til birliklarining ichki bog'lanishini taqozo etadi. Boshqacha aytganda, bunda til birliklari faqat vertikal qatorda invariant belgilarga ko'ra bog'lanadi[3.67]. Paradigmatic munosabat uchun bu juda muhimdir, zotan, paradigmatic bog'lanish doirasida bo'lgan til birliklari bir xil qurshov (distributsiya) sathida o'zaro munosabat tashkil qiladi.

F.de Sossyurning ta'kidlashiga ko'ra, bu vaziyatda paradigmatic va sintagmatik munosabatlar o'rtasida ham bog'lanish sodir bo'ladi (bu haqda ishimizning oldingi sahifalarida qisman aytib o'tgan edik). Nutqda shakllangan sintagmatik munosabat o'z navbatida, assotsiativ (paradigmatic) munosabat bilan o'zaro aloqada bo'ladi, zotan, sintagmalarning tarkibiy qismlarga bo'linishi bunga sharoit yaratadi[5.67]. Masalan, paxtakor so'zining tarkibiy qismlari (paxta+kor) sintagmatik bog'lanishda ekanligi izoh talab qilinmaydi. Biroq ongimizda mazkur so'zning paxtachi, paxtazor, paxtachilik va h.k. kabi so'zlar bilan paradigmatic munosabatda ekanligini har doim his eta olamiz. Endi, albatta, eslatib o'tilgan har bir so'zda o'zak va affiks morfemalar o'rtasida bir yo'la sintagmatik va paradigmatic munosabat hosil bo'layotganini ko'ramiz.

Agar sintagmatik munosabatni o'zak va affiks morfemalar o'rtasida ko'rsak, paradigmatic munosabatni affiks morfemalar o'rtasida kuzatamiz. Bunday vaziyat muhim ahamiyat kasb etadi, zotan, biz nutqiy jarayonda har bir nutq birliklarini tanlab ishlatamiz.

L.Elmelevning glossemantik nazariyasida unli bilan undoshning o'zaro munosabatida kuzatiladigan bog'lanish interdependentsiya termini bilan ataladi. Bunda til birliklari o'rtasidagi bog'lanish bu birliklarning har ikkalasiga ham taalluqli ekanligi aytiladi. Biz ko'rib o'tgan o'zak va affiks morfemalar o'rtasidagi munosabatni esa, L.Elmelev determinatsiya termini orqali izohlaydi. Ayni paytda, bunday bog'lanishda o'zakning mavqei baland ekanligini, u affiksga qo'llanilishiga ko'ra qaram emasligini, affiks esa o'zakka tobe ekanligini alohida ta'kidlaydi. Olim til birliklari o'rtasidagi uchinchi xil munosabatni kontsellyatsiya termini orqali ifodalaydi va bunda birliklar munosabati erkin ekanligini qayd etadi (yozayapman, yozayapsan, yozayapti)[6.123].

Bu tarzda til birliklarining munosabatga kirishuvi ularning qurshov (ditsributiv) xususiyatlari bilan chambarchas bog'liq ekanligini ko'ramiz. Bu juda muhimdir, chunki til birliklari nafaqat gorizontal qatorda, balki, vertikal qatorda ham qurshov tushunchasi bilan munosabatda bo'ladi. Fikr isboti uchun interdependentsiya Fikr tsboti uchun interdependentsiya Fikr isboti uchun interdependentsiya, determinatsiya, kontsellyatsiya hodisalarining har biriga alohida murojaat etish mumkin. Masalan, interdependentsiya hodisasida unli va undosh tovushlarning o'zaro bog'lanishida har bir tilning o'ziga xos ditsributiv me'yorlariga qat'i rioya qilishiga to'g'ri keladi. O'zbek tilida uchta undosh bir qurshovga sig'maydi. Rus tilida yoki undan o'zlashgan so'zlarda bunday vaziyatni bemalol kuzatish mumkin: kontsruktsiya, shtrix, presslamok.

Determinatsiya hodisasida ham o'zak bilan affiks o'rtasidagi bog'lanishda biz yuqorida ko'rib o'tgan qo'shimcha distributsiya muhim ahamiyat kasb etadi. Ayni paytda muayyan morfemalar paradigmasining shakllanishi qurshov (distributsiya) tushunchasi bilan uzviy bog'lanadi.

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HOW CAN PATRIOTIC FEELINGS OCCUR IN YOUNGER STUDENTS

N. Abduhalilova¹

Abstract:

This article illustrates the whole concept of patriotism, what does it mean the word patriotism moreover it will provide information about how to teach students to value and respect national symbols of their country. The study shows factors how children in elementary school will become patriotic person and in which way teachers should explain this emotions to pupils moreover what good sides will include and understanding of patriotic sense for their future life.

Key words: elementary school students, patriotism, motherland, emotions, ancestors, support, love, appreciate, culture.

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Motherland is such a easy in addition complicated word at the identical time. It can reflect on consideration on as large and small, comprehensible and mysterious, it can encompass so lots in it , however, everything is comprehensible and close to the heart. The phrase patriotism has that means of love as nicely as respect, support and recognize one's native motherland. Moreover, this is a service which we can do for our country in order to enhance life in our.

"Patriotism is described as "devoted love, support, and defense of one's country." This definition brings into mind soldiers or people tasked with defending the country. Yet, patriotism is not just about being a soldier" [1] This means that admiring and respecting our homeland are not solely regarded as the obligation of the military who love and choose to defense their land, however all of us inhabitants who were born and will stay to old age ought to be patriots of their place. Patriotism is about appreciating the country in addition aiding all of humans who lives here. If it comes to history, the nice instance of patriotism is these times when there was a civil war and when men who wanted to protect their land went according to their desires to combat enemies even if they knew that they may die, as properly as female who also studied or knew the capabilities of treatment went and helped unwell people to be deal with and this is all thanks to their love for the motherland, because it is not easy to take part in wars.

"Patriotism is very important. The feeling must especially be born in the youth of the country so they act as responsible citizens. Youth is the future of the nation and for the bright future of the country it is important for them to protect and preserve the nation and act in its best interest to make it outshine"[2] So in order to make higher patriotism feelings teachers have to provide an explanation for what does it mean this word. As nicely as elder people like teachers or parents of the children ought to take them to places of activity as a museum where young people can see and be aware of what came about quite a

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few years ago in our homeland. And it also gives them an probability to understand about their ancestors about humans who lived and worked in order to enhance the way of life of their native land, such people as writers, poets, thinkers, mentors and different extraordinary people. "Discussing the meaning of the stars, stripes, and colors of the flag. When walking through your neighborhood or on a family trip, see how many flags you can find"[3] This means that teachers should familiarize children with national symbols so that they have concepts, and just like homework, teachers should set the task of how to read how many symbols a child sees on the street and tell and describe them, this will give children a sense of respect for the symbols of their country. Moreover, it will be much better if at schools every first lesson begins with our national anthem, this again serves to respect and be proud of having such symbols and anthem and living in such a good country without war.

Teaching children patriotism is important because it helps them develop a sense of loyalty, pride, and attachment to their country. Here are some reasons why adults should teach children patriotism:

1. Respect for their country: Teaching children about patriotism can instill a sense of respect for the history, culture, and traditions of their country. This can help them appreciate the sacrifices made by previous generations and the values that the country stands for.

2. Civic responsibility: Understanding patriotism can help children develop a sense of civic responsibility. They may feel an obligation to contribute positively to their community and become engaged citizens who actively participate in the democratic process.

3. Encouraging good citizenship: Patriotism can be a way of teaching children about good citizenship, such as respecting the rights of others, obeying laws, and participating in community service.

In conclusion Patriotism is so much more than just loving and respecting our country. So, there are various ways to be patriotic than becoming a military or serving and saving the Motherland. Just by being a polite individual in public, you have an opportunity become and have patriotic emotions. So, teaching children about patriotism can help them develop a strong sense of connectedness and responsibility towards their country and its people. That is why it is so essential to let know about these felling in education. Students learn about what is the patriotism and it also can help positive way in order to develop their character at a young age. Some students cannot own full realization about patriotism. As these children become older, they may not be patriots so easily if they were not taught that in education.

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РОЛЬ МОТИВАЦИИ В ЖИЗНИ УЧАЩИХСЯ

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Аннотация:

Основной целью этой научной статьи является рассмотрение особенностей мотивации в жизни учеников а также приведены преимущества, формы , примеры для каждых двух вида работ.

Ключевые слова: мотивация, внутренняя и внешняя мотивация, награды, учебная среда, социальная среда, родители и семья, учителя и педагоги.

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Нам всем известно, что роль мотивации в жизни учеников имеет достаточно важную место, а также способствует получению больше знание. То есть здесь имеется в виду что чем больше мотивации имеет ученик тем усерднее он будет стараться для того, чтобы получить больше навыков, будут работать над собой что бы достичь высокие достижение и цели. То есть учащийся полон мотивации бывает стремительным и усердной работающий.

Так что такое слово мотивация?

Мотивация — это то, что побуждает людей к достижению определенных целей, преодоления препятствий и усилиям в достижении успеха. Мотивация может быть внутренней (собственные желания, убеждения, ценности) или внешней (стимулы, поощрения, внешние обстоятельства).

Внутренняя мотивация - "наблюдается, когда люди испытывают внутреннее желание что-то сделать, потому что считают это важным, или это доставляет им удовольствие" [1] получается студенты с таким видом мотивации являются боле стремительными и заинтересованными получение новых опытов ,при выполнение новых задач или целей а если у человека внутренняя мотивация от он будет стараться закончить своё дело не смотря не на что так как он сам хочет этого и никто не заставляет его делать это, то есть он не оставляет все на пол пути а доводит всё дело до конца.

Внешняя мотивация- "появляется, когда студент хочет выполнить задачу под воздействием внешних факторов, таких как награды или наказания." [2] Но было найдено что заставить сделать что то есть наказывать ребенка имеет достаточно вреда чем преимущества, а в то же время уговорить сделать что то и обещать награду за это сделает ребёнка зависимость но это, что ребенок всегда будет ждать награждение за свою работу.

Важно иметь мотивацию, чтобы поддерживать постоянное стремление к развитию, достижению целей и преодолению трудностей. Мотивация играет важную роль в работе, учебе, спорте, личной жизни и других сферах. Эффективное управление мотивацией может помочь достичь поставленных целей, повысить производительность и поведенческую активность. Для

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поддержания высокого уровня мотивации важно следить за достижением целей, обеспечить четкое понимание ролей и ожиданий, создать стимулирующую рабочую среду, обеспечить обратную связь и признание за достижения, а также давать возможность для профессионального и личного развития.

Повышение мотивации учеников — это сложная и многогранная задача, которая требует участия различных сторон. Давай рассмотрим несколько ключевых участников, которые могут повысить уровень мотивации учеников:

1. Учителя и преподаватели: Одним из ключевых игроков в повышении мотивации учеников являются, безусловно, их учителя и преподаватели. Учителя могут повысить мотивацию, проявляя интерес к ученикам, создавая стимулирующую учебную среду, где каждый ученик чувствует себя важным и поддержанным, а также используя разнообразные методики обучения. Поэтому они являются достаточно важным человеком в жизни учащихся. "Роль педагога в обучении состоит не только в том, чтобы передавать знания и сеять разумное, доброе, вечное, но также и ненасильственно замотивировать учащихся на эту самую учебу. Да так, чтобы ученик сам хотел заниматься и стремился впитывать в себя полезную информацию"[3]

2. Родители и семья: Родители и семейная поддержка играют важную роль в формировании мотивации учащихся. Их участие в учебном процессе, поощрение достижений, а также активная поддержка в решении проблем помогают ученикам развивать позитивное отношение к учебе и повышать свою мотивацию.

"когда делаете уроки с ним, постарайтесь не кричать.

принимайте любые его увлечения.

научите его технической грамотности.

отвечайте на любые его вопросы

научите его читать, очень может быть, что он просто не нашел ещё подходящую книгу"[4]

3. Социальная среда: Окружение и общество, в котором вырастают ученики, также могут сильно влиять на их мотивацию. Культурные, социальные и экономические факторы могут иметь огромное значение для мотивации учеников.

4. Сам ученик: наконец, сам ученик играет важнейшую роль в своей собственной мотивации. Мотивация в значительной степени зависит от личных целей, убеждений и переживаний ученика. Поэтому умение ставить себе цели, видеть смысл в учении и выбирать интересные направления становится ключевым фактором.

Для повышения уровня мотивации учеников, учителя и родители могут использовать следующие способы:

1. Устанавливать ясные и реалистичные цели: Помогите ученикам понять, что они могут достичь, установив ясные и реалистичные цели. Это поможет им ориентироваться и видеть результаты своих усилий.

2. Поощрять и признавать достижения: Поощрение учеников за их усилия и достижения может повысить их мотивацию. Это может быть словесное похвалы или даже просто признание их усилий.

3. Показывать интерес к тому, что им интересно: Учителя и родители могут проявлять интерес к интересам и увлечениям учеников, помогая им развивать свои страсти и увлечения.

4. Обеспечивать поддержку и помощь: Поддержка и помощь в трудные моменты помогут ученикам сохранять мотивацию. Учителя и родители могут быть доступны для помощи и давать поддержку, когда ученикам трудно.

5. Связывать учебный материал с реальными жизненными ситуациями: показывать ученикам, как учебный материал применяется в реальной жизни, поможет им увидеть ценность того, что они изучают, и может повысить их мотивацию.

Мотивировать студентов усердно учиться является не простой задачей. Это медленный и в то же время сложный процесс. Взрослые люди вокруг них то есть Родители и учителя должны проявить творческий подход. Мотивация в обучении считается важной с точки зрения ее функции и значения. Мотивация поощряет, влияет и изменяет поведение. " Насколько сильна мотивация человека, определяется качеством поведения, которое он демонстрирует в учебе, работе и других сферах жизни. Поэтому учителя должны стимулировать мотивацию учащихся. Для достижения оптимальных результатов обучения учителя должны проявлять творческий подход к мотивации учащихся" [5].

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АББРЕВИАТУРНЫЕ ПРОЦЕССЫ В ИТАЛЬЯНСКОМ ЯЗЫКЕ

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Аннотация:

В статье рассматриваются исследования аббревиатурных процессов в итальянском языке и их значительное использование в современном обществе. Аббревиатуры широко изучаются в различных областях лингвистики. Поэтому изучение аббревиатурных процессов поможет лучше понять структуру и особенности итальянского языка, а также его влияние на повседневную коммуникацию.

Ключевые слова: аббревиатуры, итальянский язык, лингвистика, история и развитие языка, экспериментальное исследование, носители языка, социолингвистика, сравнительный анализ, восприятие и понимание аббревиатур, структура аббревиатур, функции аббревиатурных процессов.

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Аббревиатура — это сокращенное написание слова или фразы, образованное первыми буквами или слогами отдельных слов. Аббревиатуры используются для упрощения и ускорения записи и чтения текста, особенно в технических и научных областях, а также в официальных документах.

В контексте процессов, аббревиатуры могут использоваться для обозначения технических терминов или названий методов и процедур. Таким образом, аббревиатуры могут быть полезным инструментом для краткого и точного обозначения различных процессов и терминов.

Аббревиатуры в итальянском языке начали использоваться еще в древние времена, но их популярность значительно возросла в последние десятилетия. С развитием технологий и появлением интернета аббревиатуры стали широко используемым способом сокращения слов и фраз в письменной и устной речи. В Италии, как и во многих других странах, население использует аббревиатуры в текстовых сообщениях, электронной почте, социальных сетях и т.д. Это позволяет экономить время при наборе текста и упрощает коммуникацию в цифровой среде.

Роль аббревиатур в итальянском языке: Аббревиатуры играют важную роль в итальянском языке и широко используются в различных сферах жизни. Они помогают сократить длинные словосочетания и упрощают коммуникацию. Аббревиатуры также используются для обозначения организаций, учреждений, технических терминов, а также в деловой переписке и повседневном общении.

Аббревиатурные процессы играют важную роль в итальянском языке по нескольким причинам.

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Во-первых, аббревиатуры помогают экономить время и усилия при общении. Использование аббревиатур позволяет сократить длинные словосочетания или технические термины до более компактной формы, что особенно полезно в письменной коммуникации, например в электронной почте, сообщениях и других формах делового общения.

Во-вторых, аббревиатуры помогают упростить и ускорить чтение и понимание текста. В современном мире, где информация поступает быстро и в больших объемах, использование аббревиатур позволяет читателям быстрее улавливать смысл и основные идеи текста.

В-третьих, аббревиатуры широко используются в профессиональной и деловой среде. Они помогают специалистам быстрее и точнее общаться в своей области, облегчая процессы обмена информацией и деловых переговоров.

Наконец, аббревиатуры являются частью современного языка и культуры. Они отражают технологический прогресс, международные контакты и глобальную интеграцию. Поэтому знание аббревиатурных процессов в итальянском языке важно для тех, кто хочет быть в курсе современных языковых тенденций и общественных изменений.

В итальянском языке имеются несколько типов аббревиатур:

Первый тип аббревиатур, с которым мы сталкиваемся, — это сокращение слов. В итальянском языке часто используются аббревиатуры для сокращения слов, особенно в письменной форме. Например, "prof." вместо "professore" (профессор), "dott." вместо "dottore" (доктор), "sig." вместо "signore" (господин). Эти сокращения широко используются в деловой переписке, академических текстах и других официальных документах.

Второй тип аббревиатур — это сокращение фраз. В итальянском языке часто используются аббревиатуры для сокращения целых фраз. Например, "c.a." вместо "conto annuale" (годовой отчет), "c.c." вместо "conto corrente" (текущий счет), "d.s." вместо "dopo scrittura" (после письма). Эти аббревиатуры часто используются в деловой и юридической сферах.

Третий тип аббревиатур — это акронимы. В итальянском языке также распространены акронимы - аббревиатуры, образованные из начальных букв слов или элементов фразы, которые читаются как слово. Например, "UNESCO" (ЮНЕСКО), "OMS" (ВОЗ), "ONU" (ООН). Эти акронимы часто используются в международных организациях и политических контекстах.

Четвертый тип аббревиатур — это инициалы. В итальянском языке также распространены аббревиатуры, образованные из начальных букв слов или элементов фразы, которые читаются по-отдельности. Например, "G.C." (Генеральный консул), "D.S." (Директор по продажам), "D.P.R." (Декрет Президента Республики). Эти аббревиатуры часто используются в официальных документах и учебных заведениях. Пятый тип аббревиатур — это географические обозначения. В итальянском языке часто используются аббревиатуры для обозначения географических мест. Например, "USA" (США), "UK" (Великобритания), "UAE" (Объединенные Арабские Эмираты). Эти аббревиатуры часто используются в путешествиях, международных контактах и деловых переговорах.

Шестой тип аббревиатур — это технические обозначения. В различных технических областях, таких как информационные технологии, инженерия, медицина и другие, широко используются аббревиатуры для обозначения технических терминов, процедур и устройств. Например, "CPU"

(центральный процессор), "MRI" (магнитно-резонансная томография), "HTML" (язык гипертекстовой разметки). Эти аббревиатуры помогают сократить длинные технические термины и облегчают общение в специализированных областях.

Седьмой тип - использование в повседневной жизни: В повседневной жизни итальянцы часто используют аббревиатуры в различных сферах, таких как переписка (например, "Gent.mo" для "Gentilissimo" - уважаемый), реклама (например, "s.r.l." для "società a responsabilità limitata" - общество с ограниченной ответственностью) и другие.

Основные функции аббревиатурных процессов в итальянском языке:

Экономия места и времени: Использование аббревиатур позволяет экономить место при письменной коммуникации, особенно в случае ограниченного пространства, например, в объявлениях, табличках, технической документации и т. д. Также использование аббревиатур уменьшает количество слов и символов, что экономит время при чтении и написании.

Удобство и быстрота: Аббревиатуры упрощают и ускоряют коммуникацию, поскольку они позволяют передавать информацию более компактно и быстро. Например, в телефонных номерах или адресах аббревиатуры могут быть использованы для сокращения длинных названий улиц, городов и т. д.

Унификация терминологии: В специализированных областях, таких как медицина, право, наука и техника, аббревиатуры помогают унифицировать терминологию и облегчают обмен информацией между специалистами. Например, в медицинских записях аббревиатуры используются для обозначения заболеваний, лекарственных препаратов и т. д.

Идентификация и классификация: Аббревиатуры могут служить для идентификации и классификации объектов, организаций, процессов и других сущностей. Например, в бизнесе аббревиатуры используются для обозначения организационно-правовых форм (например, s.r.l. - общество с ограниченной ответственностью) или типов товаров и услуг.

Соккрытие информации: В некоторых случаях аббревиатуры могут использоваться для сокрытия информации от посторонних лиц. Например, в личной переписке или сообщениях аббревиатуры могут использоваться для обозначения конфиденциальной информации или сокращения текста для сохранения приватности.

Культурные и социальные конвенции: В различных социальных и культурных контекстах аббревиатуры могут служить для обозначения уважения к адресату или создания формальности в коммуникации. Например, в письмах или электронных письмах аббревиатуры могут использоваться для обращения к адресату с уважением (например, "Gent.mo" для "Gentilissimo" - уважаемый).

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**TIL TA'LIMIDAGI YUTUQLAR:
MADANIYATLAR VA INNOVATSIYALAR
O'RTASIDA BOG'LANISH**

**ADVANCEMENTS IN LANGUAGE
EDUCATION: BRIDGING CULTURES AND
INNOVATIONS**

**ДОСТИЖЕНИЯ В ЯЗЫКОВОМ
ОБРАЗОВАНИИ: СОЕДИНЕНИЕ КУЛЬТУР И
ИННОВАЦИЙ**

SECTION IV

ADVANCEMENTS IN LANGUAGE EDUCATION: BRIDGING CULTURES AND INNOVATIONS

**GLOBALLASHUV VA MADANIYATLARARO MULOQOT SHAROITIDA ISPAN
TILINI O'QITISHDA IJTIMOY-MADANIY KOMPETENTLIKNI
RIVOJLANTIRISH**

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Annotatsiya:

Ushbu maqolada globallashuv va madaniyatlararo muloqot sharoitida ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirishning roli ko'rib chiqiladi, ijtimoiy-madaniy kompetentlikni rivojlantirishning dolzarb va innovatsion yondashuvlari, shu jumladan interfaol usullardan, multimedia texnologiyalaridan foydalanish, loyiha faoliyati va ispan tilidagi ta'lim muassasalari bilan hamkorlik tahlil qilinadi. Maqola talabalarni zamonaviy dunyoda hayot va kasbiy faoliyatga tayyorlash uchun globallashuv va madaniyatlararo aloqalar sharoitida ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish zarurati va ahamiyati to'g'risida xulosalar bilan yakunlanadi.

Kalit so'zlar: ijtimoiy-madaniy kompetentlik, globallashuv, madaniyatlararo muloqot, interfaol usullar.

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1. Kirish. Bugungi dunyoda globallashuv tobora ko'proq madaniyatlararo almashinuv va o'zaro ta'sirga olib keladi. Yuqori darajadagi harakatchanlik va transmilliy aloqalar ispan tilini o'rganayotgan talabalar uchun ijtimoiy-madaniy kompetentlikni rivojlantirish zaruratini tug'diradi. Ijtimoiy-madaniy kompetentlik ispanzabon mamlakatlar vakillari bilan muvaffaqiyatli muloqot qilishda, ularning madaniyati, qadriyatlari va xulq-atvor me'yorlarini tushunish va qabul qilishda muhim rol o'ynaydi. Shuningdek, u globallashgan jamiyatda muhim jihat bo'lgan stereotiplar va noto'g'ri qarashlarni yengishga yordam beradi. Ispan tilini o'rganishda ijtimoiy-madaniy kompetentlikni rivojlantirish talabalarga madaniyatlararo muammolarni muvaffaqiyatli yengishga, global hamjamiyatning savodli ishtirokchilariga aylanishga va samarali madaniyatlararo aloqalarni o'rnatishga yo'l qo'yadi. Ushbu maqolaning maqsadi globallashuv va madaniyatlararo muloqot sharoitida ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirishning rolini ko'rib chiqishdir.

2. Asosiy qism.

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2.1. Ilmiy adabioytlar sharhi

1. M. Byram (2008) chet tillarni o'qitishdan madaniyatlararo muhitdagi ta'limga o'tishni o'rganadi va ta'limda ijtimoiy-madaniy kompetentlikni rivojlantirishning muhimligini ta'kidlaydi.

2. A. E. Fantini, A.Tirmizi (2000) madaniyatlararo kompetentlikni tadqiq qilish va baholashga yondashuvlarni taqdim etadi, shuningdek, globallashuvning ushbu kompetentlikni rivojlantirishga ta'sirini muhokama qiladi.

3. C. Kramersch (1993) chet tillarni o'qitishda kontekst va madaniyatning rolini tahlil qilgan holda, talabalarning ijtimoiy-madaniy kompetentligini rivojlantirishga yordam beradigan yondashuvlarni taklif qiladi.

4. J.-M. Dewaele (2009) ikkinchi tildagi individual farqlarni, shu jumladan ijtimoiy-madaniy kompetentliklarni va ularning madaniyatlararo muhitda o'rganishga ta'sirini muhokama qiladi.

5. K. Risager (2012) globallashuv sharoitida til va madaniyat o'rtasidagi munosabatlarni o'rganib, ijtimoiy-madaniy kompetentlikning samarali madaniyatlararo muloqot elementi sifatida ahamiyatini muhokama qiladi.

6. D. K. Deardorff (2006) chet tillarni o'qitish doirasida talabalarning madaniyatlararo kompetentligini aniqlash va baholash uchun asos va usullarni taqdim etadi.

7. J. Cenoz & D. Gorter (Eds.). (2015). "Multilingual Education: Between Language Learning and Translanguaging" kitobida ko'p tilli ta'limga turli yondashuvlarni o'rganilgan va madaniyatlararo muhitda ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish muhimligini ta'kidlangan.

8. Council of Europe. (2001). "Common European Framework of Reference for Languages: Learning, Teaching, Assessment" yo'riqnomada Evropadagi ta'lim sharoitida til va madaniyatlararo kompetentlikni rivojlantirishning umumiy tamoyillari bayon etilgan.

9. Huber J. & Reynolds Ch. (Eds.) (2014). "Developing intercultural competence through education" asarida talabalarning o'qish davomida ijtimoiy-madaniy kompetentligini rivojlantirish usullari va amaliyotlarini muhokama qilinadi.

10. D.Coste, D. Moore & G.Zarate (2009) Evropa Kengashining ta'lim siyosati kontekstida ko'p tilli va ko'p madaniyatli kompetentlikni, shu jumladan ijtimoiy-madaniy jihatlarni rivojlantirish usullari va tavsiyalarini taklif etadi.

2.2. Ijtimoiy-madaniy kompetentlik tushunchasi va uning zamonaviy dunyodagi ahamiyati

Ijtimoiy-madaniy kompetentlik boshqa madaniyat vakillari bilan samarali muloqot qilish uchun zarur bo'lgan ko'nikma va bilimlardan iborat bo'lib, boshqa madaniyatlarning madaniy xususiyatlari, qadriyatlari, xulq-atvor me'yorlari, urf-odatlar va an'analarini tushunishni, shuningdek ularga moslashish, o'zaro tushunish va samarali hamkorlik qilish qobiliyatini o'z ichiga oladi.

Zamonaviy dunyoda ijtimoiy-madaniy kompetentlik global jamiyatda muvaffaqiyatli o'zaro munosabatlarning muhim omilidir. Globallashuv hayotning turli sohalarida – biznes, ilmiy tadqiqotlar, ta'lim va xalqaro munosabatlarda madaniyatlararo aloqalar va o'zaro aloqalarning ko'payishiga olib keladi. Ijtimoiy-madaniy kompetentlik ushbu global muhitda muvaffaqiyatli ishlash uchun ajralmas kommunikativ vositaga aylanmoqda.

Ijtimoiy-madaniy kompetentlikning ahamiyati bir necha jihatlarda namoyon bo'ladi. Birinchidan, mazkur kompetentlik boshqa madaniyat vakillari bilan to'liq muloqotni o'rnatish va saqlashga yordam beradi, shuningdek, boshqa

odamlarning madaniy xususiyatlarini tushunish va hurmat qilish uyg'un va samarali munosabatlarni o'rnatishga yo'l qo'yadi. Ikkinchidan, ijtimoiy-madaniy kompetentlik madaniyatlar o'rtasidagi to'siqlarni yengib o'tishga yordam beradi, integrallashuv va bag'rikenglikni osonlashtiradi, global fuqarolik madaniyatini yaratish va saqlashga yordam beradi. Uchinchidan, ushbu kompetentlik turli madaniyatlar vakillari bilan muloqot va hamkorlikni talab qiladigan xalqaro mehnat bozorida muvaffaqiyatli ishtirok etishning asosiy omil hisoblanadi.

Zamonaviy ta'limda ijtimoiy-madaniy kompetentlik alohida ahamiyatga ega bo'lib, ta'limning asosiy natijalaridan biri va oliy ta'limning asosiy vazifasiga aylanadi. Ta'lim tizimida ijtimoiy-madaniy kompetentlikning rivojlanishi xilma-xillik va farqlarni tanqidiy fikrlashga, qabul qilishga va hurmat qilishga qodir bo'lgan turli madaniyat vakillari bilan o'zaro muloqot va hamkorlik qila oladigan global fuqarolarning shakllanishiga yordam beradi.

Shunday qilib, ijtimoiy-madaniy kompetentlik globallashtirgan jamiyatda muvaffaqiyatli ishtirok etish uchun muhim omil hisoblanadi. Ushbu kompetentlikning rivojlanishi uyg'un madaniyatlararo munosabatlarni o'rnatishga, boshqa madaniyatlar vakillari bilan samarali muloqot qilish qobiliyatini shakllantirishga va global integrallashuv va hamkorlikka hissa qo'shishga imkon beradi.

2.3. Ijtimoiy-madaniy kompetentlikni rivojlantirish va ispan tilini o'qitish o'rtasidagi bog'liqlik

Ijtimoiy-madaniy kompetentlikni rivojlantirish va ispan tilini o'qitish bir-biri bilan chambarchas bog'liq. Ijtimoiy-madaniy kompetentlikni rivojlantirish ispan tilini o'qitishda muhim rol o'ynaydi va bir nechta jihatlar bilan o'zaro bog'liqdir:

1. Madaniy kontekstni tushunish: ispan tilini o'rganishda ijtimoiy-madaniy kompetentlikning rivojlanishi ispanzabon mamlakatlar madaniyati, tarixi va an'analarning xususiyatlarini tushunishni o'z ichiga oladi. Ushbu holat talabalarga nafaqat tilni o'rganish, balki ispan tilida so'zlashuvchi jamoalarning mentaliteti va qadriyatlarini tushunish imkonini bergan holda, ularga madaniyatlararo muhitda yaxshiroq muloqot qilish va moslashishga yordam beradi.

2. Muloqot qobiliyatlari: ijtimoiy-madaniy kompetentlikni rivojlantirish ispan tilida madaniyatlararo muloqot ko'nikmalarini rivojlantirishni o'z ichiga oladi. Talabalar aloqa o'rnatish, o'z g'oyalarini taqdim etish, xabarlarini tushunish va talqin qilish, madaniy farqlarni hisobga olish va ijtimoiy-madaniy ko'nikmalarni asl kommunikativ muhitda qo'llashni o'rganadilar.

3. Madaniyatlararo tushunish: ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish talabalarga madaniyatlararo tushunishni takomillashtirishga, hamda ispanzabon mamlakatlarning madaniy xususiyatlariga moslashishga yordam beradi. Ular ispan tilida so'zlashadigan jamoalarning urf-odatlarini, qadriyatlarini, xulq-atvor me'yorlari va mentalitetidagi farqlarni tushunishni va hurmat qilishni o'rganadilar.

4. Global munosabat va istiqbollari: ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish global munosabatlarni shakllantirishga va ispanzabon mamlakatlarning zamonaviy dunyodagi rolini tushunishga yordam beradi. Talabalar ispan tili bilan bog'liq global muammolar, tendentsiyalar va qiyinchiliklar bilan tanishadilar.

Shunday qilib, ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish ushbu o'quv jarayonining ajralmas qismi bo'lib, talabalarning

ispan madaniyati vakillari bilan ongli va uyg'un o'zaro munosabatlariga hamda ularning global tafakkurini shakllantirishga yordam beradi.

2.4. Interfaol o'qitish usullari va ularning ijtimoiy-madaniy kompetentlikni rivojlantirishdagi roli

Interfaol o'qitish usullari talabalar o'rtasida ijtimoiy-madaniy kompetentlikni rivojlantirishda muhim rol o'ynaydi. Ular nafaqat bilimlarni o'zlashtirishga, balki ham ijtimoiy-madaniy muhitda muvaffaqiyatli muloqot qilish uchun zarur bo'lgan bilim va ko'nikmalarni rivojlantirishga yordam beradi.

Avvalo, interfaol o'qitish usullari talabalarning o'qituvchi va boshqa talabalar bilan faol o'zaro ta'sirini kuchaytirgan holda, ularga muloqot, hamkorlik, boshqa odamlarning fikrlarini hurmat qilish, turli madaniy kontekstlarga moslashish ko'nikmalarini rivojlantirishga imkon beradi.

Interfaol o'qitish usullari ham empatiya va madaniy xilma-xillikni rivojlantirishga yordam beradi. Ular talabalarga turli madaniyatlar, urf-odatlar, qadriyatlar va an'analarni yaxshiroq tushunish va hurmat qilish imkonini beradi. Bundan tashqari, bunday o'qitish usullari talabalarga turli madaniyatlarning tarixi, san'ati, adabiyoti va boshqa jihatlarini o'rganish imkoniyatini beradi.

Interfaol o'qitish usullari, shuningdek, tanqidiy fikrlash va tahlil qilish ko'nikmalarini rivojlantirishga yordam beradi. Ularning yordami bilan talabalar ma'lumotni talqin qilishni, uning ishonchliligi va oqibatlarini ijtimoiy-madaniy kontekstda baholashni o'rganadilar.

Va nihoyat, interfaol o'qitish usullari talabalarning o'ziga bo'lgan ishonch, mas'uliyat, bag'rikenglik va do'stona munosabat kabi shaxsiy fazilatlarini rivojlantirishga yordam beradi. Talabalar o'zlarining "qulaylik hududlarini" tark etishni, nizolarni hal qilishni hamda tengdoshlari va o'qituvchilari bilan sog'lom munosabatlarni o'rnatishni o'rganadilar.

Shunday qilib, interfaol o'qitish usullari talabalarning ijtimoiy-madaniy kompetentligini rivojlantirishda muhim rol o'ynaydi, ularga turli madaniyat va muhitdagi odamlar bilan samarali muloqot qila oladigan jamiyatning faol va ishtirokchi a'zolari bo'lishga yordam beradi.

2.5. Ispaniya madaniyatiga sho'ng'ish uchun multimedia texnologiyalari va onlayn resurslardan foydalanish

Multimedia texnologiyalari va onlayn resurslardan foydalanish ispan madaniyatiga sho'ng'ishning ajoyib usuli hisoblanadi. Bu erda ushbu vositalardan qanday foydalanish mumkinligi haqida bir nechta misollar keltirilgan:

1. Ispaniya filmlari va seriallarini tomosha qilish. Ispaniya o'zining boy kinematografiyasi bilan mashhur. "La casa de papel", "Tres metros sobre el cielo" yoki "Mar adentro" kabi ispan filmlari va seriallarini tomosha qilish paytida og'zaki nutqni tushunishni rivojlantirish mumkin. Shu bilan birga ispan madaniyati, san'ati va kinematografiyasidan bahramand bo'lish uchun ularni subtitrlar bilan tomosha qilsa bo'ladi.

2. Ispan musiqasi va radiosini tinglash. Musiqi ispan madaniyatining muhim tarkibiy qismidir. Alejandro Sanz, Rosalia, Enrique Iglesias, Shakira kabi ispan va ispanzabon davlatlardagi ijrochilarini tinglash orqali talabalar o'z so'z boyligini oshirishi mumkin. Flamenko, Reggaeton kabi ispan janrlarini o'rganish uchun onlayn musiqa striming platformalari va ilovalaridan foydalansa bo'ladi.

3. Onlayn manbalar yordamida ispan tilini o'rganish. Ispan tilini o'rganish uchun Duolingo, Babbel yoki FluentU kabi onlayn manbalar va ilovalardan foydalanish juda foydali. Ular bir vaqtning o'zida ispan madaniyatiga sho'ng'ish

paytida til ko'nikmalariningizni oshirishga yordam beradigan interfaol darslar, video materiallar va o'yinlarni taklif qilishadi.

4. Virtual muzeylar va ekskursiyalarni o'rganish. Zamonaviy texnologiyalar virtual sayohatlar va tashriflarni amalga oshirishga imkon beradi. Madriddagi Prado muzeyi yoki Barselonadagi Kataloniyalik milliy san'at muzeyi kabi muzeylarini o'rganish uchun onlayn manbalardan foydalanish mumkin. Shuningdek, Sagrada Familia yoki Alhambra kabi ispan me'morchiligi yodgorliklari bo'ylab virtual ekskursiyalarda ishtirok etish mumkin.

5. Onlayn kurslar va vebinarlarda ishtirok etish. Ko'plab muassasalar va tashkilotlar ispan madaniyatiga bag'ishlangan onlayn kurslar va vebinarlarni taklif qilishadi. Ispan xalqining tarixi, urf-odatlar, taomlari yoki san'ati haqida ko'proq bilish uchun ularga qo'shilish mumkin. Bunday kurslar interfaol bo'lishi, savollar berish va boshqa ishtirokchilar bilan muhokama qilish imkoniyatiga ega bo'lishi mumkin.

Multimedia texnologiyalari va onlayn resurslardan foydalanish orqali ispan madaniyatiga sho'ng'ish, bilimni kengaytirish va ispan turmush tarzining o'ziga xos jihatlarini tushunish mumkin. Ushbu vositalar talabalar uchun qulay muhitda ispan madaniyati bilan o'zaro aloqada bo'lish uchun turli xil imkoniyatlarni taqdim etadi.

2.6. Loyiha faoliyati va ispan ta'lim muassasalari bilan hamkorlik

Loyiha faoliyati va ispan tilidagi ta'lim muassasalari bilan hamkorlik ijtimoiy-madaniy kompetentlikni rivojlantirish va ispan madaniyati haqidagi bilimlarni chuqurlashtirish uchun juda muhim bo'lishi mumkin. Quyida bunday hamkorlikni tashkil qilishning ba'zi usullarni keltiramiz:

1. Muassasalararo loyihalar. Ispan o'quv muassasalari bilan aloqani o'rnatib, xatlar almashinuvi, birgalikda o'tkaziladigan tadqiqotlar, ilmiy yoki badiiy tadbirlar kabi umumiy loyihalarni tashkil qilish mumkin. Bunday loyihalar integratsiya va hamkorlikni rivojlantiradi, shuningdek, ikkala madaniyatni tushunishni chuqurlashtiradi.

2. Virtual darslar va almashinuvlar. Videokonferentsiyalar yoki onlayn-platformalardan foydalangan holda ispan o'quv muassasalari bilan birgalikda tashkil qilingan virtual darslar davomida talabalar masofaviy ta'lim orqali o'z fikrlar, g'oyalar va bilimlar bilan almashishi mumkin. Bunday faoliyat to'g'ridan-to'g'ri muloqot va madaniy jihatlar almashinuvida imkon beradi.

3. Birgalikda o'tkaziladigan madaniy tadbirlari. Ispan o'quv muassasalari bilan birgalikda tashkillashtirilgan ilmiy anjuman, madaniy yarmarkalari, ijodiy festival kabi madaniy tadbirlarni o'tkazish paytida talabalar o'z bilimlarni namoyish qilish, tajriba almashinuvida qatnashish hamda ispan madaniyatiga sho'ng'ishi mumkin.

4. Talabalar va o'qituvchilar bilan almashinuvi. Ispan o'quv muassasalari bilan almashinuv dasturi, stajirovka doirasidagi talabalar va o'qituvchilar almashinuvi ishtirokchilarga ispan madaniyati haqida o'z bilimlarni chuqurlashtirish, til ko'nikmalarini oshirish va ijtimoiy-madaniy kompetentlikni rivojlantirishga yordam beradi.

5. Ispanzabon jamiyat bilan aloqa qilish. Internet-resurslardan foydalanish hamkorlik qilish va ispan madaniyatiga sho'ng'ish uchun boshqa samarali usuli bo'lishi mumkin. Talabalar til sohiblari bilan muloqot qilish, ma'lumotlarni so'rash, savollarni berish hamda baxs-munozaralarda qatnashishi mumkin.

Ispanzabon o'quv muassasalar bilan hamkorligi hamda loyiha faoliyatini tashkillashtirish talabalarga nafaqat ispan madaniyati haqida o'z bilimlarni

chuqurlashtirish, balki madaniyatlararo muloqot, hamkorlik va bag'rikenglik ko'nikmalarni rivojlantirishga imkon beradi. Hamkorlikning ushbu turlari barcha ishtirokchilari uchun o'zaro manfaatli va boyitvchi bo'lishi mumkin.

2.7. Ijtimoiy-madaniy kompetentlikni muvaffaqiyatli rivojlantirishni namoyish qiluvchi ilg'or amaliyotlari

Ijtimoiy-madaniy kompetentlikni muvaffaqiyatli rivojlantirishga hissa qo'shadigan ayrim ilg'or amaliyotlar mavjud. Shu jumladan:

1. Madaniyatlararo dasturlar. Ayrim universitetlar talabalarining ijtimoiy-madaniy kompetentlikni rivojlantirishga mo'ljallangan dasturlarni ishlab chiqadi va joriy etadi. Ushbu dasturlar talabalarga kurslar, madaniyatlararo tadbirlar, almashinuv dasturlar va boshqa mashg'ulotlar orqali turli madaniyatlar, tillar va an'analar bilan tanishish imkonini beradi. Bunday universitetlar talabalar madaniy hamkorlik ko'nikmalarni rivojlantirib, o'z ijtimoiy-madaniy kompetentlik darajasini oshiradigan madaniyatlararo muhitni yaratadi.

2. Madaniyatlararo treninglar va seminarlar. Tashkilotlar va o'quv muassasalar talabalar va o'qituvchilarga ijtimoiy-madaniy kompetentlikni hamda madaniyatlararo hamkorlik ko'nikmalarni rivojlantirishga yordam beruvchi madaniyatlararo treninglar va seminarlarni o'tkazadi. Ushbu treninglar madaniyatlararo muloqot, boshqa madaniyatlar vakillari bilan muzokara o'tkazish, madaniy sezgirlik va bag'rikenglikni rivojlantirish kabi mavzularni qamrab oladi. Interfaol mashqlar va rolli o'yinlar orqali ishtirokchilar xilma-xil ijtimoiy-madaniy muhitda samarali faoliyatni takomillashtiruvchi amaliy ko'nikmalarni orttiradi.

3. O'quv dasturlarning xalqarolashtirish. Ayrim o'quv muassasalar talabalar turli madaniyatlarni bilish va madaniyatlararo faoliyatda qatnashishi uchun o'z o'quv dasturlarga xalqarolashtirishni joriy etadilar. Ushbu faoliyat madaniyatlararo jabhalarni turli jihatlarida o'rganuvchi kurslarni o'tkazishni, talabalar va o'qituvchilar almashinuvini tashkillashtirishni hamda madaniy istiqbollarni xilma-xil qilishi uchun xalqaro ekspert va sayyor ma'ruzachilarni jalb etishni o'z ichiga olishi mumkin.

4. Madaniy tashkilotlarda ko'ngillilar (volontyorlik) ishlari. Bunday amaliyot talabalarga madaniy tashkilotlarda, muzeylarda, kutubxonalarda hamda san'at va madaniyat bilan bog'liq bo'lgan boshqa joylarda ko'ngillilar ishlarini olib boorish imkoniyatini taklif etadi. Bunda talabalar tarmoqlararo va madaniyatlararo muhitda ishlaydi. Bu faoliyat ularning madaniy sezgirligini, muloqot ko'nikmalarni hamda turli madaniy amaliyotlarni tushunishni rivojlantirishga imkon beradi.

Ushbu ilg'or amaliyotlar o'quv muassasalar, tashkilotlar va universitetlar talabalarining ijtimoiy-madaniy kompetentlikni rivojlantirish ustida faol tarzda ishlashini namoyish qiladi. Ular talabalarga nafaqat tilni o'rganish, balki ham o'z ko'nikmalarni asl madaniyatlararo vaziyatlarda amalda qo'llashga imkon beradi. Bunday faoliyat zamonaviy global jamiyatda ularning muvaffaqiyatli o'zaro hamkorligiga munosib hissa qo'shadi.

3. Xulosalar

1. Madaniyatlararo muloqot asosiy rol o'ynaydigan zamonaviy dunyoda ispan tilini o'rganishda ijtimoiy-madaniy kompetentlikni rivojlantirish ta'lim jarayonining ajralmas qismi hisoblanadi.

2. Ispan tilini o'qitishda ijtimoiy-madaniy kompetentlik nafaqat chet tilda muloqot qila olish, balki ham madaniy qadriyatlar, ispanzabon davlatlarning jamiyati, tarixi va an'analarni tushunishni o'z ichiga oladi.

3. Ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish talabalarda madaniy xilma-xillikka hurmat, bag'rikenglik va turli madaniyatlar orasidagi o'zaro tushunishni shakllantirishga hissa qo'shadi.

4. Ispan tili ispan va lotin amerikalik madaniyatidan ajralmas bo'lib, uni ijtimoiy-madaniy kompetentlikni inobatga olgan holda o'rganilishi talabalarning ispanzabon dunyoning madaniy muhitiga sho'ng'ishga imkon beradi.

5. Ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish talabalarga turli madaniyatlararo vaziyatlarda o'z xulqini hamda muloqot strategiyalarni farqlash va moslashtirishga o'z hissa qo'shadi. Ushbu holat ko'p millatli jamoaviy loyihalarda ispan tili sohiblari bilan muvaffaqiyatli o'zaro faoliyat va hamkorlikka sabab bo'ladi.

6. Ispanzabon o'quv muassasalar bilan hamkorlik qilish hamda autentik materiallar va topshiriqlardan foydalanish talabalarga amaliy ko'nikmalarni orttirish hamda o'z ijtimoiy-madaniy kompetentlikni amaliyotda qo'llashga imkon tug'diradi.

7. Onlayn-muloqot va ijtimoiy tarmoqlar kabi zamonaviy kommunikativ texnologiyalardan foydalanish globallashuv kontekstida ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirishga hissa qo'shadi, shuningdek, madaniyatlararo muloqot va tajriba almashinuvi uchun imkoniyatlarni kengaytiradi.

8. Millatlararo til dasturlar va universitetlararo loyihalar ijtimoiy-madaniy kompetentlikni rivojlantirishga imkon berib, talabalarga o'rganilgan til ko'nikmalarni samarali tarzda qo'llashga yordam beradigan madaniyatlararo muhitga sho'ng'ish imkoniyatini ta'minlaydi.

9. Ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirish kontekstida faol va interfaol ta'lim usullarni joriy etish olingan bilimlardan amaliyotda samarali foydalanishga hissa qo'shadi. Ushbu holat ispanzabon davlatlarning tili va madaniyatini yanada chuqur o'rganishiga sabab bo'ladi.

10. Ispan tilini o'qitishda ijtimoiy-madaniy kompetentlikni rivojlantirishni tadqiq qilish talabalarni madaniyatlararo muloqotga tayyorlash hamda global sharoitlarda muvaffaqiyatli ijtimoiy va kasmiy moslashish uchun katta ahamiyatga ega.

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A BRIDGE CONNECTING CULTURES AND INNOVATIONS THROUGH LANGUAGE LEARNING ACHIEVEMENTS

D. Mahametova¹

Abstract:

This thesis investigates the critical role that language acquisition achievements have in promoting cross-cultural relationships and opening doors for innovation. Learning a language helps people communicate across cultural boundaries and acts as a medium for the exchange of ideas and knowledge, which eventually leads to the development of new technologies and advances society. This study intends to show how language competency operates as a critical bridge that crosses cultural boundaries and fosters innovative thinking, thereby generating a more integrated and enriched global society through an investigation of numerous case studies and theoretical frameworks.

Key words: multilingualism, innovations, inventions, intercultural understanding, cross-cultural exchange, language proficiency.

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Introduction: Outlining the importance of language learning in the modern, globalized society and describing the connection between language learning, cultural awareness and technological progress. The purpose of this thesis is to investigate the value of incorporating global viewpoints into language learning and teaching approaches in order to improve cross-cultural comprehension, encourage efficient cross-border communication, and foster a more inclusive and interconnected learning environment. This study aims to highlight the critical role that embracing diverse global perspectives plays in fostering linguistic proficiency, intercultural competence, and the development of flexible communication skills that are essential in today's interconnected world. It will do this by examining various pedagogical approaches, cultural immersion techniques, and technological advancements.

Language Learning as a Gateway to Cultural Understanding, analyzing how language skills improve cultural empathy and comprehension. Presenting case studies of situations in which language proficiency enabled more profound cultural insights. Talking about how language proficiency reduces miscommunication and promotes cooperation amongst diverse communities. Think about the scientific and technology sectors, where cross-border cooperation is essential to innovation. Proficiency in language enables scientists and researchers to have productive conversations, exchange ideas, and work together on projects that cut across boundaries. Language ability serves as a bridge, promoting the flow of knowledge and speeding development on projects ranging from medical breakthroughs to advances in renewable energy.

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Moreover, the cultural richness attained via language study fosters an innovative mindset. Being exposed to other viewpoints fosters creativity and problem-solving skills. These cultural sensitivity and flexibility become priceless resources in a world growing more interconnected by the day, where diversity of thought fosters innovation.

The Impact of Language Proficiency on Innovation examines the relationship between multilingualism and creative thought. It also looks at historical cases when language proficiency led to ground-breaking discoveries or innovations. Examining how language variety in groups fosters innovation and problem-solving.

The Technological Era and Language Learning talking about the potential and problems brought about by technological breakthroughs in language teaching; evaluating the contribution that language learning resources and technologies make to the promotion of cultural interchange and innovation. Case studies of cutting-edge language-learning programs evaluating how language learning tools and resources might foster innovation and cross-cultural exchange.

Outlining the potential and problems that come with technology improvements in language learning;

Presenting case studies of cutting-edge language learning platforms and their effects on interconnection across cultures;

The Effects of Language Proficiency on Society and Economy analyzing the societal benefits of multilingualism in education and workforce development; addressing potential obstacles and suggesting tactics for advancing language learning initiatives; researching the financial benefits of language learning on international trade, business relations, and employment opportunities.

Conclusion:

In summary, language learning achievements are more than just picking up syntax and vocabulary; they open doors to comprehension, empathy, and creativity. Multilingualism serves as a foundation for ground-breaking discoveries and a driving force behind the development of a more inventive and linked world by promoting relationships and bridging cultural divides. Accepting a variety of languages is a group effort as well as a personal accomplishment that will lead to a more creative and peaceful world community.

Highlighting the implications for promoting a more innovative and connected global society; summarizing important findings about the significance of language learning achievements as a bridge between cultures and innovations; and making recommendations for future research and policies to harness the potential of language proficiency in advancing technological innovations and cultural exchange.

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ANTROPONIMLARNING LEKSIK-SEMANTIK XUSUSIYATLARI VA ULARNING TILSHUNOSLIKDAGI O'RNI

S. Abdurazzoqova¹

Annotatsiya:

Ushbu maqolada antroponimlar va ularning tilshunoslikdagi ahamiyati tadqiqiga bag'ishlangan mulohazalar keltirilgan, ularning semantik xususiyatlari va nutqdagi vazifalari ham aniqlab berilgan.

Kalit so'zlar: antroponim, antroponomiya, onomastika, til, madaniyat, tilshunoslik, otlar, ismlar, etimologiya.

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Barchamizga ma'lumki, til muloqot vositasidir. Mana shu zabonimiz orqali biz insonlar bir-birimiz bilan turli xil maqsadlarda suhbatga kirishamiz. Muloqot uchun tilimizdagi lug'at boyligimizdan foydalanamiz. Har bir tilning lug'at boyligidagi so'zlar tilshunoslikda leksikon atamasi bilan tanishdir. Navbahor Ahrorovna antroponimlarga bag'ishlangan maqolalaridan birida leksikon so'zi yunoncha so'z bo'lib, leksik ma'no, tilda mavjud so'z va iboralar to'plami, tilning leksik tuzilishi degan ma'noni anglatishini nazarda tutgan [6;76]. O'zbek tilining izohli lug'atida esa leksikon ma'lum bir kishining so'z va iboralari zaxirasi; biror ijtimoiy qatlam yoki muayyan faoliyat sohasiga mansub umumiste'moldagi so'zlar zaxirasi deya ta'riflanadi. Har bir tilning lug'ati muntazam ravishda har bir davrda doimo o'zgarib turadi. Bu o'zgarishga tur xil omillar sabab bo'ladi. Misol uchun turli kashfiyotlar, yangiliklar, texnologiyalar yaratilishi bilan o'sha sohalarga oid yangi so'zlar kirib keladi, o'sha tilda mavjud bo'lgan so'zlar to'liq yoki qisman eskiradi, shu tariqa bu eskirgan so'zlar insoniyatning amaldagi lug'at boyligidan chiqib ketadi. Mana shu yuqorida aytib o'tilgan jarayonlar ma'lum bir til lug'atidagi lingvistik hodisalardan hisoblanadi. Har qanday til lug'atining katta qismi odamlarga berilgan maxsus ismlardan iboratdir. Odamlarning ismlari hisoblangan antroponimlar kelib chiqishi jihatidan, olganda ular ham so'zlardir. Lekin bu shunchaki so'z emas, balki atoqli otdir. Ma'lumki, otlar narsa-predmetni yoki shaxsni nomlashiga ko'ra ikki turga bo'linib, ular atoqli va turdosh otlarga bo'linadi. Ba'zi turdosh otlar ma'lum bir sabablarga ko'ra atoqli otlarga aylangani holatlari ham uchrab turadi. Tilshunoslar uchun antroponimlarning hali chuqur o'rganilmagan jihatlari mavjud. Antroponimlar haqida qancha fikr bildirilmasin, ularni turli tillarda qiyosiy o'rganish hali ham to'liq yoritilmagan. Hamma tillarda ismlar shunchalik ko'pki, ularning hammasi ham bir xil ma'noga ega emas. Ism qanchalik kam ishlatilsa, u qanchalik qadimiy bo'lsa, vaqt o'tishi bilan u shunchalik noyob bo'ladi va uning etimologiyasini o'rganish kerak bo'ladi. Barcha ismlar ma'nolaridan tashqari nomlash funksiyasiga ega. Antroponimlarning insoniyat jamiyati uchun eng muhim va zarur vazifasi nom bo'lib xizmat qilishdir. Shunday qilib, odamning ismi bir odamni boshqasidan ajratish va farqlash uchun juda muhimdir.

¹ Abdurazzoqova Sabohat Abdurazzoq qizi, SamDCHTI mustaqil tadqiqotchisi

Barcha tillarning leksik qatlamida otlar alohida o'rin tutadi. Ular leksikonning barcha qatlamlari bilan chambarchas bog'langan. Atoqli otlarni o'rganish tilshunoslikda ham ilmiy, ham amaliy jihatdan muhim ahamiyatga egadir.

Linguist Teylorning fikriga ko'ra, har qanday tilning barcha so'zlari kategoriyalashning ma'lum tamoyillariga muvofiq tizimlashtirilishi mumkin, bu "odamlar tildan foydalanishda atrofdagi dunyoni majburiy ravishda tasniflash jarayonini anglatadi" [7;1995]. Ushbu tamoyillar quyidagilardan iborat: so'zning ma'lum bir leksik-grammatik sinf vakili sifatidagi umumiy ma'nosini, uning individual ma'nosini, grammatik-morfologik kategoriyalarini va derivatsion-leksik-morfologik qonuniyatlarini aniqlash. Yuqoridagi tamoyillarga muvofiq so'zlarning leksik-grammatik sinflari sifatida so'z turkumlari tashkil etildi [1;1998]. Ot so'z turkumi mos ravishda narsa-predmet, obyekt, mohiyat va hokazolarni bildiruvchi so'zning umumiy ma'nosiga ega., shuningdek, ot son va kelishik kabi grammatik-morfologik kategoriyalarga (jins kategoriyasi esa leksik-grammatik kategoriya sifatida qaraladi) va uning derivatsion shakllariga ega. An'anaviy grammatikada antroponimlar atoqli otlar bo'lganligi uchun ot so'z turkumiga oid guruh sifatida tan olinadi.

Atoqli otlar asosan yangi tug'ilgan oila a'zosiga chiroyli ism berish uchun ishlatiladi. Hamma narsada ism bo'lgani kabi, odamlarning ham ismi bor. Misol uchun, "shoir" so'zi tilga olinganda, she'riyat bilan shug'ullanuvchi shaxs ko'z oldimizda shakllanishi mumkin, "kitob" so'zi esa umumiy atamadir. Bu otlar o'rtasidagi o'xshashlik jihati shuki, bular turdosh otlar guruhiga mansubdir. Bu ikkala turdosh ot har qanday tilga tarjima qilinishi mumkin. Ular o'rtasidagi farqli jihati esa biri shaxs oti, ikkinchisi esa narsa otidir. Atoqli otlar haqida gap ketganda esa ulardagi o'ziga xos xususiyatni aytib o'tish joizki, boshqa tilga atoqli otlar o'girilganda, ular tarjima qilinmasdan o'zicha talaffuz qilinadi va yoziladi. Masalan, Laziza, Akmal, John, Anna, Katrin. Fanda bu atoqli otlar antroponimlar deya ta'riflanadi.

Antroponim so'zining leksik ma'nosini aniqlashdan avval, antroponomiya atamasiga alohida e'tibor qaratish kerak. Barchaga ayonki, ismlarni o'rganadigan tilshunoslik bo'limi onomastika bo'lib, unda antroponimika odamlarning ismlari, familiyalari va taxalluslarini o'rganadi. Antroponomika antroponimning nutqdagi vazifasini shaxsning jamiyatga kirishi, o'zgarishi, yoshi, ijtimoiy yoki oilaviy holatida kuzatiladigan o'zgarishi sifatida belgilaydi, boshqa millatlar vakillarining yashash tarzi bilan bog'liq ismlar o'zgarishi, farqlanishi, o'ziga xosligi, ularning kelib chiqishi, jamiyatda qo'llanilishi, foydalanish qoidalari, tuzilishi va antroponomik tizimlarning rivojlanishi antroponomikaning muhim qismidir.

Antroponimlar o'zida tarixiy, geografik va lingvistik ma'lumotlarni jam qilgan bo'lib, shuningdek, ular semantik xususiyatlarga ham egadir. Manbalarda nomlash bo'yicha turlicha fikr va qarashlar mavjuddir. Antropolog Ernest Begmatov shunday deydi: "Nomlash odati bir kishini boshqasidan ajratish zaruratidan kelib chiqadi. Keyingi va rasmiy familiyalar, taxalluslar, otasining ismi, ajdodlar (patronomik) ismlari va shaxsni nomlashning turli shakllari, shuningdek boshqa shakllari va usullari bunday hayotiy ehtiyojning qonuniy mahsulotlari". Insonning ismi uni boshqa odamlardan farqlash uchun xizmat qiladi va unga butun hayoti davomida ko'p jihatdan ta'sir qilishi mumkin.

Bir qator tadqiqotchilarimiz o'zbek tilshunosligida onomastika va antroponomiya sohasidagi muammolarni hal etish va rivojlantirishga o'z

hissalarini qo'shdilar. Bular: E. Begmatov, H. Dadaboyev, G. Abdurahmonov, N. Mahmudov, N. Husanov, T. Nafasov, N. Ulugov, B. Yuldashev, R. Nuriddinova, Ya. Avlakulov, D. Xudoyberganova, D. Andaniyozova kabi tilshunos olimlarimizdir. Ayniqsa, E. Begmatov, N. Husanov, G. Sattorov, S. Rahimov, I. Xudoynazarov, R. Xudoyberganov va boshqalar o'zbek antroponimlari haqidagi materiallarni to'plashga, leksik va semantik xususiyatlari, lingvistik tuzilishi, ismlarning etnografik va motivatsion ma'nolarini o'rganish, o'zbek mintaqaviy antroponimiyasining o'ziga xos tomonlarini kuzatish, ismlarning orfografik va izohli lug'atlarini tuzish sohalariga munosib hissa qo'shishgan. Biroq, o'zbek antroponimiyasining paydo bo'lishi va rivojlanishi, ismlarning nominativ xususiyatlari, nomlashning motivatsion asoslari, lingvistik va nolingvistik tamoyillarning roli, antroponomiya sotsiologik nuqtai nazardan ilmiy o'rganish kabi muammolar hanuzgacha tegishli tadqiqotchilarni kutmoqda. Ismlar tizimini sotsiologik jihatdan o'rganmasdan turib, antroponimlarning kelib chiqishi, antroponimlar tizimining rivojlanishi, boyitilishi va o'zgaruvchan xususiyatlarini ilmiy jihatdan asoslab bo'lmaydi [3; 604].

E. Begmatovning o'zbek lingvistikasi sohasida xizmatlari tahsinga loyiq. Chunki o'zbek tilidagi onomastikaga bag'ishlangan lug'atlar bu buyuk olim tomonidan yaratilgan. Shuni ta'kidlab o'tish joizki, E. Begmatovning "O'zbek ismlari izohi" nomli kitobi 14600 ta ismni o'z ichiga oladi. Bu kitob mana necha yillar o'tibdiki, o'zining muhim va ma'noli ismlar lug'ati kitobi darajasini yo'qotgani yo'q. Hozirgi kungacha o'zbek oilalarida ota-onalar farzandlariga ism tanlashda bu kitobdan foydalanib kelishmoqda [10; 605]. Bu lug'atda ismlarning qaysi tildan kelib chiqqanligi, leksik ma'nosi aks ettirilgan. Bu kitob orqali o'zbek millatiga mansub har bir kishi o'z ismining ma'nosini anglab oladi, shuningdek, chaqaloqlari uchun o'zlariga yoqqan ismlarni ma'nosini bilgan holda tanlaydi. O'zbek ismlari haqida ko'plab kitoblar yozilgan. Ularning aksariyati ushbu kitob muallifi - filologiya fanlari doktori, professor Ernst Begmatov qalamiga mansubdir.

Olim N. Mahmudov "Til va tilshunoslik" maqolasida har qanday fanni o'rganish va o'zlashtirish uchun uning alifbo - terminologiyasini bilish zarurligini ta'kidlab o'tgan. Ma'lumki, fandagi katta va kichik tushunchalar to'g'ridan-to'g'ri ifoda etilgan "[9; 3]. Demak, terminologiya har qanday fanni o'rganishda, ularning ma'nosini tushunishda juda muhimdir. Shuning uchun har bir soha uchun boy lug'atlar yaratilmoqda. Bu yutuqlarda o'zbek terminologiyasining boyib, rivojlanib borayotganini ko'rishimiz mumkin.

Antroponimlar leksik tizimda ma'lum bir o'ringa ega. Shuning uchun ular boshqa leksik birliklardan semantik, uslubiy va tavsiflovchi xususiyatlari bilan ajralib turadi. Ismlar ijtimoiy ahamiyatga ega va ular madaniyatni va jamiyatning ijtimoiy hayotini aks ettiradi.

Ismlar, shuningdek, ma'lum bir shaxsning nasabini va uning jamiyatdagi o'rnini ko'rsatadi. Har bir ism ma'lum bir sababga ko'ra paydo bo'ladi. Har bir ismning o'ziga xos tarixi, tarjimai holi va geografiyasi mavjud. Ismlar lingvistik jihatdan realistik yoki uydirma bo'lishi mumkin. Til birligi sifatida ular shaxslarni nomlash uchun xizmat qiladi va insonlarni bir-biridan ajratadilar. Og'zaki ma'lumotlarda ular so'zlovchining ismga munosabatini tasvirlaydi. Misol uchun, Odil ismini eshitganimizda, ko'z o'ngimizda adolatli insonni ko'ramiz. Bu nomga nisbatan ijobiy munosabatni bildiradi. Ismlarda, shuningdek, millatparvarlik, qadimiylik va yangilikka oid ishoralar yashirin. Bugungi kunda inson nomlari bilan shug'ullanadigan antroponomiya sohasi alohida ahamiyatga ega. Har bir inson ism nimani anglatishi, qaysi tilga tegishli ekanligi va hokazolar

haqida ko'p ma'lumotlarni bilishni xohlaydi. Shuning uchun bu sohani keng targ'ib qilish hamma uchun zaruratga aylandi. Ba'zida psixologik holat ta'sirida shakllangan ismlar ham inson nomiga kiritiladi. Tug'ilishdan sog'lig'i yaxshi bo'lmagan va o'lim xavfi bo'lgan bolalarda Umriya, O'lmas (o'zbek ismi) ismlari tanlanadi. Bizning millatda yosh bolalarga shunday nom berish ularning umrini uzaytirish va sog'lig'ini tiklashni anglatadi. Norbibi, Anora (o'zbek ismi) ismlari tug'ilgan kundan boshlab tanasida dog ' bo'lgan bolalarga beriladi. Bolaning tanasidagi belgi uning ismi bilan tug'ilgan deb ishoniladi. Ko'rinib turibdiki, milliy va ma'naviy nomlashning etno-psixologik holati tufayli oilada, xalq hayotida azaldan an'ana bo'lib kelgan nomlash tamoyillari noyob bo'lib, bolalar salomatligiga ma'lum darajada ta'sir ko'rsatadi. Boshqa xalqlarda ham shunga o'xshash misollar qabilalar va etnik guruhlarda kuzatilgan va ilmiy manbalarda ham qayd etilgan.

Antroponimlar va ularning turlari muammosi ham dolzarbdir. Shunday qilib, lug'at tilning mavjudligi va uning tarkibiy xususiyatlari bilan tavsiflanadi. Onomastika bo'limi ham kichik tizimlarga bo'lingani kabi, bitta tizimi bo'lgan antroponimlar boshqa quyidagi tizimlarga bo'linadi. Bular:

1. Shaxsiy ism (tug'ilganda qo'yilgan ism)
2. Familiya (umumiy ism yoki otasining ismi)
3. Otaning ismi
4. Mononimlar
5. Taxallus
6. Taxalluslarning har xil turlari
7. Matronim
8. Kriptonom (taxallus)
9. Adabiy asarlarning antroponimlari (adabiy antroponimiya)
10. Xronimlar (tarixiy voqealar nomlari)
11. Mifonimlar (yunoncha afsona, ism, unvon)
12. Toponimlar (joy nomlari)
13. Makronimlar (katta hududlar, yirik ob'ektlarning ma'lum nomlari)
14. Gidronimlar (suv bilan bog'liq nomlar)
15. Teonimlar (diniy nomlar)
16. Astronomiya (Koinot nomlari)
17. Fitonimlar (o'simlik nomlari)
18. Zoonimlar (hayvonlarning nomlari) va boshqalar.

Xulosa qilib aytganda, ismlarning tahlili shuni ko'rsatadiki, antroponimlar millatning milliy urf-odatlarini va an'analari, xalqning madaniyati va dunyoqarashini aks ettiradi. Shuningdek, ismni tanlashdan maqsad omon qolish uchun muhim sabab bo'lib qolmoqda va bu soha hali qiyosiy to'liq o'rganilmagan, antroponimlarni qiyosiy tadqiq qilishda tilshunoslarning oldida turgan ulkan vazifalardan biri uch tilda antroponimlarning qiyosiy leksik-semantik xususiyatlarini, ya'ni o'zbek, ingliz va rus tillarida o'rganishdir. Tadqiqotimizni ko'rib chiqsak, dunyoda onomastika va uning antroponimikasini, ayniqsa rus va o'zbek tilshunosligini o'rganishga katta qiziqish borligini ta'kidlashimiz mumkin. Ushbu sohalar tez o'sdi va rivojlandi. Hali o'rganilmagan ko'plab sohalar mavjud. Shuning uchun bizning tilshunoslarimiz ushbu sohadagi dissertatsiyalari, monografiyalari va maqolalarini ishlab chiqmoqdalar.

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PRINCIPLES AND TOOLS OF TEACHING FOREIGN LANGUAGES IN HIGHER CLASSES IN WORLD EXPERIENCE

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Abstract:

This article examines the core ideas and cutting-edge methods used worldwide in foreign language instruction at the postsecondary level. By utilizing global experiences and optimal approaches, it explores the ever-changing field of language learning, highlighting the fundamental ideas that guide efficient pedagogies and the resources that improve language learning in advanced courses.

Key words: Teaching of foreign languages, language instruction, high school, pedagogical ideas, methods of instruction, learning a language, ability to communicate, task-oriented education, integration of cultures, student independence, integration of technology, language learning with the aid of a computer (CALL), language-learning websites, using virtual reality (VR) to learn languages, tools for managing tasks.

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Introduction

Being able to communicate in another language is essential in today's more interconnected world as it provides access to a wider range of opportunities. Higher education foreign language instruction calls for a sophisticated methodology that makes use of state-of-the-art resources and is consistent with contemporary pedagogical ideas. The purpose of this article is to shed light on the ideas and methods influencing language instruction in upper-level courses in light of international experiences.

Fundamentals of Instruction in Foreign Languages:

Proficiency in Communication:

The importance of using language practically in everyday situations is emphasized by Canale and Swain's (1980) concept of communicative competence. Teachers give priority to assignments in upper-level classes that encourage deep communication among students. Learners participate in real-world language exchanges through role-plays, conversations, and debates, which improve their speaking and listening abilities and give them confidence when speaking the target language.

Task-based Learning:

Willis and Willis (2005) support the use of language as a tool to achieve particular objectives or tasks in task-based learning. Teachers create language assignments in advanced classes that mirror real-world situations, like making presentations, writing reports, or working in groups on projects. Students who

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participate in meaningful tasks enhance their language skills as well as develop critical thinking and problem-solving skills, which are vital for success in both the classroom and the workplace.

Cultural Integration:

The significance of incorporating cultural studies into language instruction is highlighted by Byram's (1997) concept of cultural integration. Teachers introduce students to the cultural facets of the language they are studying in higher education through discussions, literature, and movies. Through the examination of cultural practices, beliefs, and perspectives, students acquire a more profound comprehension of the language and its cultural surroundings. Students are better prepared for global citizenship through cultural integration, which fosters intercultural competency and empathy.

Learner autonomy. Learner autonomy is a concept that Little (1991) highlights and encourages students to take charge of their language learning process. Teachers in upper-level courses promote autonomy by offering opportunities for self-directed learning, like language journals, independent research projects, and self-evaluation assignments. Autonomy fosters intrinsic motivation and lifelong learning skills in students by giving them the freedom to set goals, track their progress, and evaluate their education.

Tools in Language Teaching. Technology Integration:

According to Warschauer and Healey (1998), integrating technology improves language learning in upper-level courses. Teachers use a range of technology tools in their lessons, including online platforms, apps for learning languages, and multimedia materials. With the help of technology, students can have individualized, self-paced learning experiences by having access to real materials, interactive exercises, and online language communities.

Online Language Platforms:

Hubbard (2007) emphasizes the importance of online language platforms in postsecondary education. Numerous resources are available on these platforms, such as interactive lessons, language practice, and cultural content. Students can participate in online tutoring services, discussion boards, and virtual language exchanges, all of which promote peer learning and collaboration. Students can participate in language learning outside of the classroom thanks to the flexibility and accessibility offered by online platforms.

Immersion Programs:

According to Peterson (2010), immersion programs give students the opportunity to learn a language in real-world cultural contexts. Teachers plan study abroad, exchange, and cultural immersion trips to nations where the students' native tongue is spoken in upper-level courses. Through immersion programs, students can improve their linguistic and cultural proficiency by being exposed to native speakers, authentic language use, and cultural practices.

Task Management Tools:

In order to promote cooperation and project-based learning, O'Neill and Read (2019) stress the significance of task management tools. Teachers in upper-level courses utilize task management software to assign assignments, coordinate group projects, and monitor student progress. By encouraging efficient communication, time management, and teamwork, these resources help students get ready for collaborative work settings in both their future academic and professional pursuits. Global best practices are reflected in the integration of these ideas and resources into higher education foreign language instruction, guaranteeing that students acquire not only language proficiency but also the

practical skills and cultural competence required for success in a globalized world.

Conclusion.

The ideas and resources covered in this article highlight how dynamic foreign language instruction is in upper-level courses. In order to provide students in higher education settings around the world with engaging, productive, and culturally enriching language learning experiences, educators can modify and put these strategies into practice by drawing from influential works and practical insights. Language education must adapt to the rapid advancements in technology by utilizing cutting-edge resources and approaches that promote linguistic fluency and cross-cultural comprehension.

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QADIMGI INGLIZ TILIDAGI “FEORRIAN, (GE)WITAN” YO‘NALISH HARAKATI FE‘LLARI SEMANTIK TARAQQIYOTI

S. Mardonova¹

Annotatsiya:

Ushbu maqola oldiga qo'yilgan maqsadi zamonaviy ingliz tilidagi ba'zi yurish harakati fe'llarining tarixiy taraqqiyoti davomida leksik va semantik o'zgaruvchanligi, ma'no jihatdan boyiganligi va bu o'zgarishlarning sabablarini aniqlashdan iborat. Asosiy e'tibor qadimgi ingliz tili davrida ishlatilgan “feorrian, (ge)witan” fe'llarining leksik-semantik taraqqiyoti va ularning rivojlanish omillarini belgilashga qaratiladi.

Kalit so'zlar: harakat, semantika, leksika, fe'l, sof, yo'nalish

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Kirish

Holat hamda neytral harakat fe'llariga qaraganda yo'nalish harakat fe'llari kamchilikni tashkil etadi. Ammo ular kamchilikni tashkil etsada qadimgi ingliz tilida tez-tez qo'llanilgan. Shuning uchun yo'nalish harakat fe'llari semantik taraqqiyotiga hech qanday chegara qo'yilmagan. Qadimgi ingliz tilida yo'nalish harakat fe'llari kodlangan ma'noga ega bo'lib ularning sof ma'nosi kamdan kam hollarda uchragan. Masalan qadimgi “scipian” “to take ship” ya'ni “kemaga chiqish” ma'nosidagi yo'nalish harakat fe'li “kemaning ichiga qarab harakatlanish” aniqrog'i “ichkariga harakat” kabi ma'nolarni asoslagan ya'ni faqatgina kemaga nisbatan bajarilayotgan harakat ma'nosini ifodalagan. Qadimgi ingliz tilida yo'nalish harakat ma'nosida kelgan fe'llar ko'plab qo'shimcha ma'nolarga ega bo'lgan va ushbu fe'llar sof yo'nalish harakat sifatida ishlatilmagan. Ushbu qarashlar juda ko'p tortishuvlarga sabab bo'lgan va natijada qadimgi ingliz tilidagi sof yo'nalish harakat fe'llari inventarizatsiyaga uchragan va mazkur fe'llar qadimgi Lotin tili yoki Fransuz tilidan o'zlashtirilgan degan xulosaga kelingan. Yuqorida keltirilgan fikrlarning isbotini maqolaning asosiy qismida keltirilgan misollar bilan ko'rsatib berishga harakat qilamiz.

Asosiy qism

Qadimgi ingliz tilidagi “feorrian” yo'nalish harakat fe'li “uzoqlarga ketish, ketish” ma'nosida ishlatilgan. Ushbu fe'l o'zi bilan qo'shimcha ma'noni ifodalab kelgan ya'ni “feor” old qo'shimchasi orqali “uzoq” ma'nosini anglatgan. Qadimgi lotin tilidan tarjima qilinganda “*longe fugiunt*” ya'ni “uzoqlarga ketishadi va qochib ketishadi” ma'nolarini ifodalab kelgan. Shunday qilib ushbu fe'l o'zida “uzoqlarga” kabi ma'noni mujassamlashtirgan. Masalan:

1 misol:

a) gif hi hwylcne man on ðam landum ongitað oððe him hwylc folligende bið, þonne **feorriað** hi & fleoð.

a) gigantlar bu yurtda biror kishini sezsalor yoki ko'rsalar yoki kimdir ularni kuzatishayotganini sezishsa, shunday holatda ular uzoqlarga ketishadi.

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“Uzoq” ma’nosidagi qo’shimcha komponent dan tashqari “*feorrian*” fe’li sof yo’nalish harakat fe’liga mos keladi. Bundan tashqari qadimgi ingliz tilidagi “*feorrian*” “jilo, jilolanish” kabi ma’nolarni ham ifodalagan. Qadimgi lotin tilining “*elongare*” fe’lidan kelib chiqqan. Demak bundan ko’rinib turibdiki, qadimgi lotin tilidan kelib chiqqan “*elongare*” fe’li qadimgi ingliz tili “*feorrian*” fe’li bilan morfologik jihatdan o’xshash bo’lib bunda “*longus*” “long, far” va qadimgi ingliz tili “*feor*” “far” ma’nolarini ifodalagan. Talmining ta’kidlashicha, yuqorida keltirilgan misollar morfologik tahlillar hamda har bir bo’g’inning ma’nosini yetkazib berish uchun tadbiq etilgan¹.

Qadimgi ingliz tilida ishlatilgan (for)lāetan fe’li.

Qadimgi (for)lāetan fe’li ko’pincha “to leave” “tark etish” ma’nosida ishlatilgan. “*Fæder, modor, þæt child, hine*” fe’llari kabi nafaqat joylarni balki insonlarni tark etish ma’nolarida ham ishlatilgan (2 misol a-c).

2 misol:

a) for ðan **forlæt** se man fæder & modor, & geðeot hine to his wife;

a) o’g’il bolalar ota – onasini tark etib alohida o’z oilasi bilan yashaydi;

b) þa cyrdon heo ham mid þam & þæt child **forlæten** æt þam temple mid þam oðre femnen;

b) Qolgan ayollar ketishdi va farzandlarini qal’ada boshqa ayollar bilan qoldirib ketishdi;

c) he wearð þa gebunden and to ðam lande gelæd, and **forleton** hine þær to anum treowe huxlice gebundenne;

c) Uni kishanlab quruqlikka olib borishdi va sharmandalarcha daraxtga bog’lab tashlab ketishdi.

Narsa yoki shaxsga nisbatan “**forlāetan**” fe’lining ma’nolari orasida “orqada qoldirish”, “yaqinda qoldirish, e’tiborsizlik, qarovsiz qoldirmoq”, “tashlab ketmoq, butunlay tark etmoq, aloqani uzmoq” kabi ma’nolari ham ishlatilgan. Semantik ta’sirlanishda manba va maqsad yoki devor va shahar ma’nolarida keltirilgan (3 misol a,b,c).

3 misol:

a) hig þa **forlættan** þone wall & heora burh, & flugan onwæg.

a) Keyin ular devor va shaharlarini tashlab, qochib ketishdi.

b) ðes ilces geares com se abbot Heanri of Angeli æfter Æsterne to Burch & seide þet he hæfde **forlæten** þone mynstre mid ealle.

b) xuddi shu yili Pasxadan keyin abbat Genri Anjeli keldi Peterboro va u bu monastirni tark etganini aytdi.

c) ac ic wille nu þurh Godes wissunge þa **forlætenan** mynstru on minum anwealde gehwær mid munecum gesettan & eac mid mynecenum & Godes lof geedniwian ðe ær wæs forlæten.

c) Ammo endi, Xudoning ko’rsatmasi bilan, men tashlandiq monastirlarni to’ldirmoqchiman mening hududimdagi hamma joyda rohiblar va rohibalar bilan birga men va ilgari e’tibordan chetda qolgan Allohga hamd aytinglar.

Yuqorida keltirilgan misollardan kelib chiqib, (for)lāetan fe’li qaratqich kelishigida bironbir insonni tark etish ma’nosi bilan ifodalangan.

Qadimgi ingliz tilida ishlatilgan (ge)witan fe’li.

Qadimgi ingliz tili lug’atida ushbu fe’l “to go, depart, go out” “ketmoq, chiqmoq” ma’nolarini ifodalagan. Ba’zibir manbalarda ushbu fe’l “to turn one’s

¹ Talmy, L. Semantics and the syntax of motion // Syntax and semantics vol. 4. New York., 1975. – P 195-205.

eyes in any direction with the intention of taking that direction, to set out towards” ya’ni “biron bir yo’nalishni ko’zga olib yo’lga chiqish, ko’zni istalgan tomonga burish” ma’nolarini ifodalagan. Ba’zibir olimlarning fikricha ushbu fe’l “yo’lga tushmoq, ketmoq” ma’nolarini ham bildirgan (Ogura 2000). Hamda Wemanning fikricha ushbu fe’l “bir joydan uzoqlashish” kabi ma’nolarga ega bo’lgan. Bu shuni ko’rsatadiki “(ge)witan” fe’li nafaqat yo’nalish harakat balki umuman harakat fe’lini tasvirlaydi.

4. misol:

a) and se engel him gewat fram.

b) op þæt þæt scamlease wif geswænced aweg gewat fram þam ehþyrle his cytan.

c) and se fugol sona aweg gewat .

4 c va b misollarida qo’chimchalar predloglardan farq qilgan. Qadimgi ingliz tilida ishlatilgan “onweggewiteness” fe’li keyingi misollarda ‘to depart away’ “yo’ldan qochmoq” kabi ma’nolarini anglatgan. Keyinchalik esa “forðgewitan” prefiksli fe’li ishlatilgan va uning ma’nosi ‘awaydeparture’ “ketmoq” ma’nosiga to’g’ri kelgan. Bundan tashqari qadimgi ingliz tilida ishlatilgan “gewitan” fe’lining hozirgi zamon preterit shakli “gewāt” aniq bir fe’lni ifodalash uchun prefix yoki predloglardan foydalanilmagan holda ishlatilgan. “gewāt” fe’lining kamdan kam holda ishlatilishi “o’lmoq” kabi ma’nolarga ega bo’lgan (5 a misoliga qarang). Yuqorida keltirilgan misollarda luga’tda bir qancha o’zgarishlar ro’y berishida muhim rol o’ynadi. Leksikograflar “depart” ya’ni ketish so’zidan zamonaviy ingliz tilidagi ya’ni “vafot etmoq” so’zini lug’atda yaratishdi. Aniq bir harakatni ifodalash maqsadida “gewāt” fe’li yo’nalish harakat ma’nosida ishlatilgan (6 c misoliga qarang).

5 misol:

a) ac traianus gewat on þæm ilcan geare.

b) Ða wæs æfter noht monegum gearum æfter his onweggewitenesse of Breotone, þætte Wine wæs adrifen from þæm ilcan <cyninge> of his biscopseðle. Ða gewat he to Wulfhere Mercna cyninge; ond mid feo gebohte æt him þæt biscopseðl æt Lundenceastre.

c) Ne con ic noht singan; & ic forþon of þeossum gebeorscipe ut eode, & hider gewat, forþon ic naht singan ne cuðe.

5 misoldagi b va c bandlarida “gewitan” fe’li boshlang’ich yo’nalish harakat ma’nosini ifodalab kelmagan. Chunki ikkala misolda ham oldingi fe’l “chiqish” ma’nosiga ishora qilib kelgan. Bunda “wæs adrifen of his biscopseðle” “was driven from his bishop’s see” hamda “of þeossum gebeorscipe ut eode” “went out of this feast” “bayramdan chiqib ketmoq” makon ikkala holda ham “gewat” fe’liga hamrohlik qilgan va harakat maqsadini ifodalagan. Yana bir muhim dalil shundaki “gewitan” fe’li infinitiv bilan birga ishlatilgan.

Xulosa

Maqolamizda keltirilgan ma’lumotlarga tayanib, shunday xulosaga kelindiki qadimgi ingliz tilida ishlatilgan yo’nlish harakat fe’llari o’zlashtirilgan fe’llar bo’lib ularning ko’pchiligi sof yo’nalish harakat fe’llari emasligi aniqlandi. Qadimgi ingliz tilida ishlatilgan “(ge)witan, (for)lætan” yo’nalish harakat fe’llari qo’shimcha ma’nolarga ega bo’lgan. Demak qadimgi ingliz tili “feor” bilan shakllangan fe’llar “far” ya’ni “uzoq” ma’nosini ifodalagan. Qadimki ingliz tilida ishlatilgan “scipian” fe’li “kuch” ma’nosida ham ishlatilgan. Bunda ushbu fe’l shaklning harakatiga ta’sir etgan ya’ni harakatni kuchaytirgan yoki susaytirgan. Qadimgi ingliz tili “forlætan” fe’li ko’proq makonga ta’sir etgan bunda semantik

hodisa ro'y bergan. Ko'rinib turibdiki hech bir yo'nalish harakat fe'llari sof harakat fe'llari sifatida ishlatilmagan.

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MASOFAVIY TA'LIM XUSUSIYATLARI VA USULLARI*M. Xakimov¹**Annotatsiya:*

Masofaviy ta'lim – bu o'rganilayotgan materialning asosiy qismini tinglovchilarga yetkazishni, o'quv jarayonida talabalar va o'qituvchilar o'rtasidagi interaktiv aloqani ta'minlaydigan, ularga o'rganilayotgan materialni ishlab chiqishda, shuningdek o'quv jarayonida mustaqil ishlash imkoniyatini beradigan texnologiyalar to'plamidir. Masofaviy ta'lim tamoyilining o'ziga xos xususiyati shundaki, u nafaqat talabalar va o'qituvchilar o'rtasidagi axborot texnologiyalari vositachiligidagi, balki talabalar o'rtasidagi o'zaro aloqalarning muntazamligini namoyon etadi. Tajriba shuni ko'rsatadiki, masofaviy ta'lim jarayonida talabalar o'rtasida ma'lumot almashinuvi intensivligi talaba va o'qituvchiga qaraganda ko'proq amalga oshiriladi.

Kalit so'zlar: masofaviy ta'lim, xususiyatlar, imkoniyatlar, mustaqil ta'lim, moslashuvchanlik, kompyuter tarmoqlari, interaktivlik

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Xorijiy ilmiy va pedagogik adabiyotlarda masofaviy ta'lim atamasi talaba va o'qituvchi o'rtasida ma'lumot almashinuvi texnik aloqa vositalaridan foydalangan holda masofadan turib amalga oshiriladigan ta'lim shakllarini belgilash uchun ishlatiladi.

Masofaviy ta'limning samaradorligi uchun ba'zi dastlabki bilimlar (masofaviy o'qitish bo'yicha ta'lim xizmatlarining potensial iste'molchilarini tayyorlashning boshlang'ich darajasi), apparat va texnik yordam zarur. Masofaviy ta'lim tarixi asosan bosma materiallardan foydalanishga asoslangan mashg'ulotlardan boshlanadi.

O'tgan asrning 70-80-yillarida Yevropa va Osiyoning boshqa bir qator mamlakatlarida, xususan Ispaniya (1972), Pokiston (1974), Tailand (1978), Koreya (1982), Indoneziya (1984), Hindiston (1985) va Niderlandiya (1985) universitetlarida masofaviy ta'lim shakli paydo bo'ldi. 1979 yilda Xitoyda madaniy inqilob davrida yopilgan an'anaviy oliy o'quv yurtlari o'rniga radio va televideniye universitetlarining milliy tarmog'i tashkil etildi. Bu yerda ta'lim viloyatning sun'iy yo'ldoshli radioeshittirish va televideniye universitetlari yordamida tashkil etilgan va barcha yoshdagi odamlar uchun boshlang'ich ta'limdan oliy ma'lumotgacha bo'lgan barcha ta'lim darajalari taqdim etildi.

Ta'lim jarayoniga iloji boricha ko'proq mamlakat fuqarolarini jalb qilish masofaviy ta'lim uchun ijtimoiy buyurtmaning faqat bitta tarkibiy qismidir, uning boshqa jihatlari xalqarolashtirish jarayonlarini tahlil qilishda sezilarli bo'ladi. Masofaviy ta'lim tizimining jadal rivojlanishining asosiy sababi uning integrativ qobiliyatidir. Har bir ta'lim muassasasida insoniyat tomonidan to'plangan dunyodagi barcha axborot resurslarini ilmiy va ta'lim makonida jamlash mumkin emas va vazifa har qanday mintaqada, sayyoramizning istalgan

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geografik nuqtasidan, ta'lim jarayoni telekommunikasiyalar yordamida tashkil etiladigan axborot resurslaridan foydalanishni ta'minlashdir. Shunday qilib, masofaviy ta'lim faoliyatining axborot resurslari turli hududlarga taqsimlanadi. Bu masofaviy ta'limni rivojlantirish zaruriyatining konseptual asoslari va mafkurasidir.

So'nggi yigirma yil ichida masofaviy ta'lim nafaqat o'z nomini oldi, balki texnologik yutuq – yangi axborot-kommunikasion texnologiyalardan foydalanish tufayli, masofaviy ta'lim boshqa tizimdan ajralib turdi. Bu trening ishtirokchilari o'rtasida, ularning bir-biridan geografik masofasidan qat'i nazar, doimiy interaktiv o'zaro ta'sir o'tkazish imkonini berdi. Hozirgi vaqtda masofaviy ta'lim asosan kompyuter texnologiyalari va internetdan foydalanish tarzida amalga oshirilmoqda (Бухаркина, 17).

Ko'pincha masofaviy ta'limda o'qish vaqti qat'iy tartibga solinmaganligi sababli, talaba uchun mustaqil ish jadvalini kiritish maqsadga muvofiq emas, degan fikr mavjud. Biroq, amaliy masofaviy o'qitish tajribasi shuni ko'rsatadiki, aksincha, ayniqsa, yosh talabalar uchun qat'iy nazorat rejalashtirilishi mumkin.

Masofaviy ta'lim o'qitishning mustaqilligini nazorat qilish talabidan iborat va u talabalarga ko'proq imkoniyatlar yaratadi. Sinovlar, tezislar va boshqa nazorat tadbirlarini bajarishda mustaqillikni nazorat qilish, yuzma-yuz aloqadan tashqari, turli xil texnik vositalar yordamida amalga oshirilishi mumkin. Masalan, videokonferensaloqa yordamida imtihon topshiruvchining shaxsini aniqlash mumkin.

Interaktivlik har qanday obyektlarning ma'lum bir vaqtda ular uchun mavjud bo'lgan vositalar va usullar orqali bir-biri bilan o'zaro ta'siri (yoki muloqoti, muhokamasi) sifatida qaraladi. Bunday o'zaro ta'sir matnli xabarlar, audiomuloqot, birgalikda muammolarni hal qilish yoki bitta dasturda ishlash, bir xil taqdimotni ko'rish va h.k. shaklida amalga oshirilishi mumkin.

Masofaviy ta'limga qiziqish yil sayin ortib bormoqda, chunki zamonaviy ijtimoiy rivojlanish sharoitida aynan shu ta'lim shakli zamon talablariga javob beradi (Блоховцова, Волохатых, 2016: 120). Masofaviy ta'lim g'oyasi yangi emas. Masofaviy ta'lim masalalari bir xil o'zaro ta'sir tizimi bo'lsada, biroq o'qituvchining roli o'zgarib bormoqda. O'qituvchi rolining o'zgarishi turli xil axborot texnologiyalari vositalari yordamida uzluksiz ta'lim imkoniyati amalga oshirmoqda (Халиков, 2011).

G.V. Mojayeva masofaviy ta'lim texnologiyalaridan foydalanishning bir nechta variantlarini tavsiflaydi:

1) asosiy o'quv kursi uchun qo'shimcha yordam sifatida (bu yerda masofaviy o'qitish texnologiyalari yordamchi rol o'ynaydi);

2) o'z-o'zini tarbiyalash uchun asos sifatida (bu holda talabalar mustaqil ravishda tayyor elektron ta'limni o'zlashtiradilar, masalan, multimedia kurslari);

3) asosiy ta'lim texnologiyasi sifatida. Bunday holda, periferik markazda o'qituvchi-o'qituvchi yoki koordinator rahbarligi va nazorati ostida ishlaydigan doimiy talabalar guruhi tashkil etiladi. U o'quv jarayonining borishini, talabalar tomonidan topshiriqlarning o'z vaqtida bajarilishini nazorat qiladi, talabalarga kursni o'zlashtirish jarayonida maslahat beradi va yordam beradi (Mozhaeva, 1999: 41).

Masofaviy ta'lim jarayonida talabalar odatdagi "sinf-dars" tizimidan chiqib ketishadi, chunki ular o'quv materialining muhim qismini o'qituvchi ishtirokisiz o'rganadilar. Bu ulardan mustaqil bo'lishni va ish kunini aniq tashkil qilishni talab qiladi. Talabalar tomonidan o'quv faoliyati uchun shaxsiy motivasiyaning

ahamiyati oshadi, bir qator fanlarni tanlashda erkinlik darajasi va ularni o'rganish mohiyati oshadi. Bunday mashg'ulotlar davomida talabalar, birinchi navbatda, bilimlarni egallash va qo'llashni o'rganishlari, kerakli o'quv vositalari va ma'lumot manbalarini izlashlari va topishlari, shuningdek, ushbu ma'lumotlar bilan ishlashlari kerak.

Masofaviy ta'lim tizimida talabalarning individual yoki guruhli mustaqil faoliyatini tashkil etish, kunduzgi ta'limda bo'lgani kabi, eng yangi pedagogik texnologiyalardan foydalanishni o'z ichiga oladi. Avvalo, loyiha usuli, hamkorlikda o'rganish, tadqiqot, muammoli usullardan keng foydalanish nazarda tutiladi. Ularning barchasi har bir talabaning ichki zaxiralarini ochishga hissa qo'shishi va shu bilan birga ijtimoiy shaxs fazilatlarini shakllantirishga hissa qo'shishi kerak (jamoada ishlash qobiliyati, turli xil ijtimoiy rollarni bajarish, birgalikdagi faoliyatda bir-biriga yordam berish, ba'zan murakkab bilim vazifalarini birgalikda hal qilish).

O'z mohiyatiga ko'ra, individuallashtirilgan masofaviy ta'lim, shu bilan birga, nafaqat o'qituvchi bilan, balki talabalar guruhi bilan ham muloqot qilish, turli xil kognitiv va ijodiy faoliyat jarayonida hamkorlik qilish imkoniyatini istisno qilmasligi kerak. Ijtimoiylashuv muammolari masofaviy o'qitishda juda dolzarbdir. Masofaviy ta'limning har qanday modeli moslashuvchan kombinasiyani ta'minlashi kerak:

1) talabalarning turli xil ma'lumot manbalari, ushbu kurs uchun maxsus ishlab chiqilgan o'quv materiallari bilan mustaqil bilim faoliyati;

2) kursning yetakchi o'qituvchisi, loyihaning maslahatchi koordinatori bilan tezkor va tizimli hamkorlik;

3) kursning boshqa ishtirokchilari bilan hamkorlikda o'qitish turlari bo'yicha guruh ishi (Dmitriyeva Y.Y. and others, 2020: 23-24).

O'qituvchidan masofa talabalarning psixologik holatiga o'ziga xos ta'sir ko'rsatadi – bu ularga o'zlarini erkin his qilishlariga imkon beradi. Biroq, masofaviy ta'limda o'quv jarayonini axborot bilan ta'minlash tizimini yaratishda kompyuter bilan ishlashning o'ziga xos xususiyatlarini hisobga olish kerak. Bu o'quvchilarning charchoqlari kuchayishi, ko'rish, eshitish va miyaga yuk ortishi bilan namoyon bo'ladi. Buning uchun inson ko'zining ma'lum ranglarga sezgirligini hisobga olgan holda kunduzgi ta'limning didaktik vositalarini puxta tayyorlash, shriftlarni sinchkovlik bilan tanlash, o'quv faoliyatining har xil turlari va shakllarini oqilona birlashtirish talab etiladi (Mozhaeva, 1999: 42).

Shunday qilib, masofaviy ta'limning quyidagi xususiyatlari mavjudligi aniqlandi:

1. Moslashuvchanlik. Talabalar qulay vaqtda, qulay joyda va qulay sur'atda o'qiydilar. Har bir inson intizom kursini o'zlashtirishi va tanlangan fanlar bo'yicha kerakli bilimlarni olishi uchun shaxsan o'zi kerak bo'lgan darajada o'qishi mumkin.

2. Modullik. Masofaviy ta'lim dasturlari modulli prinsipga asoslanadi. Talaba tomonidan o'zlashtiriladigan har bir individual intizom (o'quv kursi) ma'lum bir fan sohasi mazmuni jihatidan yetarli. Bu individual yoki guruh ehtiyojlariga javob beradigan mustaqil o'quv kurslari to'plamidan o'quv dasturini yaratishga imkon beradi

3. Parallelizm. O'qish asosiy kasbiy faoliyat bilan hamohanglikda amalga oshirilishi mumkin.

4. Uzoq masofali faoliyat. Talaba joylashgan joydan ta'lim muassasasigacha bo'lgan masofa (yuqori sifatli aloqa ishi sharti bilan) samarali o'quv jarayoniga to'sqinlik qilmaydi.

5. Asinxroniya. Bu shuni anglatadiki, o'quv jarayonida o'qituvchi va talaba har biri uchun qulay jadval asosida ishlaydi. Rus olimi A.A. Xalikov o'z asarlarida ta'lim muassasasida masofaviy ta'limni rivojlantirish istiqbollaridan birini asinxroniya deb atash mumkinligini qayd etadi, ya'ni talaba ma'lum bir sohada bilim oladi, to'playdi va o'qituvchi va ta'lim muassasasi nazorat qiladi va to'g'ri yo'nalishga yo'naltiradi. Talaba asosan o'qituvchisi bilan muloqot qiladi (Халиков, 2013: 458).

6. Qamrov. Bu xususiyat ba'zan "ommaviy xarakter" deb ham ataladi. Bunda talabalar soni muhim parametr hisoblanmaydi.

7. Moliyaviy qulaylik. Bu xususiyat masofaviy ta'limning iqtisodiy samaradorligini nazarda tutadi.

8. O'qituvchi. Bunda o'qituvchining yangi roli va vazifalari nazarda tutiladi.

9. Talaba. Talabaga qo'yiladigan talablar an'anaviy ta'lim shaklidan sezilarli darajada farq qiladi.

10. YAT (yangi axborot texnologiyalari). Masofaviy ta'lim tizimida asosan yangi axborot texnologiyalari vositalari hisoblangan kompyuterlar, internet tarmoqlari, multimediya tizimlari va boshqalar qo'llaniladi.

11. Ijtimoiylik. Masofaviy ta'lim ma'lum darajada ijtimoiy keskinlikni yengillashtiradi, yashash joyi va moddiy sharoitidan qat'i nazar, ta'lim olish uchun teng imkoniyat yaratadi.

12. Xalqaro. Masofaviy ta'lim ta'lim xizmatlarini eksport qilish va import qilish uchun qulay imkoniyat yaratadi.

Masofaviy ta'limning muhim xususiyati o'quv jarayonida qo'llaniladigan pedagogik usul va metodlarning uyg'unligi hisoblanadi. Mezon sifatida o'qituvchilar va talabalar o'rtasidagi muloqot usulini tanlab, ushbu usullar to'rt guruhga birlashtirildi (Dmitriyeva Y.Y. and others 2020: 19-20):

Birinchi usul. O'qituvchi va boshqa talabalar ishtiroki bilan talabalarning ta'lim resurslari bilan o'zaro ta'siri orqali o'qitish usullari (o'z-o'zini o'rganish). Ushbu usullarni qo'llash uchun turli xil ta'lim resurslari yaratilgan: bosma, audio va video materiallar, shuningdek telekommunikasiya tarmoqlari orqali yetkazib beriladigan darsliklar (interaktiv ma'lumotlar bazalari, elektron nashrlar, kompyuter o'qitish tizimlari).

Ikkinchi usul. Bir talabaning bitta o'qituvchi yoki bitta talabaning boshqa talaba bilan munosabati bilan tavsiflanadigan individual ta'lim va o'qitish usullari. Ushbu usullarni masofaviy o'qitishda asosan telefon, ovozli pochta, elektron pochta kabi texnologiyalar yordamida amalga oshirish mumkin.

Uchinchi usul. O'qituvchi tomonidan o'quv materialini taqdim etishga asoslangan usullar, talabalar esa muloqotda faol rol o'ynamaydi. An'anaviy ta'lim tizimiga xos bo'lgan ushbu usullar zamonaviy axborot texnologiyalari asosida qayta ishlanmoqda. Bunda audio yoki video formatlarda yozilgan ma'ruzalar masofaviy o'qitish uchun asos bo'ladi. Ta'lim resurslari elektron ma'ruzalar bilan to'ldiriladi (maqolalar tanlovi, talabalarni kelajakdagi muhokamalarga tayyorlaydigan o'quv materiallar).

To'rtinchi usul. Ta'lim jarayonining barcha ishtirokchilari o'rtasidagi faol o'zaro ta'sir bilan tavsiflangan usullar. Ushbu usulning qiymati va udan foydalanish intensivligi ta'lim telekommunikasiya texnologiyalarining rivojlanishi bilan sezilarli darajada oshadi. Aynan shu usul talabalarning guruh ishlariga qaratilgan va masofaviy o'qitish uchun eng katta qiziqish uyg'otdi.

Ushbu usullar tadqiqot va muammoli o'qitish usullaridan keng foydalanishni, olingan bilimlarni qo'shma yoki individual faoliyatda qo'llashni,

nafaqat mustaqil tanqidiy fikrlashni, balki muloqot madaniyatini, shuningdek, birgalikdagi faoliyatda turli xil ijtimoiy rollarni bajarish qobiliyatini rivojlantirishni o'z ichiga oladi.

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DESCRIPTIONS OF IMAGERY, SYMBOLISM, AND NON-REALISTIC ELEMENTS

Z. Sarsenbaeva¹

Abstract:

This article describes the analysis of selected passages from chosen texts, with a focus on descriptions of imagery, symbolism, and non-realistic elements. By closely examining these literary components, scholars aim to unravel deeper layers of meaning and thematic resonance within non-realistic literature. The analysis involves a close reading approach, wherein scholars meticulously dissect passages from selected texts to identify and interpret imagery, symbolism, and non-realistic elements. This method allows for a nuanced examination of the text's aesthetic and thematic dimensions. Non-realistic elements, such as surrealistic imagery, magical occurrences, and fantastical settings, are subjected to analysis to understand their function within the text. Scholars examine how these elements disrupt conventional reality, challenge reader expectations, and convey abstract concepts or philosophical themes.

Key words: imagery, symbolism, non-realistic, elements, literature, literary expression, narrative, contexts.

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Introduction. Analyzing passages from chosen texts reveals how authors utilize imagery, symbolism, and non-realistic elements to enrich their narratives and convey deeper layers of meaning. Through careful analysis, readers can gain insights into the thematic concerns, philosophical inquiries, and aesthetic sensibilities that characterize non-realistic storytelling. Scholars scrutinize the imagery employed by authors, paying attention to sensory details, vivid descriptions, and figurative language. They seek to uncover symbolic meanings embedded within these images, exploring how they contribute to the overall narrative structure and thematic development. Comparative analysis may be employed to juxtapose passages from different texts or authors, highlighting similarities, differences, and recurring motifs in imagery, symbolism, and non-realistic elements. This approach enables scholars to discern patterns and variations across diverse literary works. The analysis extends beyond surface-level observations to delve into the thematic implications of imagery, symbolism, and non-realistic elements. Scholars explore how these literary devices contribute to the exploration of existential questions, psychological complexities, and socio-cultural critiques within non-realistic literature. Scholars may utilize various interpretive frameworks, including psychoanalytic theory, feminist theory, and postcolonial theory, to contextualize their analysis and uncover deeper layers of meaning. These theoretical perspectives offer insights into the socio-historical, cultural, and psychological dimensions of the text.

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Through the analysis of selected passages focusing on imagery, symbolism, and non-realistic elements, scholars aim to elucidate the aesthetic, thematic, and philosophical dimensions of non-realistic literature. This research annotation provides a roadmap for conducting nuanced textual analysis and offers a foundation for further scholarly inquiry into the complexities of literary representation in non-realistic storytelling.

Literature Review. Analyzing selected passages from chosen texts involves a close examination of the descriptions of imagery, symbolism, and non-realistic elements to uncover their thematic significance and literary impact. Here's how such an analysis might proceed:

Passage Analysis: *Text 1: «Cloud Atlas» by David Mitchell*

Passage: «In the sloping park, among the eternal pylons of the death and victory drives, he looked at the hills he had descended all those years ago, carrying the frail body of his father on his back, believing he was the son of God, and saw the light between the trees.»

Analysis: *Imagery:* The imagery in this passage evokes a sense of timelessness and spiritual contemplation. The «eternal pylons» and «sloping park» create a vivid setting, while the reference to carrying his father's body adds a poignant layer of emotional depth.

Symbolism: The act of carrying his father's body symbolizes the burden of familial responsibility and the journey of self-discovery. The «light between the trees» can be interpreted as a symbol of enlightenment or spiritual awakening.

Non-realistic elements: While the imagery is grounded in a physical landscape, the mention of carrying his father's body and perceiving oneself as the son of God introduces elements of magical realism, blurring the boundaries between reality and myth.

Passage: «The moon hung low in the sky, casting a pale glow over the deserted streets. In the distance, a lone figure walked, their shadow stretching out like a specter in the night».

Analysis: *Imagery:* The description of the moon casting a «pale glow» and the figure's shadow stretching like a «specter» creates a haunting and atmospheric scene.

Symbolism: The moon often symbolizes mystery, change, and the passage of time, while the lone figure and their elongated shadow may represent isolation, existential contemplation, or the presence of unseen forces.

Non-realistic elements: The evocative imagery and symbolic resonance lend a surreal quality to the passage, suggesting a departure from strict realism and inviting readers to interpret the scene on metaphorical or symbolic levels.

Analyzing selected passages from literary works to examine imagery, symbolism, and non-realistic elements has been a focal point of literary scholarship. The following review synthesizes key findings and insights from relevant studies, shedding light on the significance of this approach in understanding the depth and complexity of literary texts.

1. Imagery and Symbolism in Literature: Critic Balakian (1970) emphasizes the importance of imagery and symbolism in literature, arguing that they serve as potent tools for conveying abstract concepts and evoking sensory experiences in readers [7]. By analyzing descriptive passages rich in imagery and symbolism, scholars can uncover deeper layers of meaning and thematic resonance within texts.

2. Non-Realistic Elements in Literary Works: The study of non-realistic elements in literature has been explored by theorists such as Todorov (1975) and

Rose (1980). They contend that non-realistic elements, including surrealism, magical realism, and allegory, disrupt conventional notions of reality and invite readers to engage with alternative modes of perception and interpretation [8], [13]. Analyzing passages containing non-realistic elements allows scholars to explore the boundaries of imagination and creativity in literature.

3. Close Reading and Textual Analysis: Scholars such as Leitch (2001) advocate for close reading and textual analysis as essential methods for uncovering the intricacies of literary texts [9]. Close reading involves examining specific passages in detail, paying attention to language, imagery, and symbolism. Through close reading, scholars can identify recurring motifs, symbolic imagery, and non-realistic elements that contribute to the overall meaning and aesthetic impact of the text.

4. Interpretive Approaches to Literary Analysis: The interpretive approaches to literary analysis proposed by Fish (1980) and Eagleton (2008) offer valuable insights into the significance of imagery, symbolism, and non-realistic elements in literary interpretation [10], [12]. They argue that interpretation is inherently subjective, shaped by readers' perspectives, experiences, and cultural backgrounds. Analyzing selected passages allows scholars to explore diverse interpretive possibilities and engage in nuanced discussions about the meaning and significance of literary texts.

5. Cultural and Contextual Considerations: Critics such as Said (1978) and Bhabha (1994) underscore the importance of considering cultural and contextual factors in literary analysis [14], [18]. They assert that imagery, symbolism, and non-realistic elements are influenced by the historical, social, and cultural contexts in which they are produced. Analyzing selected passages within their cultural and contextual frameworks enables scholars to uncover layers of meaning that resonate with specific historical and cultural experiences.

6. Multidisciplinary Approaches to Literary Analysis: Multidisciplinary approaches to literary analysis, drawing on insights from psychology, anthropology, and semiotics, have been advocated by theorists such as Freud (1917) and Levi-Strauss (1963). These approaches highlight the interconnectedness of imagery, symbolism, and non-realistic elements with human consciousness, cultural myths, and symbolic systems [11], [15]. Analyzing selected passages through a multidisciplinary lens enriches our understanding of the psychological, cultural, and symbolic dimensions of literary texts.

This literature review highlights the significance of analyzing selected passages from literary texts to explore imagery, symbolism, and non-realistic elements, drawing on a range of theoretical perspectives and interpretive approaches.

Methodology. Study Methods: Analysis of Descriptions of Imagery, Symbolism, and Non-Realistic Elements. This study employs a systematic approach to analyze descriptions of imagery, symbolism, and non-realistic elements in literary texts. The methods include:

1. Selection of Texts: A diverse selection of non-realistic literary works will be chosen, including novels, short stories, and poems, known for their rich use of imagery, symbolism, and non-realistic elements.

2. Close Reading: Close reading techniques will be employed to analyze selected passages from the chosen texts. Close attention will be paid to

descriptions of imagery, symbolism, and non-realistic elements, noting their stylistic features, thematic significance, and narrative context.

3. Coding Scheme Development: A coding scheme will be developed to categorize and organize the identified descriptions of imagery, symbolism, and non-realistic elements. The coding scheme will include categories such as imagery type (visual, auditory, tactile), symbolic motifs, and non-realistic techniques (surrealism, magical realism, absurdism).

4. Qualitative Analysis: Qualitative analysis methods will be used to interpret the identified descriptions within their narrative contexts. Themes, motifs, and patterns will be identified, and their significance in relation to the overall narrative structure and thematic development will be explored.

5. Comparative Analysis: Comparative analysis will be conducted to identify similarities and differences in the use of imagery, symbolism, and non-realistic elements across different texts. This comparative approach will provide insights into common themes and stylistic techniques employed by authors within the non-realistic genre.

6. Interpretive Framework: An interpretive framework will be developed to guide the analysis of imagery, symbolism, and non-realistic elements. This framework will draw upon literary theory, cultural studies, and aesthetic philosophy to provide a theoretical basis for interpreting the identified elements within their broader literary and cultural contexts.

7. Validation: The findings of the analysis will be validated through peer review and consultation with experts in the field of literary studies. Feedback from peers and experts will be incorporated to ensure the rigor and validity of the study's findings.

8. Reporting and Presentation: The results of the analysis will be reported and presented in a scholarly format, such as a research paper or thesis. The analysis will be accompanied by textual evidence, quotes, and citations to support the interpretations and conclusions drawn from the study.

Discussion. The analysis of selected passages from chosen texts provides valuable insights into the use of imagery, symbolism, and non-realistic elements in literature. By closely examining these textual components, we gain a deeper understanding of the themes, motifs, and narrative techniques employed by authors to convey meaning and evoke emotional responses in readers.

1. Imagery and Descriptive Language: In the selected passages, authors utilize vivid imagery and descriptive language to create rich sensory experiences for readers. Descriptions of landscapes, characters, and objects are imbued with symbolic significance, contributing to the immersive quality of the narrative.

2. Symbolism and Metaphor: Symbols and metaphors play a prominent role in the selected passages, functioning as vehicles for conveying abstract concepts and deeper layers of meaning. Authors employ symbolic imagery to explore themes such as identity, memory, and the nature of reality.

3. Non-Realistic Elements and Surreal Imagery: Non-realistic elements, including surreal imagery and fantastical occurrences, abound in the chosen texts. These elements disrupt conventional notions of reality, inviting readers into worlds where the boundaries between the possible and the impossible are blurred.

4. Cultural Symbolism and Context: Cultural symbolism is woven into the fabric of the selected passages, reflecting the socio-cultural contexts in which the texts are situated. Authors draw on cultural symbols and traditions to infuse their narratives with authenticity and resonance.

5. Interplay of Text and Context: The interplay between text and context shapes the interpretation of imagery, symbolism, and non-realistic elements in the chosen passages. Historical, cultural, and literary contexts inform readers' understanding of the symbols and motifs employed by authors.

6. Reader Response and Interpretation: Reader response plays a crucial role in interpreting imagery, symbolism, and non-realistic elements. Readers bring their own experiences, beliefs, and cultural backgrounds to the text, influencing their interpretation of symbols and their engagement with the narrative.

In conclusion, the analysis of selected passages from chosen texts provides valuable insights into the use of imagery, symbolism, and non-realistic elements in literature. By closely examining these textual components and considering their cultural and contextual significance, we deepen our appreciation of the complexities and nuances of non-realistic storytelling.

Conclusion. Through the analysis of descriptions of imagery, symbolism, and non-realistic elements, this research has provided valuable insights into the multifaceted nature of literary representation and its impact on the interpretation of texts. Several key conclusions emerge from this investigation:

1. Richness of Literary Imagery: The examination of imagery within literary texts reveals the richness and complexity of descriptive language employed by authors to evoke vivid mental images in the minds of readers. Descriptions of landscapes, characters, and objects serve not only to enhance the aesthetic appeal of the text but also to convey deeper symbolic meanings and thematic motifs.

2. Symbolism as Narrative Signifiers: Symbols play a crucial role in conveying abstract concepts, emotions, and themes within literary narratives. By analyzing symbolic elements within texts, scholars can uncover hidden layers of meaning and interpret the deeper significance of characters, events, and settings. Symbolism serves as a narrative signifier that invites readers to engage in active interpretation and exploration of textual meanings.

3. Non-Realistic Elements as Creative Devices: Non-realistic elements, such as surrealism, magical realism, and fantastical elements, serve as creative devices that challenge conventional notions of reality and representation. Through the manipulation of narrative structure, perspective, and language, authors create immersive worlds that defy logic and invite readers to suspend disbelief. The analysis of non-realistic elements enriches our understanding of literary imagination and its capacity to transcend conventional boundaries.

4. Interplay of Imagery, Symbolism, and Theme: The interplay of imagery, symbolism, and thematic elements within literary texts demonstrates the interconnectedness of narrative components and their contribution to the overall meaning of the work. Imagery and symbolism serve as vehicles for conveying thematic messages and exploring existential questions, moral dilemmas, and philosophical inquiries. Through close analysis, scholars can unravel the intricate tapestry of symbols woven into the fabric of the narrative.

5. Implications for Literary Interpretation: The analysis of descriptions of imagery, symbolism, and non-realistic elements has broader implications for literary interpretation and criticism. By developing analytical tools and methodologies for examining these narrative components, scholars can deepen their understanding of literary texts and uncover hidden layers of meaning. This research contributes to ongoing discussions within literary studies regarding the

nature of representation, the role of the author, and the interpretive strategies employed by readers.

In conclusion, the analysis of descriptions of imagery, symbolism, and non-realistic elements enriches our understanding of literary texts by revealing the intricate interplay of narrative components and their contribution to textual meaning. This research highlights the importance of close reading and critical analysis in uncovering the symbolic significance of literary works and demonstrates the enduring relevance of literary studies in exploring the complexities of human experience and imagination.

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ФОЛЬКЛОР КАК НЕОТЪЕМЛЕМАЯ ЧАСТЬ НАРОДНОЙ КУЛЬТУРЫ СТРАН АЗИИ И ЗАПАДА

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Аннотация:

Данная статья показывает роль фольклора в развитие культуры и литературы стран востока и запада, а также иллюстрирует важность изучения фольклора в разных культурах, дает краткую информацию о предыстории фольклора как общественного наследия. Кроме того, исследуются некоторые быстрые и эффективные методы изучения фольклора на разных языках с культурной точки зрения. Основные различия между западным и азиатским фольклором с лингвистической и культурной точек зрения также анализируются на примерах.

Ключевые слова: фольклор, культура, искусство народа, верования, обычаи, западный фольклор, азиатский фольклор, сравнительный анализ, традиция.

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Фольклор (слово) - общий термин, под которым понимаются и включаются традиционные верования, обычаи, истории, песни и поговорки, распространенные среди народов или сохраняемые культурными классами более развитых народов. Кратко говоря, она охватывает все, что составляет часть ментального оснащения народа, в отличие от его технического мастерства. Внимание фольклориста привлекает не форма плуга, а обряды, которые практикует пахарь, внося его в почву ... [1,130].

Фольклор является неотъемлемой частью устной традиции и использовался для передачи знаний и ценностей из поколения в поколение. Изучая фольклор, мы можем лучше понять способы передачи и сохранения информации и мудрости на протяжении всей истории.

Изучение фольклора важно по нескольким причинам. Во-первых, оно дает представление о культурном наследии общины, региона или общества. Фольклор охватывает традиционные верования, обычаи, истории, музыку и искусство народа, и его изучение помогает сохранить и понять эти формы культурного самовыражения.

Во-вторых, фольклористика помогает понять психологические и социологические аспекты сообщества. Фольклор часто отражает коллективное сознание, ценности и страхи общества, и его изучение может дать представление об общем опыте и борьбе группы людей.

Изучение фольклора на разных языках с культурной точки зрения может быть богатым и полезным опытом. Вот несколько эффективных методов изучения фольклора на разных языках с культурной точки зрения:

1. Знание языка: важно хорошо понимать язык, на котором написан или произносится фольклор. Это может включать изучение языка,

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программы погружения или работу с языковыми экспертами, чтобы обеспечить точное понимание нюансов и тонкостей языка.

2. Сравнительный анализ: Сравнительный анализ предполагает изучение сходных фольклорных мотивов, тем или повествований на разных языках и в разных культурах. Это может дать представление об универсальных темах и вариациях в различных культурных контекстах.

3. Полевые работы и интервью: Проведение полевых работ и интервью с носителями языка может обеспечить бесценный культурный контекст и понимание. Прямое взаимодействие с сообществом может дать представление о значении фольклора и его роли в формировании культурной идентичности.

4. Контекстуализация: Понимание исторического, социального и географического контекста фольклора имеет решающее значение. Это предполагает изучение культурных, религиозных и социальных практик, которые влияют на создание и передачу фольклора в рамках определенного языкового сообщества.

5. Междисциплинарный подход: Использование междисциплинарного подхода путем интеграции элементов антропологии, истории, лингвистики и литературы может обеспечить всестороннее понимание фольклора в его культурном контексте.

Используя эти методы, исследователи могут получить более глубокое понимание фольклора на разных языках и его влияния на культуру, традиции и самобытность.

Основными различиями между западным и азиатским фольклором с лингвистической и культурной точки зрения являются:

1. Язык и устная традиция: Западный фольклор преимущественно передается через европейские языки, такие как английский, французский, немецкий и другие, в то время как азиатский фольклор передается через множество языков, включая китайский, японский, корейский, хинди, урду и многие другие.

2. Культурные темы и мотивы: В западном фольклоре часто присутствуют такие мотивы, как рыцари, драконы, феи и ведьмы, в то время как азиатский фольклор может включать такие темы, как драконы, духи, демоны и поклонение предкам. Различные культурные условия и системы верований порождают уникальные повествовательные элементы в фольклоре каждого региона.

3. Традиции устного рассказывания историй: В западном фольклоре традиции устного рассказывания историй часто вращаются вокруг индивидуального героизма и поисков, в то время как в азиатском фольклоре больше внимания уделяется семейным и общественным ценностям, а также взаимосвязи природы и духовного мира.

Эти различия в языке, культурных темах, устных традициях и религиозных влияниях способствуют разнообразию и богатству западного и азиатского фольклора. В целом, изучение фольклора важно для сохранения культурного наследия, понимания человеческого опыта и внесения вклада в различные академические дисциплины.

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ENHANCING A TEACHER'S PROFESSIONAL COMPETENCY IN A HIGHER EDUCATION SETTING

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Abstract:

Understanding the forms and techniques of teaching various courses in higher education institutions must be revised constantly in light of modern realities. The application of interactive techniques in teaching. Students can develop their knowledge and skills in managing information sources, interacting with other participants in the educational process, and problem-solving techniques in an environment that is designed to stimulate their creative activity through the use of interactive educational formats, methods, and means.

Key words: Education, society, competence, teacher, technologies, educational and mentoring process.

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The current society creates a social need in an era that is able to live and create in a state of intellectually intensive, research-intensive and information-rich innovations; it requires the development of research and action skills in the ever-changing world of generations, business, society and political life. In such a society, the most important place is not computers or machines, but knowledge and inventive thinking. Therefore, it is important to create our own science and effectively coordinate its achievements within a generation. Then, in the near future, we will need thousands of deeply qualified masters and graduate scientists in hitherto unexploited logical and specialist fields - biotechnology, nanotechnology, space transportation and information and communication technology.

Strategies in the conditions of the modernization of teaching, the current university professor must be ready and able to recognize changes in generalizations in his demanding behavior and professional activity. And for that it is not enough to simply encourage the subject to "follow the times"; in addition, the ability to self-educate, competent and individual self-development is essential. Such competence is difficult to assume when comparing the knowledge and skills that allow a person to develop professionally, to change behavioral characteristics, skillful actions and tendencies, to be objective and confident in decision-making, and to manage mental and emotional states.

Thanks to this, the skill characteristics of teachers of higher education institutions begin to more regularly include a combination of individual and competent characteristics and related self-regulation skills, which are able to characterize the level of individual and competent development. In addition, the professional advancement cannot be separated from the individual, because

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both are based on the guideline of self-development, which determines the ability to transform the movement of a demanding life into a protest of viable change.

As a result of this, identity comes to the beat frame of way of life movement – inventive self-actualization. Coordination competence approach into the higher instruction framework, which centers on the instruction result in case when the result is considered not as entirety of the obtained data but as a person's capacity to act completely different circumstances, is pointed at moving forward the interaction with human assets showcase, increment of specialists' competitiveness and overhaul of the substance, technique and journalist instruction environment. The unused instruction worldview infers the got to give a understudy not as it were with a whole of information, but too with a set of key competencies, which permit adaptably adjusting in powerfully changing social and financial conditions and utilizing the information in making modern competitive items and administrations.

Display circumstance requires the explore for extraordinary instruction shapes, which are essential for planning fruitful and requested by the human assets showcase masters, who have certain individual qualities. In conclusion we would like to title a number of prioritized objectives for moving forward proficient competence of a college instructor: creating a program for instructive and systematic supply of a modern era; characterizing instruction substance and structure; and considering the nature of teachers' proficient competence advancement within the professionalization handle.

Deep learning analyzes the problem of developing key skills- educational, communication and problem-solving skills. Enlightenment expertise gives the student the skills to manage the data and fields contained in the subjects in one comprehensive world. Real data objects (television, tape recorder, telephone, fax machine, computer, printer, modem, copier) and data transmission (audio and video recording, e-mail, mass media, network) help create skills to independently view, analyze and select important data, organize, change, save and share.

Competence could be a combination of basic knowledge and individual characteristics that enable a professional approach and expert understanding of providing knowledge, logical and healthy movement issues. The competency-based approach to teaching has recently become a protest of active understanding in education and training. In addition, it is recognized that logical improvements to the competency approach await guidance. The basic categories of the non-use approach are the concepts of "competence" and "competence". The term "competence" is not like one of the categories of basic education, but also a matter of intrigue.

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EXPLORING GLOBAL PERSPECTIVES IN LANGUAGE TEACHING AND LEARNING

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Abstract:

This article explores the imperative of integrating global perspectives into language teaching and learning. In response to the evolving landscape of our interconnected world, educators are tasked with cultivating cultural understanding and empathy among students. The article examines the pivotal role of global perspectives in enhancing language proficiency, fostering intercultural awareness, and facilitating effective communication skills. Through an analysis of key strategies such as cultural sensitivity, the incorporation of authentic materials, the impact of technology, and the significance of assessment, the article provides a nuanced perspective on the transformative potential of this pedagogical approach. Drawing on diverse scholarly insights, it emphasizes the importance of preparing students for a globalized workforce, fostering global citizenship, and equipping them with the skills to navigate and contribute meaningfully in our interconnected world.

Key words: Assessment, language teaching, intercultural awareness, cultural sensitivity, authentic materials, technology in education, methods, language proficiency, effective communication, pedagogical approaches, inclusive learning, interconnected world, global citizenship, cultural diversity.

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I. Introduction

Language teaching and learning have experienced a significant shift towards embracing global perspectives in recent years. As the world becomes more interconnected and diverse, educators must incorporate global perspectives into language instruction to foster cultural understanding and empathy among students. This essay aims to explore the importance of global perspectives in language teaching and learning and highlight the benefits it brings to both educators and students. By examining various approaches and strategies, as well as the potential challenges and limitations, this essay will demonstrate the significance of embracing global perspectives in language classrooms. Ultimately, the integration of global perspectives in language teaching and learning can create a more inclusive and comprehensive educational experience that prepares students to navigate a globalized and interconnected world.

II. Importance of Global Perspectives in Language Teaching and Learning

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Global perspectives play a crucial role in language teaching and learning, as they provide learners with a broader understanding and appreciation of language and culture. By incorporating global perspectives into language education, students are exposed to a range of diverse linguistic and cultural experiences, which helps to foster empathy, intercultural awareness, and effective communication skills. Furthermore, global perspectives encourage learners to critically analyze and reflect upon their language and culture, promoting self-awareness and personal growth. In an increasingly interconnected world, where communication transcends geographical boundaries, language learners need to develop a global mindset that enables them to navigate and engage with people from different linguistic and cultural backgrounds. As explained, global perspectives in language teaching and learning open doors to new opportunities and enrich students' language proficiency and cultural competence. (Thanh-Thao Le, Trut-Thuy Pham, 2023)

III. Cultural Awareness and Sensitivity in Language Teaching and Learning

Integrating cultural awareness and sensitivity into language teaching and learning is crucial in preparing students to be effective communicators in a globalized world. Cultural competence allows students to understand and appreciate diverse perspectives, which enhances their language skills and intercultural communication abilities. By incorporating cultural elements into language instruction, educators can create an inclusive and supportive learning environment that fosters respect, empathy, and curiosity toward different cultures. This can be achieved through various strategies such as using authentic materials from different cultures, discussing cultural norms and values, and engaging students in activities that promote cultural exchange and understanding. Furthermore, language teachers need to be aware of their own cultural biases and beliefs, as it can impact their interactions with students from different backgrounds. Therefore, professional development programs that focus on cultural competence should be provided to language teachers to enhance their understanding and effectiveness in teaching culturally diverse classrooms (Victoria Yoko, 2023). By prioritizing cultural awareness and sensitivity, language teaching and learning can become a transformative experience that prepares students to engage with the global community.

IV. Incorporating Authentic Materials and Resources in Language Teaching and Learning

Incorporating authentic materials and resources in language teaching and learning is crucial for fostering effective language acquisition. Authentic materials refer to materials that are created for real-life communication purposes and are not specifically designed for language learners. By utilizing authentic materials such as newspapers, magazines, books, movies, and songs, language learners are exposed to the cultural context and language usage patterns of native speakers. This exposure helps learners develop their language skills in a more meaningful and authentic way, as they are exposed to realistic language use and gain insight into the target culture. Incorporating authentic materials also enhances learner motivation and engagement, as learners can see the immediate relevance and applicability of the language they are learning. Additionally, authentic materials can provide opportunities for learners to develop critical thinking skills and cultural awareness, as they engage with real-world texts and contexts. Therefore, language instructors should prioritize the

integration of authentic materials and resources in their teaching practices to enhance language learning outcomes. (Eve C. Zyzik, Charlene Polio, 2017)

V. Technology and Global Perspectives in Language Teaching and Learning

Advancements in technology have greatly impacted language teaching and learning on a global scale. The use of technology in language classrooms allows for a more interactive and engaging learning experience, as well as enhanced opportunities for cross-cultural communication and collaboration (Tiare Gonzalez-Vidal, Paul Moore, 2024). Online language learning platforms, such as language exchange websites and mobile language apps, provide learners with access to native speakers and authentic language resources from around the world. This exposure to different accents, dialects, and cultural perspectives helps learners develop a more comprehensive understanding of the target language and its global variations (O'Dowd, Robert, 2016). Furthermore, technology enables teachers to incorporate multimedia content, such as videos and audio recordings, which can expose learners to a wider range of cultural contexts and authentic language use. Overall, technology plays a crucial role in promoting global perspectives in language teaching and learning by breaking down geographical barriers and fostering intercultural communication.

VI. Assessment and Evaluation of Global Perspectives in Language Teaching and Learning

Assessment and evaluation play a crucial role in understanding the effectiveness of global perspectives in language teaching and learning. Educators must utilize reliable and valid assessment methods to measure students' acquisition of intercultural competence and global language skills. These assessments should encompass various dimensions such as language proficiency, cultural knowledge, critical thinking, and communication skills in international contexts. Both formative and summative assessments should be employed to provide continuous feedback to students and evaluate their progress over time. Moreover, evaluation methods should consider diverse learners and their backgrounds, ensuring fairness and inclusivity in the assessment process. By incorporating comprehensive and well-designed assessment tools, educators can gather evidence of the impact of global perspectives in language teaching and learning, leading to the improvement of instructional strategies and curriculum development.

A. Conclusion

In conclusion, exploring global perspectives in language teaching and learning is crucial to preparing students for an increasingly interconnected world. By incorporating diverse cultural and linguistic experiences into the curriculum, educators can enhance students' language proficiency and foster their ability to communicate effectively across cultures. Exposure to a variety of perspectives also fosters empathy and understanding, cultivating students' ability to navigate global issues and form their own informed opinions. Furthermore, implementing global perspectives in language classrooms can contribute to the promotion of intercultural competence, as it requires students to interact with individuals from different backgrounds and develop the necessary skills to navigate cultural differences respectfully. Ultimately, this approach to language teaching and learning promotes global citizenship and equips students with the tools they need to thrive in the globalized 21st-century workforce.

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**DEVELOPMENT TRANSLATION OF INTERNATIONAL LAW NORMS
THROUGH CONTENT-BASED**

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Abstract:

This research work is devoted to the features of the translation of legal terminology from English into Uzbek. The need for professional translation today manifests itself in all spheres of life.

Key words: law, international law, legal terms, lexical units, translation, terminology, legalization, contract, documents, dictionary, proficiency, comparison.

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Among the many complex problems studied by modern linguistics, an important place is occupied by the problem of linguistic aspects of interlingual speech activity, which is called "translation" or "translation activity". From the very beginning, translation performed an important social function, which made possible inter-lingual communication between people. The widespread dissemination of written translations gave people access to the cultural achievements of other peoples, made it possible for interaction and mutual enrichment of cultures and literatures.

Any serious business activity can be achieved through contracts and agreements. The written form ensures that different people, such as buyers and sellers, interact in accordance with a particular business strategy and their interests are taken into account by their partners. One of the most popular types of translation today is the translation of documents. The documents are divided into two main groups: documents of individuals; Translation of legal entities' documents is becoming increasingly relevant in today's global economy. One of the peculiarities of translating the documents of individuals is the need to give them legal force, their legalization for presentation outside the country.

The object of the study is scientific and technical terminology and multi-component terms. The subject of the study is the peculiarities and complexity of translation of scientific texts in general, and terminology in particular. As for the purpose of the work, it can be defined as identifying the difficulties encountered in translating scientific and technical terminology. Moreover, one of the objectives is also to create an electronic dictionary that could include multi-component terminology applicable in narrower, little-studied areas of knowledge.

The theoretical significance of my work is due to the importance of research and study of the specifics of translation of scientific and technical terminology. As for practical significance, it is that in one way or another sometimes the translator has to deal with scientific terms, and with it the difficulties of technical translation, without knowledge of which you can make many mistakes, even a

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good foreign language. In this regard, this research can be a good guide to translating terms of varying degrees of complexity.

The scientific novelty of my diploma work is that due to technological progress, more and more terms appear every day in different fields of knowledge and the need to develop a clear algorithm for translation of scientific terminology is growing. Moreover, multi-component terms have not previously been considered in the texts of scientific and technical literature in such detail that once again confirms the need to develop a clear algorithm for their translation. Our research work is aimed at identifying difficulties in translating scientific and technical terminology from Uzbek to English. The introduction of basic concepts of economic and state relations between different countries, the continuous development of science and technology, as well as modern technologies in various industries and fields of activity increase the importance of the foreign language, which acts as a "bridge" between representatives of different cultures and languages.

There are many definitions. V. N. Commissioners defines translation as a type of language mediation, which is entirely oriented towards the foreign-language original. If we mean translation from one language to another, then the translation can be considered as a process and as a result. The Scottish linguist John Catford, who is the founder of the theoretical concept of translation, argues that translation is the replacement of textual material in one language (IA) with equivalent textual material on another. On the basis of this definition, it can be concluded that the main problem with translation is the establishment of the nature and conditions of translation equivalence.

In this article we are dealing with the translation of texts of scientific technical style. In this regard, it is necessary to find out what style is, what are the texts of this subject and what features have. Language style is a collection of language tools. The style of non-fiction, in turn, differs by the presence of special characteristics. The scientific and technical texts use special terms that are selected in accordance with the area of knowledge to which a text refers to accurately conveys thought. As for grammar, scientific and technical texts abound with the use of passive, impersonal and vaguely personal designs. Most of the sentences are complex and complex.

Consequently, alliances, composite pretexts and various revolutions are widely used in the language of scientific and technical style. In addition, it is worth noting that the author of the text, trying to convey information and explain certain facts, discoveries, processes, avoids personal forms of verb, replacing them with a suffering pledge. In this regard, it becomes clear that all processes and phenomena in the text act as subject, eclipsing the author of the text. The style of presentation of information. Due to the rapid development of modern technologies, the translation of scientific technical terminology is especially relevant in recent times. Today, scientific and technical translation is not only a form of translation, but also a separate applied discipline. A distinctive feature of scientific and technical texts is the abundance of terms and various phrases, formulas, graphs, the translation of which can cause a number of difficulties. And the main task of scientific and technical translation is a brief and accurate presentation of information and the absence of any emotional coloring.

The group of documents of legal entities, the translation of which has its own peculiarities and most often causes difficulties, include contracts, contracts and insurance documents. It should be noted that translation theory often requires a full understanding of the translator's source code. But by making

such demands, the authors do not specify how it is possible to achieve a full understanding, which causes a negative reaction in translators. The translator can acquire the knowledge he needs in many different ways. At the disposal of the translator are intelligent and bilingual dictionaries, glossaries, databases, information-search thesaurus, encyclopedias, texts, legislation, regulations, personal contacts with specialists, etc. can certainly be useful to the translator. But the organization of search is crucial. The sequence, for example, can be such. When the language units in the text are difficult to understand, the translator turns to the dictionaries to determine whether the language unit is compliant with the concept. [6, p.124].

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КОМПЬЮТЕРНЫЕ ТЕХНОЛОГИИ НА УРОКАХ АНГЛИЙСКОГО ЯЗЫКА КАК СРЕДСТВО РЕАЛИЗАЦИИ МЕТАПРЕДМЕТНОГО ПОДХОДА

К. Гафурова¹

Аннотация:

В данной статье объясняется стратегическая необходимость использования компьютерных программ на уроках английского языка как средства реализации метапредметного подхода. Рассматривается роль метапредметного подхода в образовательном процессе. Метапредметный подход предполагает, что обучающийся не только овладевает системой знаний по тому или иному предмету, но также осваивает универсальные способы действий, с помощью которых сможет самостоятельно добывать информацию об окружающей действительности, анализировать её и применять по мере необходимости и в соответствии с запросом.

Ключевые слова: метапредметность, метапредметные умения, универсальные учебные действия, компьютерные технологии, урок иностранного языка.

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Государственный образовательный стандарт гласит о том, что выпускник школы должен уметь работать с информацией, добывать нужную информацию, производить самостоятельный отбор, анализ и синтез добытой информации. Перед современным педагогом поставлены задачи, решение которых требует от него использования инновационных технологий в образовательном процессе. Ранее педагогическая модель предусматривала лишь предметную область. Новые требования, которые предъявляются к результатам обучения, прописанные в ГОС, предполагают изменения подходов к обучению. При грамотной организации учебного процесса школьники смогут получать знания не в готовом виде, а сами формулировать правила, видеть какие теории и системы понятий стоят за той или иной наукой, осознавать и понимать их взаимосвязь и взаимозависимость. [1]

На сегодняшний день разработано незначительное количество методических рекомендаций по реализации метапредметного подхода на этапе основного общего образования при обучении английскому языку. Метапредметность обеспечивает и соединяет в себе идею предметности и надпредметности, а также рефлексия. Таким образом у ученика появляется возможность осмыслить материал. Метапредметный подход направлен на развитие мыслительных способностей обучающихся. [2,104] Под метапредметными умениями понимаются универсальные учебные действия: регулятивные, познавательные и коммуникативные. Формирование и развитие данных универсальных учебных умений возможно посредством компьютерных технологий.

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Под универсальными учебными действиями понимаются действия, обеспечивающие овладение всеми ключевыми компетенциями, которые в свою очередь составляют основу всего обучения и определяют умение учиться. Иначе говоря, универсальные учебные действия – это совокупность всех способов действий, обеспечивающих готовность и способность к самостоятельному усвоению новых умений, а также регуляцию познавательной деятельности.

Важно отметить, что реализация метапредметного подхода в преподавании иностранного языка в школе позволяет успешно работать над формированием и развитием межкультурной коммуникации. С появлением компьютерных технологий образование приобрело новое качество, связанное в первую очередь с возможностью оперативно получать информацию из любой точки земного шара. Отдельно следует сказать об образовательных платформах. Данные платформы позволяют педагогам объединить и разместить учебный материал в виде электронных учебников, аудио-, видео-, графических файлов, использовать системы гиперссылок, с помощью разнообразных тестов контролировать знания и умения обучающихся, вести учет академических достижений школьников в сети. [3,216]

В последние десятилетия компьютер стал активным участником образовательного процесса. Он помогает в отработке некоторых практических умений, организации и проведении опроса и контроля знаний обучающихся, при выполнении творческих заданий. Возможность формирования универсальных учебных действий на уроках иностранного языка при помощи компьютерных технологий как никогда актуальна. Необходимо отметить, что в век цифровых технологий изучение иностранного языка и его практическое применение становится наиболее доступным. Следовательно, реализация метапредметности на уроках не должна вызывать затруднений как у педагога, так и обучающегося.

Рассмотрим регулятивные умения и возможности их формирования и развития посредством компьютерных технологий. При помощи компьютерных технологий можно спроектировать урок, который нацелен на самостоятельную познавательную деятельность, производить рефлексию и самостоятельную коррекцию знаний, а также давать самооценку. Формирование и развитие коммуникативных умений на уроках иностранного языка определяется как одна из самых важных и значимых задач. Компьютерные технологии позволяют производить отработку коммуникативных навыков, способствуют творческому переосмыслению задачи. Компьютерные технологии позволяют организовать работу по совершенствованию речевой деятельности, слуховых и произносительных навыков, например, посредством прослушивания аутентичных текстов, просмотра видео сюжетов и др. Компьютерные программы открывают доступ к богатому лингвострановедческому материалу, что способствует развитию умений вести полноценное межкультурное общение. [4]

Познавательная деятельность обучающихся также активно развивается посредством компьютерных технологий благодаря работе с источниками информации. У обучающихся появляется возможность выбрать источник из множества предлагаемых, провести анализ и синтез полученной информации. [5,44] Перечисленные выше универсальные учебные действия и их формирование, и развитие на уроках иностранного языка предполагает

использование разнообразных форм работы: фронтальная, парная, индивидуальная. Все указанные выше формы учебной деятельности должны быть спроектированы и скомпонованы таким образом, чтобы компьютер стал логичным и очень эффективным дополнением к учебному процессу, а никак не самоцелью и определяющим фактором. Следует обозначить некоторые дидактические требования, которые могут быть предъявлены к использованию компьютерных технологий в образовательном процессе при реализации метапредметного подхода. Одним из главных принципов является четкое обозначение роли и места, назначения и времени использования компьютерных технологий и образовательных ресурсов на уроке. Не менее важным требованием является доступность и простота установки компьютерных технологий. Учитель должен соблюдать логичность использования компьютерных программ в соответствии с целью и темой урока. При правильной установке и выборе компьютерные технологии будут способствовать достижению индивидуализации и интенсификации самостоятельной работы обучающихся. [6,100]

Кроме выше перечисленных критериев учителю необходимо учитывать индивидуальные особенности учеников при организации самостоятельных действий и взаимодействия с компьютером и с другими учениками. Безусловно, работа с компьютером вызывает у обучающихся повышенный интерес к учебе и усиливает мотивацию к получению новых знаний.

В заключении хотелось бы отметить, что обучение с помощью компьютерных технологий открывает новые возможности перед педагогом и учениками. Следовательно, компетентность педагога в области компьютерных технологий становится одной из наиболее важных компетенций современного специалиста в сфере образования. При этом эволюция компьютерных технологий заключается не в столько в росте программного обеспечения, сколько в методически правильном выборе контента, а также в грамотном его использовании.

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THEORETICAL DISCUSSIONS OF REFLECTION OF GENDER IN LANGUAGE AND SPEECH

K. Nurullaeva¹

Abstract:

Gender investigations of phraseological units, using linguistic means due to belonging to a definite sex, reflection of national-cultural features of gender concepts in languages are important problems for world linguists to solve. In the dissertation in order to select and classify English genderly marked phraseological units the following criteria have been proposed: grammatical due to usage of personal pronouns, morphological that is vivid in suffixes, basing on the choice of proper and common nouns lexical and dependent on dictionary meaning semantic criteria.

Key words: discourse, anthropology, sociolinguistic, rational, euphemism.

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The problems of gender linguistics are the most attractive ones in the modern language study. This is an obviously new branch of science which studies out the focus on difference of means of language between men and women. And not only language but behavior itself. Each chapter of our work constituted a powerful response to male-centered cognitive studies, which had taken modes of thinking associated with dominant men as the norm and appraised the cognitive processes of females (and often of ethnic and racial minorities as well) as deficient. While all of this work ultimately emerged from feminist impatience with male-dominated and male-serving intellectual paradigms, it also appealed to a popular thirst for gender difference. And in the end, this research is frequently transformed in popular discourse - to justify and support male dominance [2].

The collaboration of the problem of gender began in 1990 when Penelope Eckert was asked to teach a course on language and gender at the 1991 LSA Linguistic Institute at the University of California at Santa Cruz, and Sally was asked to write an article on language and gender for the *Annual Review of Anthropology*. They decided to combine these projects into a joint effort to rethink approaches to language and gender, and particularly to bring together their work in quite different areas of linguistics. Penny's focus in linguistics has been on sociolinguistic variation, and she was employing ethnographic methods to examine the embedding of linguistic practice in processes of identity construction. Sally came to linguistics from math and analytic philosophy, and has divided her career between teaching and research on language and gender, especially the pragmatic question of what people (as opposed to linguistic expressions) mean, and on formal semantics.

In 1972, Robin Lakoff published an article entitled "Language and woman's place," which created a huge fuss. There were those who found the entire topic

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trivial - yet another ridiculous manifestation of feminist "paranoia." And there were those - mostly women - who jumped in to engage with the arguments and issues that Lakoff had put forth. Thus, was launched the study of language and gender [1].

We are surrounded by gender lore from the time we are very small. It is ever-present in conversation, humor, and conflict, and it is called upon to explain everything from driving styles to food preferences. Gender is embedded so thoroughly in our institutions, our actions, our beliefs, and our desires, that it appears to us to be completely natural. The world swarms with ideas about gender - and these ideas are so commonplace that we take it for granted that they are true, accepting common adage as scientific fact. As scholars and researchers, though, it is our job to look beyond what appears to be common sense to find not simply what truth might be behind it, but how it came to be common sense. It is precisely because gender seems natural, and beliefs about gender seem to be obvious truth, that we need to step back and examine gender from a new perspective.

This is not easy, for gender is so central to our understanding of ourselves and of the world that it is difficult to pull back and examine it from new perspectives. But it is precisely the fact that gender seems self-evident which makes the study of gender interesting [4]. It brings the challenge to uncover the process of construction that creates what we have so long thought of as natural and inexorable -- to study gender not as given, but as an accomplishment; not simply as cause, but as effect. The results of failure to recognize this challenge are manifest not only in the popular media, but in academic work on language and gender as well. As a result, some gender scholarship does as much to reify and support existing beliefs as to promote more reflective and informed thinking about gender.

Thus, the very definition of the biological category's *male* and *female*, and people's understanding of themselves and others as male or female, is ultimately social. It is commonly argued that biological differences between males and females determine gender by causing enduring differences in capabilities and dispositions. Higher levels of testosterone, for example, are said to lead men to be more aggressive than women; and left-brain dominance is said to lead men to be more "rational" while their relative lack of brain lateralization should lead women to be more "emotional."

Consider our voices. On average, men's vocal tracts are longer than women's, yielding a lower voice pitch. But individuals' actual conversational voice pitch across society does not simply conform to the size of the vocal tract. At the age of four to five years, well before puberty differentiates male and female vocal tracts, boys and girls learn to differentiate their voices as boys consciously and unconsciously lower their voices while girls raise theirs. In the end, one can usually tell whether even a very small child is male or female on the basis of their voice pitch and quality alone, regardless of the length of their vocal tract.

One thing that is overwhelming in our narrative of development is the ubiquity of gender. Children get gender from everywhere. Gender consists in a pattern of relations that develops over time to define male and female, masculinity and femininity, simultaneously structuring and regulating people's relation to society [3]. It is deeply embedded in every aspect of society -- in our institutions, in public spaces, in art, clothing, movement. Gender is embedded in experience in all settings from government offices to street games. It is embedded in the family, the neighborhood, church, school, the media, walking

down the street, eating in a restaurant, going to the restroom. And these settings and situations are all linked to one other in a structured fashion. Gender is so intricately organized at every level of experience that there is something approaching a seamless connection between a girl's desire for a frilly party dress and the male control of the means of production. Every time a little girl desires a frilly pink party dress, insists on having one, or wears one, she is performing a gendered act that renews the gendered meanings associated with pink, frills, dresses, and party clothes. The little girl who insists on wearing grubby overalls has a different effect. Interestingly, however, people often dismiss what they see as "exceptions" so that the actions of the nonconforming girl may have less ongoing effect [1]. The purpose of this section is to give some account of the connection between the pink party dress and the male control of institutions -- an account of the structuring of gender ubiquity and of male domination.

The idea and subject of positioning in speech are interconnected and implicated in gender construction and gender studies. Many linguists argue about positioning in speech acts relating to the gender research. For example, American linguist Robin Lakoff studied women's speech peculiarities and proposed that American women soften and attenuate their expression of opinion through such devices as

- tagging questions ("the weather is pleasant, isn't it?")
- indirection (saying "Well, I've got a dentist appointment then" in order to convey a reluctance to meet at some proposed time and perhaps to request that the other person propose an alternative time)
- rising intonation on declaratives (A: "When will you come?" B: "Seven o'clock?")
- euphemism (avoiding profanities by using expressions like piffle, fudge, or heck; using circumlocutions like go to the bathroom to avoid "vulgar" or tabooed expressions such as pee or piss)
- the use of various kinds of hedges ("That's kind a sad "or "it's probably dinnertime")
- boosters or amplifiers ("I'm so glad you're here")
- conventional politeness, specially forms that mark respect for the addressee. There were other elements in the picture she painted of "women's language," but the main focus was on its "powerlessness," seen as deriving from the "weak" stance or position those women (and others) were assuming.

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“GO‘ZALLIK” KONTSEPTINING LINGVOMADANIY VA LINGVOKOGNITIV XUSUSIYATLARI

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Annotatsiya:

“Go‘zallik” tushunchasi xususida ko‘lab faylasuflar o‘z qarashlarini bildirgan. Shuningdek, go‘zallikning mutlaqlik va nisbiylik xususiyati mavjudligini, faqat mohiyatni anglatuvchi ilohiy go‘zallikkina mutlaqligini, qolgan barcha go‘zalliklar nisbiylik tabiatiga egaligini ta’kidlaydi. Go‘zallikning tarixi tadrijiylikka asoslangan inson tarixi bilan bog‘liqligi va u lingvokulturologik va antropologik ildizlarga egaligi xususida yoritilgan.

Kalit so‘zlar: go‘zallik, kontseptosfera, timsol, semantika, lingvokulturologiya, nisbiylik, farazlar.

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“O‘zbek tilining izohli lug‘ati”da “go‘zallik” leksemasi quyidagicha ta’riflanadi: Go‘zallik (1) Chiroy, husn. U (Gulnor) bukun shod, bahor uning... go‘zalligiga go‘zallik qo‘shgan. Oybek. Tanlangan asarlar.

(2) Tabiat va jamiyatdagi narsa va hodisalarning, inson faoliyatining kishida mehr-muhabbat, quvonch, zavq tuyg‘ulari uyg‘otuvchi xususiyatlarini ifodalovchi estetik tushuncha.

Yuqoridagi ta’rif va misollarda ko‘ringanidek, o‘zbek tili uchun go‘zallik tushunchasi avvalambor “ayol” tushunchasi bilan bog‘liq, undan keyingi o‘rinlarda “tabiat va jamiyatdagi narsa va hodisalarning, inson faoliyatining kishida mehr-muhabbat, quvonch, zavq tuyg‘ulari uyg‘otuvchi xususiyatlarini ifodalashi” tushuniladi. Bu holat tilimizda ming yillardan beri mavjud bo‘lib kelganligi ma’lum. Chunki tildagi tamal “ezgulik”, “go‘zallik”, “tinchlik”, “do‘stlik” kabi tushunchalar zamiridagi ko‘p hamda zalvorli ma’nolarning shakllanishi asriy tajribalarni talab qiladi. Boshqa tarafdin, go‘zallikning tarixi tadrijiylikka asoslangan inson tarixi bilan bog‘liq, boshqacharoq aytganda, u lingvokulturologik va antropologik ildizlarga egadir.

Yozuvchi va olim Abdulla Sherning talqinlariga ko‘ra “go‘zallik falsafiy-estetik istilohlar orasida nisbatan keng qamrovli tushuncha hisoblanadi. Biroq go‘zallikni uning ziddi bo‘lmish xunukliksiz durustroq tasavvur qilish qiyin. Chunki bu ikki estetik xususiyat o‘zaro doimiy dialektik munosabat tufayli mavjud.

Ular biri ikkinchisining namoyon bo‘lishi uchun ko‘zgu vazifasini bajaradi: go‘zallikning mohiyatini anglasak, xunuklik nima ekanini bilib olamiz, xunuklikning mohiyatini tushunib etsak, go‘zallik haqida to‘g‘ri tasavvurga ega bo‘lamiz. Shu sababli bu ikki estetik xususiyatni anglatadigan tushunchalarni bir-biridan ajratib emas, aksincha o‘zaro bog‘liq juft istilohlar tarzida olib qarash maqsadga muvofiq. Zero, hech bir zid tushunchani fanda salbiy deb chetga chiqarib qo‘yish yoki unga jiddiy e’tibor bermasdan qarash mumkin emas.

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“Go‘zallik” tushunchasi xususida qancha-qancha faylasuflar o‘z qarashlarini bildirgan: buyuk yunon faylasufi Aflotun birinchi bo‘lib, «go‘zal» tushunchasi bilan «go‘zallik» tushunchasini falsafiy farqlash asnosida go‘zallikning mutlaqlik va nisbiylik xususiyati mavjudligini, faqat mohiyatni anglatuvchi ilohiy go‘zallikkina mutlaqligini, qolgan barcha go‘zalliklar nisbiylik tabiatiga egaligini ta’kidlaydi. Uning fikriga ko‘ra, masalaga «Nima go‘zal?» degan nuqtai nazardan emas, balki «Go‘zallik nima?» degan nuqtai nazardan yondashish lozim. Chunki biz «Nima go‘zal?» degan savol orqali go‘zallikni hodisadan, «Go‘zallik nima?» degan savol orqali esa, uni mohiyatdan qidirishimiz kerak bo‘ladi. Ya’ni «go‘zal qiz», «go‘zal kelinchak», «go‘zal oila», «go‘zal guldona»ning go‘zalligi faqat birgina, o‘zigagina xos bo‘lgan narsa-hodisa uchun go‘zallikdir, xolos. Ularning hech biri boshqa narsa-hodisalar uchun umumiy tarzda go‘zallik bo‘la olmaydi. Ular go‘zalligining asosi nisbiylikdadir. «Eng go‘zal qiz ham ma’budaga nisbatan xunukdir», – deydi Aflotun. Ya’ni eng go‘zal qiz faqat bir xildagi narsa-hodisalariga – boshqa qizlarga nisbatan go‘zal, ma’buda esa barcha narsa-hodisalar uchun go‘zaldir. Zero, go‘zallikka asos bo‘lgan muhabbat hissi – erkindir, demak go‘zallik ham erkinlikning o‘ziga xos ko‘rinishidir.

Islomgacha bo‘lgan qadimgi turkiy xalqlarda “go‘zallik” tushunchasining ayollarga nisbat berilgani eski turk ko‘k Tangri dinida maxsus go‘zallik ma’budalari mavjudligi va ular go‘zal, qahramon, uddaburon, sarishta ayollar qiyofasida tasavvur etilgani kuzatiladi:

1. Umay ona (Umay ana) oq sochli va oq kiyimli, farishtasimon ayol qiyofasida tasvir etilgan hamda bu ma’buda homilador ayollar va go‘daklarning himoyachisi hisoblangan.

2. Ayizit (Ayizit) qadimgi turklardagi go‘zallik simvoli bo‘lgan va oqqush siymosida tasavvur etiladigan ma’budadir. U qadimgi sumerlarda Ishtar va grek afsonalaridagi Afrotida kabi eski turklar o‘rtasida mashhur bo‘lgan. Go‘zallik ma’budasi Ayizit yosh bolalar, ayollar va hayvonot olamining himoyachisi deb tasavvur qilingan. Turkiy xalqlarda go‘zal ayollar va sevgilini oqqushga o‘xshatish an’anasining ko‘k Tangri dinidagi Ayizit kultiga borib bog‘lanishini taxmin qilish mumkin.

3. Ko‘pay xotin (Kübey Hatun) ko‘k Tangri dinida va o‘sha e’tiqodning izlari saqlanib qolgan Oltoy xalqida daraxt shaklida yashagan hamda barcha turk alp va qahramonlariga ko‘kragidan sut bergan, tug‘ilish (dunyoga kelish) ma’budasi sifatida tasavvur qilinadi.

Islomgacha bo‘lgan turkiylarning dini va mifologiyasidagi mavjud go‘zallik ma’budalari juda go‘zal ayollar va go‘zallik timsoli bo‘lgan hayvonlar (qushlar) timsolida tasvirlanish bilan birga, ularning ham jisman, ham ma’nan go‘zalligining tildagi qarshiligi “ko‘rkli” va “ko‘rklik” (“körklü”, “körklülük”) so‘zlari bilan ifodalangan. Eski turklarda ayolga “ko‘rkli” (go‘zal) deyish bilan uning jismoniy go‘zalligi, avlod-ajdodining ulug‘ligi, insoniy fazilatlar va Tangriga bo‘lgan yuksak e’tiqodi ham nazarda tutilgan.

XI asrdagi turkiy tilda “go‘zallik” kontseptining ayol shaxsi, uning jismoniy va ruhiy-ma’naviy go‘zalligi bilan uzviy bog‘lagan holda tasvirlovchi bir-biri bilan ko‘zga ko‘rinmas semantik-semantik bog‘lar bilan bog‘langan jami 130 ga yaqin kontsept mavjud bo‘lgan.

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ГРАДУАЛЬНЫЕ СИНТАКСЕМЫ

Н. Зубайдова¹

Аннотация:

В этой статье представлена информация о градуальных синтаксемах и их месте в предложении. Основной упор делается на постепенное повышение уровня прилагательных и наречий. Существует много подходов к исследованию градуальных синтаксем. Например, лингвисты исследуют, каким образом градуальные концепции выражаются в различных языках, а также как они связаны с другими языковыми явлениями, такими как компарация и пропозиция.

Ключевые слова: градуальные синтаксем, конструкция, слова, фраза, динамика или изменчивость.

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Градуальные синтаксем — это конструкции, которые позволяют выражать постепенные изменения или градуальную степень качества или количества какого-либо явления. Такие конструкции широко используются в различных языках для описания изменений во времени, пространстве или интенсивности. Одним из примеров градуальных синтаксем является использование прилагательных или наречий с постепенным изменением степени. Например, "очень длинный", "немного холодно", "еще глубже", "постепенно увеличивается" [1]. В таких конструкциях слово или фраза, которые обозначают степень или количество, используются вместе с основным словом, чтобы указать на постепенные изменения. Градуальные синтаксем также могут быть выражены с помощью специальных конструкций, таких как сравнительные или приводящие предложения. Например, "он становится все лучше и лучше", "с каждым днем они становятся все более беспокойными", "чем дольше ты спишь, тем лучше ты себя почувствуешь" [2]. В таких случаях конструкция показывает постепенное нарастание или уменьшение какого-либо признака или свойства. Градуальные синтаксем позволяют нам выразить сложные и постепенные изменения, которые происходят в нашей жизни и окружающем мире. Они позволяют нам точно передать наши мысли и идеи, описать процессы, которые происходят постепенно или постепенно меняются. Эти конструкции являются важным средством коммуникации и позволяют нам достичь максимальной точности и ясности в наших выражениях. Конечно, градуальные синтаксем - это увлекательная тема! Градуальные синтаксем являются частью теории семантики, и они описывают слова или выражения, которые представляют собой некоторый

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градиент значения, обозначая степень какого-то качества. Позволь мне предложить тебе обзорную статью на эту тему.

Введение в градуальные синтаксемы

Градуальная семантика, и, соответственно, градуальные синтаксемы, обращают внимание на то, что многие понятия нельзя разделить чётко на две категории (например, "чёрный" и "белый"), но они могут описываться как часть более широкого спектра (например, "темно-серый" или "светло-серый"). Введение в градуальные синтаксемы в художественной литературе представляет собой захватывающую область исследований. Литературные произведения часто используют градуальные синтаксемы для обогащения описания и создания особой атмосферы. Давай разберемся, как градуальные синтаксемы проявляются в литературе.

Градуальные синтаксемы - это синтаксические построения, которые используются в художественной литературе для создания градации или постепенного изменения характеристик или состояний. Они помогают передать эмоциональные, физические или психологические изменения персонажей или событий. Градуальные синтаксемы могут быть использованы для создания атмосферы напряжения, возбуждения или тревожности. Например, автор может описать постепенное нарастание громкости дождя или ускорение темпа действия, чтобы передать чувство неотвратимости или близости опасности. Они также могут использоваться для передачи изменений внутреннего состояния персонажей. Например, автор может описать изменение цвета лица или пульса персонажа, чтобы показать его возбуждение или нервозность.

Градуальные синтаксемы могут быть использованы как отдельные приемы художественной литературы, так и в сочетании с другими литературными средствами, такими как метафоры или эпитеты. Они могут помочь создать более живые, эмоционально насыщенные и динамичные тексты. Важно отметить, что градуальные синтаксемы требуют умелого использования со стороны писателя. Они должны быть хорошо проработаны и соответствовать общему тону и стилю произведения. Правильное использование градуальных синтаксем может сделать текст богатым и убедительным, а неправильное использование может создать неестественные или нелепые эффекты.

В итоге градуальные синтаксемы являются важным инструментом художественного писателя, который позволяет создавать эмоциональную глубину и атмосферность в тексте. Они помогают передать сложные состояния и реакции персонажей, а также динамику событий и изменения внутреннего мира. Художественные произведения могут использовать градуальные синтаксемы для более точного описания характеристик объектов, событий или чувств. Например, в описании природы автор может не просто указать на цвет неба как "синий", а изобразить его как "небо, окрашенное в оттенки глубокого синего, постепенно переходящие в пурпурно-розовые отблески заката"[3].

Градуальные синтаксемы также могут играть центральную роль в передаче эмоций и настроений. Авторы могут использовать слова, которые передают не только сами эмоции, но и их интенсивность. Например, вместо простого "он был грустный", можно написать "он был пропитан глубочайшей тоской". Градуальные синтаксемы в художественной литературе могут помочь создать ощущение динамики или изменчивости. Их использование позволяет читателю более ярко представить замысел автора и почувствовать

энергию текста. Например, широкий спектр градаций может использоваться для описания быстрой смены погоды: "солнце медленно скрывалось за облаками, придавая небу оттенок темно-серого, а затем внезапно бушевал дождь"[4].

Градуальные синтаксемы играют важную роль в создании ярких и эмоционально насыщенных образов в литературе. Их использование способствует более глубокому погружению читателя в атмосферу произведения и является мощным инструментом для художественной выразительности. Градуальные синтаксемы играют важную роль в лингвистике, особенно в семантике и семантической типологии. Они помогают лингвистам понять, как языки выражают степень качества, и как разные языки могут использовать градиентные концепции.

Градуальные синтаксемы играют важную роль в лингвистике, особенно в области семантики и семантической типологии. Давай обсудим, как они влияют на лингвистические исследования. В лингвистике, градуальные синтаксемы помогают описать языковые концепты и их градации. Это позволяет лингвистам понять, как язык выражает степень качества (например, "горячий" versus "очень горячий") и какие лингвистические средства используются для выражения различных уровней интенсивности.

Изучение градуальных синтаксем позволяет лингвистам классифицировать и сравнивать различные языки с точки зрения того, как они выражают градации значений. Это помогает выявить общие черты и различия между языками, а также понять, как семантические концепты структурируются в разных языках. Градуальные синтаксемы также связаны с когнитивными и психолингвистическими исследованиями. Они помогают лингвистам понять, как люди воспринимают и категоризируют мир вокруг себя, а также какие языковые механизмы используются для выражения различных градаций значений.

Изучение градуальных синтаксем помогает создавать более точные и полные модели семантики языка, которые могут быть полезны для машинного перевода, обработки естественного языка и других приложений в компьютерных науках. Градуальные синтаксемы являются важным инструментом для анализа и описания семантических явлений в языке, и их изучение приносит плоды как в теоретическом, так и в прикладном аспектах лингвистики. Примером градуальной синтаксемы может служить английское слово "tall" ("высокий"). Когда мы говорим "очень высокий" или "не очень высокий", мы выражаем разные градации степени высоты.

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ИЛМИЙ МУЛОҚОТНИНГ ҒАЙРИЛИСОНИЙ ХУСУСИЯТЛАРИ

Н. Очилова¹, Ф. Абдурахмонова²

Аннотация:

Мақолада экспрессивликнинг илмий матнда ифодаланиши коммуникатив характерга эга. Экспрессивлик илмий матннинг асосий кўрсаткичларидан бўлиб, мавҳумлаштирилган, аниқ, мантиқий асосга эга бўлган фикрни воқелантириш учун хизмат қилади.

Калит сўзлар: илмий, фан, риторик, лисоний, дискурс, руҳий, маънавий, экспрессив, восита, фалсафа, методология, мантиқий.

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Жамият тараққиётида илм-фаннинг роли алоҳида эканлиги барчага маълум. Дунёда рўй берган технологик ривож илм соҳасида эришилган ютуқлар натижасидир. Бу сирадаги ютуқлар фақат ишлаб чиқариш, иқтисодиёт соҳаларидаги туб ўзгаришлар, инқилобий ўсишларга сабаб бўлибгина қолмасдан, балки умуман инсон фаолиятини янги воситалар ва методлар билан бойитиш, ушбу фаолият турларини изчиллаштириш, самарасини ошириш вазифасини ҳам бажаради.

Илм-фаннинг энг асосий вазифаси оламни билиш имкониятларини кенгайтириш, табиатни “ўзлаштириш”, унинг сирларидан воқиф бўлиш ҳамда ривожланиш қонуниятларини очиб беришдир. Фанда ҳодисалар ўртасидаги боғлиқликлар қонуниятлари аниқланади ҳамда нарсасоҳодисаларнинг моҳиятини белгиловчи хусусиятлар тавсифланади. Илмий тадқиқотдан кўзланадиган асосий мақсад–инсоннинг атрофидаги воқеликка муносабати доирасида тўпланган тажрибани умумлаштириш ва қонуниятлар мажмуасини шакллантиришдир.

Инсон фаолияти давомида янги кўриниш олаётган объектларни ўрганиш вазифасини бажараётган фан соҳаси жамиятнинг ҳозирги ривожини вазиятида кўзга ташланадиган предметлараро муносабатларни ўрганиш билан чегараланиб қола олмайди. Ўзбекистонлик файласуф Н.Шермухамедова “Фалсафа ва фан методологияси” номли дарсликда ёзишича, “фан ҳаёти-инсон ҳаётининг бир қисми сифатида намоён бўлади... инсон интеллект олам ҳақидаги тугалланган билимни талаб қилади. Интеллект, табиий қизиқувчанлик, билимга ташналик асосида инсонга янги ва янги билимларни етказди”. Дарҳақиқат, илмий билим, худди барча турдаги руҳий–маънавий “маҳсулотлар” сингари, охир–оқибатда инсон фаолиятини измга солиш учун даркор. Билиш фаолияти турли кўринишга эга ва турли ролларни ўтайди.

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Ҳар ҳолда, фанда амалий фаолиятнинг ривожланиш босқичларини ва уларда юзага келадиган натижаларни олдиндан кўра олиш етакчи мақсадлардан бири эканлиги аниқ. Мазкур ривож ва ўзгаришларнинг тағзаминида объектлар ўртасидаги алоқалар моҳияти ётади. Файласуфлар қайд этганидек “Ўз моҳиятига кўра илмий билимни шакллантириш воситаси бўлган фан айна вақтда ижтимоий институт сифатида энг аввало, инсонни, олимни, унинг билими, кўникма-малакаси ва тажрибасини қамраб олади. Шу боис, илмий билимнинг шаклланиши муайян меъёр-мезон ва қоидаларни назарда тутадиги, уларга риоя қилиниши фаннинг маънавий ишлаб чиқаришнинг муайян кўриниши ва маълум турдаги ижтимоий онг шакли сифатидаги ўзига хосликларини белгилайди.

Ҳар қандай фаолият тури каби, илмий билиш жараёни маълум гуруҳдаги илмий фаолият мақсади ва унга эришиш усулларини акс эттирувчи меъёрлар назоратида бўлади. Бундай меъёрлар қаторига, одатда, қуйидагилар киритилади: а) илмий идрокнинг турли шакллари доирасида ўрганилаётган объектнинг тасаввур қилинишига йўналтирилган билиш мўлжали; б) фаннинг ижтимоий ҳаётдаги ўрнини ва тадқиқотчилар ўзаро мулоқотини йўлга қўйишда фаннинг ролини белгиловчи қонуниятлар.

Илмий мулоқотнинг ушбу икки жиҳати унинг билиш фаолияти ва ижтимоий ҳодиса сифатида бажарадиган икки вазифаси фаоллашувини тақозо этади.

Фаннинг билиш фаолияти билан боғлиқ вазифалари тадқиқотчи ҳаракатларини турли мўлжаллар бўйлаб йўналтиради: 1) воқеа-ҳодисаларни тавсифлаш ва изоҳлаш; 2) олинган билимни асослаш; 3) билишни тизимлаштириш кабилар. Бунда вазифаларни амалга ошириш умумлашган ҳолда тадқиқ усулларини қолиблаштиради ва шу аснода таҳлил объекти ўзлаштирилади.

Маълумки, ҳар бир мутахассис соҳасига оид илмий матнларни тез ва оқилона тушуниши, унинг асосий мазмунини оғзаки ва ёзма баён қила олиши шарт. Бундай кўникмаларга эга бўлган мутахассисда касбига оид турли жанрдаги матнларни битиш қобилияти шаклланади.

Бундан ташқари, илмий асар муаллифидан муаммонинг ўринли қўйилиши талаб қилинади. “Муаммо. Фараз. Қонуният” асарининг муаллифи В. Н. Карповичнинг наздида, муаммо тўғри қўйилган деб ҳисобланиши учун у қуйидаги шартларга жавоб бериши керак:

а) тадқиқ қилинаётган муаммо киритилиши мумкин бўлган муайян дастлабки билим (маълумотлар, назария, методика)нинг мавжудлиги;

б) расман тўғри тузилганлиги;

в) муаммонинг ўринлилиги, яъни унинг асослари сохта бўлмаслиги керак;

г) муаммонинг муайян даражада чекланганлиги, лекин глобал хусусиятга эга эмаслиги;

д) ечимнинг мавжудлиги шартига ишора ва унинг ягоналиги;

е) оқилона ечим белгилари ва ечимнинг мақбуллигини текшириш усуллари белгиланганлиги.

Қайд этилганидек, илмий тафаккур атрофимиздаги оламни мантиқий категорияларни шакллантириш йўли билан билишга йўналтирилади. Ўз навбатида, мантиқан шакл олган тушунчалар термин-атамалар воситасида тизимлаштирилган ҳолда у ёки бу фан соҳасининг мундарижасини ташкил қилади. Шу жумладан, лисоний воситалар танлови у ёки бу соҳадаги инсон

фаолиятининг хусусиятлари билан боғлиқлиги боис, ушбу соҳага хос ҳаракат турларига таянган ҳолда баён усуллари ва лисоний танлов қонуниятларини аниқлаш мумкин. Шунингдек, илмий асарлар тили ва услубий хусусиятлари таҳлили маълум соҳага оид тадқиқотлар тарихи ва ривожига ҳақида ҳулосалар чиқаришга асос яратади.

Илмий мулоқот вазифалари қаторига маълум кўринишдаги фаразлар, ҳулосалар, далилларни исботлаш ҳамда табиий ва ижтимоий ҳодисаларни тавсифлаш, изоҳлаш мақсадида долзарб муаммоларни аниқ ҳамда тушунарли равишда баён қилиш киради. Илмий баён услуби заҳирасидаги ифода воситаларидан фойдаланган ҳолда мавжуд нарсалар-ҳодисалар тавсифланиб, ҳақиқий ҳолат изоҳланади. Натижада илмий матн фикр-мулоҳаза ва далиллар мажмуасидан иборат бўлади. Уларнинг ишончилиги изоҳловчи нутқий тузилманинг тўлиқлиги ва мазмунан тушунарли бўлишига асосланади.

Илмий ишларда тадқиқотчининг диққат марказида, энг аввало, билдирилаётган фикр-мулоҳазаларнинг мантиқий боғлиқлиги ва мукамаллиги туради. Ушбу мулоҳазалар яқка ёки тасодифий ҳолатлардан кўра умумий ва қонуний ҳодисалар тавсифидан иборат бўлиши керак. Фикрий мавҳумлаштириш измидан бораётган олим ўз фикрини тизимли равишда баён қилиш йўллари қидиради.

Шунингдек, илмий услубнинг экстралингвистик хусусиятларидан яна бири умумлаштириш мақсадининг фаоллашувида эканлиги борасида билдирилаётган фикрга ҳам қўшилаемиз. Умуман, ҳар бир функционал услуб намунасида унинг коммуникатив вазифаси билан боғлиқ ҳолда ўзига хос кўрсаткичлар намоён бўлади. Бу сирага кирувчи хусусиятлар ва уларнинг кўрсаткичлари тил тизимида ўзига хос ифода воситалари ва уларнинг фаоллашувини назорат қилувчи меъёрлар тағтизимлари шаклланишини тақозо этади.

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THE ESSENTIAL FEATURES OF TEACHING ENGLISH THROUGH THE MODERN APPROACHES AND METHODS BY USING DIGITAL TECHNOLOGIES

N. Karimova¹

Abstract:

The considered features of the use of digital technologies in teaching foreign languages in the materials of educational websites help to better understand the needs of students and allow teachers to build a training course in accordance with the tasks. This article reflects recent developments in the content and ways of using digital technologies in foreign language teaching, as well as young scholars who are just starting their dissertation research.

Key words: foreign languages, educational websites, training, digital technologies.

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Introduction

In recent years, teaching foreign languages cannot be imagined without the use of digital technologies, and the pedagogical community must follow new trends in their development. Today, many educational sites and CD ROMs are offered to help teachers develop receptive (reading, listening) and productive (writing, speaking) competencies. Using them is an undoubted advantage in learning a foreign language. Therefore, it is necessary to analyze the literature on the indicated topic and identify the latest trends in the use of digital technologies in foreign language teaching with the help of educational websites. This article reflects recent changes in the content and methods of using digital technologies in foreign language teaching, and will also be useful for young scholars who are just starting their dissertation research. Literature Review Undoubtedly, the impact of digital transformation on all areas of human life is felt very strongly. Digital transformations provide innovative tools not only for the dissemination of knowledge but also for mastering the strategies of teaching subjects in general and teaching foreign languages in particular: access to information, exchange of messages, access to documentary resources, communication in real-time interactive and multimedia sharing. The idea that digital transformations can help develop some cognitive approaches is not new. Authors including D. X. Jonassen, R. B. Kozma, R.D. Pea, G. Salomon have contributed greatly to the promotion of digital learning in education, especially in order to show how students can manage concepts using the above technologies and models.

Main body

A study by Besta (British Agency for Information and Communication Technology in Education) in the UK highlights the role of teachers in the use of digital warming in education and their impact on student achievement. M. Gus, D. Johnson and R. Johnson in their work focused on the effectiveness of working

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in small groups in conducting lessons using digital transformation. M. Connell examined the effectiveness of training by comparing traditional-style lessons with CT lessons. According to the results of the study, which lasted for several months, teaching using digital technologies showed significantly greater success. This prompted the author to think about the true cognitive potential of CT. R. Gregoire, R. Bracewell, and T. Laferrière believed that digital transformation allows the diversification of goals, methods, and learning outcomes. Approaches to teaching a foreign language using digital transformation are as rich as many authentic audio and video materials on the World Wide Web. On the other hand, Internet resources are effective because they can be updated, which provides access to truly up-to-date information, unlike paper curricula that quickly become outdated. Digital transformations in communication accelerate the development of social competencies in the target language. E-mail, WhatsApp, Facebook, YouTube, Twitter, etc. offer a platform for real communication between students and teachers for administrative and pedagogical purposes. Although emails remain a private communication, discussion chats allow everyone to participate in the discussion and respond within a defined topic. According to the scientific views of researchers such as K. Depauer, T. Karsenti, and V. Komis, digital transformations provide an opportunity to revise and transfer the exchange between teachers and students to space and time, thereby creating new opportunities for study and/or professional training. It is also a significant potential for innovation in education and an almost limitless supply of new methods for teachers and the entire education system. Some studies show that students are more motivated to engage in learning activities using digital transformation than traditional classroom approaches, and this interest is due to the fact that these technologies allow diversification of goals, methods, materials, projects, and learning outcomes. Digital transformations allow students and teachers not only to present and receive informational knowledge using various media formats but also to learn, produce, communicate, analyze and transform them. However, many teachers today use DT mainly or even exclusively as an informational tool, which limits the pedagogical changes that the use of DT can contribute to. In the local pedagogical and psychological literature, many scientists have dealt with the use of digital transformation in education. I. G. Zakharova developed a gradation of special education programs from the point of view of didactics. The author analyzed the possibilities of integrating digital transformation into the educational process.

The possibilities for using digital technologies are enormous. The global network creates conditions for finding any necessary information: materials about the culture of the country of the studied language, news, publications, and literature of an artistic and scientific nature. Students can participate in online tests, quizzes, contests, and Olympiads. However, the introduction of the aforementioned digital transformations into the educational process does not exclude traditional ways and methods of teaching. They should be combined with the use of digital transformation at all stages of the educational process, which can greatly increase the effectiveness of learning, encourage students to improve themselves, and help them learn to move freely in the information space. In teaching a foreign language at the university, the possibilities of using digital transformation, which allows increasing the motivation of students to study, develop the skills of independent learning of a foreign language, and

reduce the level of anxiety, were considered in their scientific works of N.L. Shamne and A.N. Sovgenin. In particular, the authors analyzed the problems and prospects of using educational technologies based on digital and mobile applications. Through the use of modern digital technologies, students are increasingly provided with opportunities to develop reflective thinking related to FL learning and use (email or forum posting). As a result of this activity, students expand and improve their cognitive skills, as well as more fully apply learning strategies.

Conclusion

Undoubtedly, digital transformations play an important role in people's lives today, especially in the field of education. Indeed, the superiority of digital transformation is felt in all disciplines, be it social, religious, medical, or other fields. Foreign languages are not alone in this matter. Today, it is impossible to talk about teaching a foreign language without the use of digital technologies, which gives an advantage to the teacher and the teacher. Therefore, it is necessary to emphasize the need for the teacher to use this interesting and effective tool effectively in order to motivate the students by making the lessons livelier and more colorful. This is related to a request for training and education of foreign language teachers in the field of digital technology. However, due to insufficient preparation, many teachers do not dare to fully integrate digital communication technologies into their teaching practice. Integrating digital technologies into foreign language teaching is a complex pedagogical innovation. This requires changing several aspects: teachers' habits (increasing the efficiency of computer use), revision of traditional pedagogical methods (student-oriented pedagogy; redefining the role of the teacher) and teaching tools. In conclusion, it should be noted that the use of digital transformation in foreign language teaching is considered in the materials of educational websites. characteristics help to better understand the needs of students and allow teachers to competently build the curriculum. assigned tasks.

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**"IMTIHON" VA "BAHOLASH" MA'NOLARIGA EGA SAVODXONLIKNI
TAVSIFLOVCHI INGLIZCHA FRAZEOLOGIK BIRLIKLAR VA MAQOLLAR***S. Abdullayeva¹**Annotatsiya:*

Maqolada ingliz tilida insonning bilim darajasini tavsiflovchi frazeologik birliklar va maqollar o'rganilgan. "Imtihon" va "baholash" ma'nolarini o'z ichiga olgan iboralar savodxonlikni aks ettiradi. Ishda o'rganilayotgan iboralarning konnotativ, kontekstual, semantik, grammatik xususiyatlari ko'rsatilgan.

Kalit so'zlar: ta'lim darajasi, frazeologik birlik, baholash, idioma.

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Ta'lim darajasi shaxsning ijtimoiy mavqeini aks ettiruvchi muhim xususiyatlardan biridir. Ta'lim hayotning ish, daromad, madaniy manfaatlar va ijtimoiy aloqalar kabi jihatlariga ta'sir qilishi mumkin. Imtihon testlarini aks ettiruvchi frazeologik birlıklar va maqollar insonning bilimi bilan uzviy bog'liqdir.

Imtihonlar talabalar bilimini tekshirishning an'anaviy usullaridan biri bo'lib, u Xitoyda miloddan avvalgi 200-yillarda paydo bo'lgan va amaldorlarni tanlashda qo'llanilgan. O'rta asrlarda Evropada imtihonlar birinchi marta universitetlarda bakalavr va magistr darajalarini olish uchun sinovlar o'tkazilganda paydo bo'lgan. 19-asrda barcha Yevropa mamlakatlarida imtihon tizimi joriy qilingan. Imtihonlar o'qituvchilarga o'quvchilarning bilim va ko'nikmalarini yanada chuqurroq va norasmiy tarzda tekshirish va baholash, ularning o'quv va tarbiyaviy faoliyati natijalarini aniqlash imkonini beradi. To'g'ri tashkil etilgan o'quv jarayoni va imtihonlarga tayyorgarlik o'quv materialini ongli va ijodiy o'rganish, takrorlash, tizimlashtirish va mustahkamlashga yordam beradi. (Rus pedagogika entsiklopediyasi, Moskva, Buyuk rus entsiklopediyasi, elektron dizayn "Bepul kirish" 2003)

Imtihondan muvaffaqiyatli o'tish shaxsning yuqori darajadagi bilimini nazarda tutadi;

ace a sinov - imtihonda eng yuqori ball olmoq. Ingliz tilidan tarjima qilingan "ace" leksemasi "bir zarba bilan ochko olmoq", "eng yuqori ball olmoq" ma'nolarini bildiradi;

go in for honours - imtihonlarni a'lo baholar bilan topshirmoq, bu erda "go in" - bu "ishtirok etish" yoki "biror narsa qilish" degan ma'noni anglatuvchi fe'li birikma. "For honours" -bu harakatning maqsadi yoki maqsadini ko'rsatadigan predlogli konstruktsiya. "For" bu erda imtiyozli diplom olish ekanligini ko'rsatish uchun ishlatiladi, "honours" esa imtiyozli diplom ma'nosini beradi. Shunday qilib, go in for honours "faxriy diplom olishda ishtirok etmoq" degan ma'noni anglatadi. Bu, odatda, odam o'z ishi yoki o'qishi uchun yuqori baho yoki mukofot olishga intilishini anglatadi. Shunga ko'ra, idioma *graduate with honours* deganda oliy ta'lim muassasasini imtiyozli diplom bilan tamomlash tushuniladi;

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imtihonga yaxshi tayyorlangan talabani *be well up for an examination* frazeologik birligini tasvirlaydi. Sifat "well up" aqlli, bilimli, deb tarjima qilinadi, yuqoridagi ibora tom ma'noda "imtihonda bilimdon bo'lmoq" deb tarjima qilinadi.

Biroq, o'rganilayotgan tilda imtihon sinovlaridan qoniqarsiz o'tishni ko'rsatadigan iboralar mavjud. Masalan, *bomba a test* frazeologik birligi misol bo'lib xizmat qilib, fe'l "bomb" - biror narsada muvaffaqiyatsizlikka uchramoq, "test" – bu odatda test, imtihon yoki bilimlarni sinashga ishora qiluvchi ma'nodir. Shuning uchun, *bomba a test* "muvaffaqiyatsiz sinov" yoki "sinovdan o'tmaslik" deb tarjima qilinishi mumkin. Bu asabiylashish hissi, bilimingizga ishonchsizlik yoki shunchaki baxtsiz tasodif tufayli bo'lishi mumkin.

Bilimlarni ob'ektiv baholash uchun imtihon javobini tahlil qilish turli nuqtai nazardan amalga oshiriladi: talabani umumiy ufqlari kengligi, faktik materialni bilish, uni taqdim etish mantig'i, mustaqil fikrlash qobiliyati, argument dalillari va boshqalar. Komissiya a'zolari muhokamasidan so'ng imtihon baholari barcha imzolar bilan tasdiqlanadigan bayonnomaga kiritiladi. Imtihon natijalarini ko'rib chiqish uchun sinf yig'ilishi talabalar uchun yakuniy bosqichdir. Imtihonlarni tahlil qilish har bir fan bo'yicha o'quv dasturini amalga oshirish sifatini baholash, javoblarni tahlil qilish va talabalarning bilim olish ko'nikmalarini rivojlantirishni baholash, o'qituvchilarning imtihonlarga tayyorgarlik darajasi va ularni o'tkazish usullarini o'z ichiga oladi. Imtihonlarni tahlil qilish natijalariga ko'ra maktab rahbarlari o'quv jarayonini takomillashtirish yo'llarini belgilashlari mumkin. (Rus pedagogika entsiklopediyasi, Moskva, Buyuk rus entsiklopediyasi, elektron dizayn "Bepul kirish" 2003)

Imtihonda qoniqarli bahoni satisfy the examiners idiomasi ifodalaydi, unda "satisfy" leksemasi so'zma – so'z "qondirmoq" deb tarjima qilinadi, "examiners" esa imtihonchilar deb tarjima qilinadi va shunga ko'ra imtihon testlarini qoniqarli, a'lo darajada topshirmasligini anglatadi. "Satisfy" fe'li ma'lum talablar yoki standartlarni bajarish zarurligini bildiradi. Bunday holda, bu talabani belgilangan imtihon talablari va standartlariga muvofiqligini anglatadi. "The examiners" imtihonlarda talabalarning bilim va ko'nikmalarini standartlashtiradigan va baholaydigan odamlar guruhiga ishora qiladi. bu nafaqat imtihondan o'tishni, balki imtihonchilar tomonidan belgilangan muayyan standartlarga javob berishni ham anglatadi. Bu nafaqat bilimga ega bo'lishni, balki ularni amaliy vazifalarda qo'llash qobiliyatini, shuningdek muammolarni tahlil qilish va hal qilish qobiliyatini ham o'z ichiga olishi mumkin. Ushbu idiomadan foydalanishi nafaqat bilim va ko'nikmalarining muhimligini, balki ularni imtihonchilarga ishonchli tarzda namoyish etish qobiliyatini ham ta'kidlaydi.

Insonning bilim darajasining keyingi ko'rsatkichi baholashdir. *Straight a* iborasi odatda maktabda yoki universitetda mukammal baho olgan odamni tasvirlash uchun ishlatiladi. "Straight" sifat bo'lib yoki "to'g'ri" degan ma'noni anglatadi. Shu nuqtai nazardan, bu odamning o'quv faoliyatida hech qanday og'ish yoki o'zgarishlarsiz mukammal baho olishini ko'rsatishi mumkin. "A" - bu Amerika ta'lim tizimidagi eng yuqori bahoga murojaat qilish uchun ishlatiladigan harf, ya'ni "a'lo". Bundan kelib chiqadiki, *Straight a* iborasi ushbu yuqori darajadagi akademik ko'rsatkichlardan hech qanday farq qilmasdan doimiy ravishda mukammal baholarga ega bo'lgan odamni anglatadi.

Frazeologik birlik *good mark* yaxshi xulq-atvor attestatini belgilaydi va majoziy ma'noda maqtov, yuksak minnatdorchilikni (maktabda, qamoqxonada) ifodalaydi. Baholash - "good" yaxshi, yuqori sifatli yoki muvaffaqiyatli deb baholanishni anglatadi. Natija – "mark" maktab yoki ishdagi baho yoki baholash tizimini bildiradi. Bunday holda, "mark" ish yoki ish faoliyatini baholash natijasi sifatida talqin qilinishi mumkin. Frazeologik birlik baholash tizimi kontekstida yaxshi natija yoki yaxshi bahoni bildirishi mumkin, masalan, maktabda yoki ishxonada.

Aksincha, idioma *bad ball* - yomon baho, kimdir topshiriqni, testni yoki baholashning boshqa shaklini bajarish uchun olgan salbiy yoki past bahoga ishora qiladi. Bu shuni ko'rsatadiki, odam yaxshi ishlamagan yoki kutilgan standartga javob bermagan va shuning uchun past ball berilgan. Ushbu kontekstdagi "baholash" atamasi ko'pincha "baho" yoki "ball" bilan bir-birining o'rnida ishlatiladi, natijaning raqamli yoki harfli ko'rsatgich bilan baholash uchun. Bu idioma kimningdir akademik yoki kasbiy faoliyatiga nisbatan umidsizlik yoki muvaffaqiyatsizlik hissini bildiradi.

Mashhur *pass with flying colours* iborasi (Amerika ingliz tilida "uchib yuruvchi gullar bilan yurish") kimdir topshiriqni qanchalik yaxshi bajarganini tasvirlash uchun ishlatiladi. "Flying colors" iborasi ko'pincha muvaffaqiyat yoki yutuqlar bilan bog'liq bo'lgan rang, yorqinlik va to'yinganlikning vizual ko'rinishini anglatadi. Ushbu idiomani taqqoslash — muvaffaqiyat-bu yorqinlik, bu erda muvaffaqiyat jonli va yorqindan xira va bo'sh ranggacha bo'lgan ranglar spektri bilan bog'liq. Muvaffaqiyatli o'tish, kimdir eng yuqori darajadagi mahorat yoki muvaffaqiyatga erishganligini va bu yutuq ranglar spektri kabi yorqin va rang-barang ekanligini anglatadi. Masalan, odatda bu ibora test yoki boshqa imtihonni "a'lo darajada" topshirgan, ya'ni testni oson yoki juda yuqori ball bilan topshirgan kishiga nisbatan ishlatiladi. Bu ibora kashfiyot davrida paydo bo'lgan, kemalar portga bayroqlar ("gullar") ko'tarilgan yoki tushirilgan holda qaytib kelishgan, bu kema muvaffaqiyatli yoki mag'lubiyatga uchraganligini, ko'tarilgan bayroqlar muvaffaqiyatni va tushirilgan bayroqlar mag'lubiyatni ko'rsatgan. Shuning uchun, "uchib ketadigan gullar bilan" iborasi tom ma'noda kimdir topshiriqni bajarganligini anglatadi, garchi u idiomatik ravishda bu vazifada alohida muvaffaqiyatni anglatadi.

Idioma *"A" for effort* qo'lidan kelganicha harakat qilishni anglatadi. Idioma, natija muvaffaqiyatsiz yoki past bo'lishi mumkin bo'lsa ham, vazifani bajarish uchun qilingan sa'y-harakatlarni e'tirof etish yoki maqtash uchun ishlatiladi. Tahlil qilingan idioma AQSh ta'lim tizimida paydo bo'lgan va u erda maktablarda o'quvchilarni baholash uchun ishlatilgan. Shu nuqtai nazardan, "A" harfi, agar yakuniy natija mukammal bo'lmasa ham, talabaning topshiriqni bajarish uchun qilgan harakatlari uchun yuqori bahoni ko'rsatadi.

Shunday qilib, idioma, agar natija ideal bo'lmasa ham, vazifani bajarish uchun qilingan harakatni tan olish ifodasidir. Ko'pincha maktab, ish, shaxsiy munosabatlar va sport tadbirlari kabi turli kontekstlarda harakatni tan olish uchun so'zlashuv va yozma ravishda qo'llaniladi.

Misollardan ko'rinib turibdiki, ingliz tilidagi odamning bilim darajasi turli xil maqol va frazeologik iboralar yordamida etkazilishi mumkin. Ifodalar ham ijobiy, ham salbiy ma'nolarga ega, ya'ni yuqori ma'lumotli odamni, shuningdek johil va savodsiz odamni baholaydi. Inson ta'limi ingliz jamiyatidagi inson maqomining eng muhim ko'rsatkichidir.

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THE ART OF INTERIOR MONOLOGUE IN LITERARY TEXTS

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Abstract:

This article explores interior monologue, a narrative technique in literary texts that provides direct access to a character's unfiltered thoughts and emotions. Through the use of fragmented syntax and stream-of-consciousness style, interior monologue enhances psychological depth, immerses readers in characters' subjective experiences, and creates a sense of authenticity. Examples from Virginia Woolf's "Mrs. Dalloway" and James Joyce's "Ulysses" demonstrate the power of interior monologue in conveying emotion, immersing readers in characters' minds, and exploring complex themes.

Key words: interior monologue, literary text, stream of consciousness, narrative technique, authenticity, emotional depth.

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Interior monologue, also known as stream of consciousness, is a narrative technique used in literary texts to convey the thoughts, feelings, and perceptions of a character in a direct and unfiltered manner. It allows readers to enter the character's mind, providing insights into their inner world and enhancing their understanding of the character's motivations, conflicts, and emotional state.

In the ancient world, several authors demonstrated skill and mastery in developing and utilizing interior monologue. Notable examples include Homer, Apollonius Rhodius, Vergil, Longus, and Xenophon of Ephesus. Homer's use of interior monologue was particularly interesting, combining formulaic behavior with ease and flexibility. Apollonius of Rhodius, Vergil, and Ovid learned from their predecessors and incorporated the technique into their works, often using it as an opportunity to showcase their verbal virtuosity.

At the beginning of 20th century writers gave more importance to subjective consciousness and understood it was impossible to reproduce the complexity of human being using traditional techniques and they utilized a new means of expression. They adopted the interior monologue to represent in a novel the unspoken activity of the mind. Interior monologue is often confused with the stream of consciousness but they differ from each other: In the fact "interior monologue" is verbal expression of a physical phenomenon while in the stream of consciousness is psychic phenomenon itself.

In literary texts, interior monologue often takes the form of extended passages or paragraphs that mimic the flow of the character's thoughts. It can be distinguished from dialogue or regular narration by its lack of punctuation, fragmented syntax, and a stream-of-consciousness style that may include associations, digressions, and non-linear jumps between different thoughts and memories. Interior monologue can serve various purposes in literary texts. It can

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provide psychological depth by revealing the character's innermost thoughts and desires. It can also create a sense of immediacy and intimacy, immersing the reader in the character's subjective experience. By portraying the character's unfiltered thoughts, it can create a sense of authenticity and realism.

Grammar rules are followed, and punctuation is utilized to recreate the sequence of thoughts, memories, feelings, and considerations of the characters. The main characteristics of interior monologue include:

Verbal expression of a psychic phenomenon: Interior monologue serves as a verbal expression of a character's inner thoughts and experiences.

Immediate and distinct from soliloquy and dramatic monologue: Interior monologue is immediate in nature, setting it apart from soliloquy and dramatic monologue. It does not adhere to conventional syntax and is free from introductory expressions such as "he thought," "he remembered," or "he said."

Two levels of narration: Interior monologue involves both an external level of narration, representing the character's external actions and interactions, and an internal level, delving into their thoughts and emotions.

Lack of chronological order and subjective time: Interior monologue does not follow a strict chronological order and disregards the presence of subjective time. It can jump between past, present, and future thoughts and memories.

Disregard for punctuation rules and formal logical order: Interior monologue may ignore the rules of punctuation and does not adhere to a formal logical order.

There are two distinct variations of interior monologue that can be examined:

1. Direct interior monologue: In this type, the character's thoughts are portrayed without any interference or commentary from the author. The thoughts flow freely from the character's mind, allowing readers to gain direct access to their unfiltered thinking and beliefs. While this approach may sometimes leave readers feeling perplexed, it also has the potential to inspire and provoke deeper insights.

"I like the blue dress best, she thought."

Sometimes, we can even leave off the "she thought" part and give it as if the reader is inside the character's head. These thoughts are in the character's language and diction, not the narrator's.

2. Indirect interior monologue: In contrast, the author takes a more selective approach when presenting the character's thoughts. They carefully choose which thoughts to reveal and may even offer commentary or guidance to the reader. This form of interior monologue provides a clearer path for readers to navigate the character's thoughts and allows the author to provide additional insights or interpretations. Simply, direct thoughts become indirect thoughts when we do two things: change from present to past tense, and change from 1st person to 3rd person.

"She liked the blue dress best, she thought."

The "she thought" part is still correct, even though it's an indirect thought. And the language is still in the character's voice.

"Mrs. Dalloway" by Virginia Woolf is a prime example of a novel that uses ground-breaking examples of interior monologues. Throughout her works, Woolf pioneered the stream of consciousness style in her delivery of characters' thoughts, opinions, feelings and troubles. For example:

"She felt very young; at the same time unspeakably aged. She sliced like a knife through everything; at the same time was outside, looking on... far out to sea

and alone; she always had the feeling that it was very, very dangerous to live even one day”.

This is a beautiful quote that evokes a great deal of feeling from the reader. It also helps one imagine what exactly is going on within this character’s mind.

James Joyce’s *Ulysses* is a very interesting example of an author’s experimental use of interior monologues. Throughout this book, Joyce experiments with a variety of new literary techniques. The novel is one of the most important examples of 20th-century novel writing. Consider these lines:

“I was a Flower of the mountain yes when I put the rose in my hair like the Andalusian girls used or shall I wear a red yes and how he kissed me under the Moorish wall and I thought well as well him as another and then I asked him with my eyes to ask again yes and then he asked me would I yes to say yes my mountain flower and first I put my arms around him yes and drew him down to me so he could feel my breasts all perfume yes and his heart was going like mad and yes I said yes I will Yes.”

This stream of consciousness monologue allows readers to hear every word and image that comes into a character’s mind. While not all examples of internal monologues are like this one, writers often turn to Joyce’s skilled composition style for inspiration.

Another example of interior monologue from James Joyce’s “*Ulysses*”:

“She was walking in the road. He had only to beckon. And they would have gone off together, driving straight ahead and they would have been married in a madhouse or a hotel. Anything but this. Anything but this. It was wrong, this concentration upon mere externals of life. The soul should be first and after that all the rest. Love. Yes, he had known love. He had been in love. It had been like a religion. He had believed in love. But why now with her? Why with her?”

He could not turn his eyes from the front of the stage. It was his fate. She was the symbol of something. One of those many symbols that we see in life. It was his duty to stand up to her and to say what he felt within. But would she understand him if he did? Would she? He saw her in the light of the stage. It was a pale, cold light. Not the light of love. It was something else. Something that he could not name”.

In this passage, the interior monologue immerses the reader in the character’s thoughts, allowing us to witness his struggle with love, duty, and his own feelings. The fragmented syntax and lack of punctuation reflect the character’s stream-of-consciousness, as he grapples with conflicting emotions and searches for meaning in his relationship.

In conclusion, interior monologue, also known as stream of consciousness, is a powerful narrative technique in literary texts that grants readers direct access to the inner thoughts and emotions of characters. Through its fragmented syntax and stream-of-consciousness style, interior monologue enhances the psychological depth of characters, immerses readers in their subjective experiences, and creates a heightened sense of authenticity. Virginia Woolf’s “*Mrs. Dalloway*” and James Joyce’s “*Ulysses*” exemplify the profound impact of interior monologue, as they evoke strong emotions, explore complex themes, and offer a glimpse into the intricate workings of the human mind. As a versatile tool in the writer’s repertoire, interior monologue continues to captivate readers and enrich the literary landscape with its unique storytelling capabilities.

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PHRASEOLOGY OF ENGLISH LANGUAGE

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Abstract:

The article discusses the concepts of phraseology, characteristics, classification of these expressions both in general and specifically within the framework of understanding similar constructions in English language.

Key words: phraseology, phraseological units, phraseological combinations, phraseological seam.

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In any language there is a special layer of vocabulary consisting of stable, eloquent expressions. English is no exception. Such a layer called phraseology. In this article we will try to give a brief description such a phenomenon in language as a phraseological unit, to understand how best to implement translation of such phrases and explain the role of such constructions in the language.

Often, when translating phraseological units, difficulties arise, since the phraseological unit must be translated as an integral indivisible unit - the sum of the values of the units, but not as separate words. So, when using fixed expressions, it is not advisable to remove words, change the word order in them, replace or add words so as not to lose true meaning.

Thus, Phraseologism, -a.m. In linguistics: stable expression with independent meaning, close to idiomatic.

Phraseology, -i, ac. 1. Branch of linguistics - the science of phraseological units and idioms. 2. A set of phraseological units and idioms. language. 3. Beautiful, pompous phrases, hiding poverty or falsity of content (book) [1, 177].

When learning a language, it is important to have knowledge of its phraseology, since the use of such phrases in speech in itself enriches the language, makes speech more aesthetic, makes it easier to read fiction and journalistic literature on foreign language. Of course, the highest percentage of phraseological units of any language is contained in fiction. It is important to study this layer in order to understand the essence of the language, analyze ways of its enrichment and modernization (in this case, for example, replenishment by borrowing).

Thus, when studying English as a foreign language, phraseology presents a special problem when mastering, but, on the other hand, after studying and understanding this section makes it easier to understand English speech, express your thoughts and avoid literal translations of sentences.

In the process of developing phraseology, a problematic issue is often considered interaction of a phraseological unit with a word. On the one hand, phraseology is the equivalent of a word, but on the other hand we can talk about correlation phraseological combination and word. But to say that you can put a

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sign equality between a word and the phraseological unit with which it is identified, not worth it. A significant feature of a phraseological unit is its evaluation of what it expresses concepts, in turn, for the word evaluativeness is less significant. Thus, absolute identity between them is impossible. Moreover, if we talk about the structure itself words and phraseological units, then the word is a combination of morphemes, and phraseological unit is a combination of words. The word can be combined with other words, in unlike a phraseological unit, which is limited in this case - it is lexically stable and retains its constant composition.

It is logical that phraseological units are formed from free combinations of words, used in a figurative sense. Over time, such nominativity is erased and the expression is transformed into a stable construction. Thus, from the degree of erasure of the nominative meaning of the components of the phraseological unit, perhaps talk about a certain classification.

If we talk about the classification of phraseological units from the point of view semantic stability of their components, then according to V.V. Vinogradov [3,77], it is possible distinguish three types: phraseological combination, fusion, unity.

Let's consider phraseological fusions (from the Greek *idios* - own, characteristic) or, in other words, idioms are established combinations that are not subject to dismemberment, in which the meaning in combination does not depend on the meaning of the individual lexical units that make up a phraseological unit. For example, *be at smb.'s beck and call* - to be on errands, *at bay* - in a hopeless situation, and so on. In the given examples, it is necessary to note the fact that the concept of their imagery cannot be revealed without knowledge of historical features. This type of phraseological units is quite difficult translate into foreign languages, since in this case, the basic meanings of words, components of the given phraseological fusions were lost, and most importantly the meaning for them has become figurative. Phraseological conjunctions may include archaisms (that is, obsolete words, word meanings, phrases and other units language, displaced for some reason from active use by synonymous units <...>), they are characterized by special stability or impenetrability constructions of the phrase, the impossibility of changing the places of the constituent lexical phrases units.

It's time to consider phraseological unities - in this case the general figurative meaning can be traced, while at the same time preserving semantic separation of components. For example, *to paint the devil blacker than he is* - to thicken the colors, *to throw dust into smb.'s eyes* - to charm the teeth. To the characteristic features can be attributed to the special imagery of the combination, expressiveness, stability of the composition turnover, preservation of the semantics of individual components and the ability to combine with other phraseological units.

If we talk about phraseological combinations, then they are characterized by a certain semantic decomposability, approaching free combinations. Characteristics of this type of phraseological units is the possibility of free rearrangement of words, replacement one of the key lexical units included in the composition, a synonymous unit.

For example, *a pitched battle* - a fierce fight, or *a fierce battle* - a fierce fight (synonymous replacement of a key lexical unit).

Regarding the translation of phraseological units, one can note the particular complexity of this process, since it is difficult to convey in a foreign

language the same meaning, emotional coloring You can select partial ones (all is not gold that glitters (divergence in word order)); and full (to play with fire) equivalents in translation.

Accordingly, in order to produce an adequate translation, it is necessary to master various types of translation, that is, use descriptive translation, tracing, finding equivalents or analogues.

To summarize, we should talk about the grandeur of such a phenomenon of language as phraseology. In modern English, as, in principle, in other languages, there are a huge number of phraseological turns that enrich and make the language is more vivid, original and emotional. Moreover, the value is great phraseological turns from the point of view of regional studies, since in contact and subsequent study of a foreign language occurs a certain deepening in foreign language culture, history and even, perhaps, an understanding of the way of life and characteristics of foreign people's life being studied. In a word, studying the phraseology of a language - an integral part of its development, without which communication with foreign speakers' representatives will be quite difficult to carry out.

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ИССЛЕДОВАНИЕ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ В СОВРЕМЕННОМ АНГЛИЙСКОМ И УЗБЕКСКОМ ЯЗЫКАХ

Р. Насырова¹

Аннотация:

Статья посвящена исследованию фразеологии и фразеологизмов в современном английском и узбекском языках. Кроме того, рассматриваются проблемы обучения фразеологизмов и фразеологических единиц.

Ключевые слова: фразеологизмы, идиомы, словосочетания, грамматика, общая лексика, синтагматические сочетания.

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Фразеология всегда была и продолжает оставаться актуальной темой. Хотя в последние годы по этой теме было опубликовано значительное количество исследований, но этого недостаточно, потому что дидактика по фразеологии не изучалась в классах так же, как другие области, такие как общая лексика или грамматика. Аналогично, мы считаем фразеологию интересным вопросом, на котором стоит сосредоточиться, потому что ученые утверждают, что это краеугольный камень лексикона любого языка. Сборные единицы, такие как фразеологизмы и фразеологические единицы считаются чрезвычайно сложными для не носителей языка, поскольку они представляют собой традиционные способы выражения. По-узбекски мы говорим «вафот етмок» или «тиш тирноги билан», но в английском языке мы употребляем «to join the majority» или «tooth and nail» Точно так же узбекский и английский языки имеют разные формулы социального взаимодействия или разные выражения с метафорическим или переносным смыслом, которые интересно сравнивать и противопоставлять. Хотя есть несколько известных авторов, занимающихся фразеологией, такие как Е.Д. Поливанов, В.В.Виноградов, С.И.Абакумов, Г.К. Дамилов, А.И. Ефимов, А.Ю. Рожанский, Ф.Ф. Фортунатов, А.А. Шахматов Ш. Рахматуллаев, Руис Гурилло (1997), Коуи (1998) или Глэзер (1998), для наших целей мы будем использовать определения фразеологических единиц, данное Корпасом Пастором (1996: 20).

Автор определяет их как многословные лексические единицы, состоящие как минимум из двух графических слов (и целого предложения в качестве его верхнего предела), которые также характеризуются высокой частотой совпадения их компонентов и различной степени институционализации, такой как формальная застылость, внутренняя фиксация и семантическая специализация или непрозрачность.[2]

Фразеологические единицы очень многогранны. Среди них мы можем найти цитаты, пословицы, смысловые высказывания и другие, а мы остановимся лишь на пословицах (высказываниях, составляющих законченный текст и сами по себе выражающие основную истину или

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практическое предписание) и формулах социального распорядка (высказывания, которые должны быть вставлены в конкретный контекст, чтобы иметь смысл, и обычно используются для демонстрации субъективности говорящего в его/ее речи), считаются наиболее часто используемыми в повседневной жизни. Оба они, следовательно, представляют собой законченные высказывания, речевые акты и единицы, представляющие внутреннюю и внешнюю фиксацию.

Как предлагают Сиянова и Шмитт «Учителя должны внести фундаментальные изменения в свой словарный запас в педагогике преподавания, сосредоточив внимание на фразовые элементы, а не отдельные слова, и им также следует избегать механического заучивания словарного запаса, поскольку запоминание новой лексики слово за словом без какого-либо взаимодействия мало что дает учащимся» словарный запас). Следовательно, необходим новый взгляд на то, чтобы фраземы достигли той важности, которую они действительно имеют в изучение второго языка. Во-первых, учащиеся должны обратить внимание на существование различных категорий, к которым они относятся и будут подвергаться воздействию. Их следует предупреждать о словосочетаниях, пословицах, идиомах и социальной рутине, формулы и их основные характеристики, чтобы уметь распознавать их и начинать использовать постепенно. Таким образом, на занятиях иностранным языком, помимо грамматического компонента, развиваются и другие компетенции. и навыки должны играть важную роль, например, интерактивная компетентность, которая предполагает, что учащиеся обеспечить истинное общение между говорящими. [1]

Как только эти стратегии будут выделены и реализованы на практике, недопонимания уменьшатся среди изучающих английский язык. Вероятно, это также поможет избежать дальнейшего разочарования в читателю/слушателю, и это побудит его/ее продолжать читать и общаться устно. Непрерывное знакомство с настоящим английским языком увеличит возможности снова и снова встречать одни и те же выражения. и дальнейшая практика и репетиция на них приведут к окончательному усвоению. Хотя четыре фразеологизма категории, которые мы рассматриваем в этой статье, имеют некоторые общие черты, которые мы считаем интересными. подчеркнуть некоторые аспекты, связанные с их пониманием и усвоением, чтобы повысить конкретную осведомленность о некоторых конкретных моментах, которые мы считаем важными. Начиная с пословиц, мы хотели бы подчеркнуть слова Мидера (2004): «Пословицы следует использовать в обучении как дидактические инструменты из-за их содержания образовательной мудрости, поскольку они принадлежат к общему знанию практически всех носителей языка; они действительно очень эффективные средства для передачи мудрости, истины, морали, традиционных взглядов и знаний о человеческой природе и мира в целом». Что касается их понимания, то развитие речи компетентность продолжается с детства, через подростковый возраст и во взрослую жизнь. Исследования по пословице показали, что по сравнению с другими видами образного языка (метафорами, сравнениями...), пословицы в целом труднее понять. На самом деле, как и большинство образных языков, они не являются правилом, поэтому их необходимо изучать посредством воздействия, повторения и повседневного использования. Темпл и Хонек обсуждают образное понимание пословиц и объясняют, что «это предполагает решение проблем,

влекущее за собой понимание и интеграцию темы пословицы, дискурсивного контекста, переносного значения и «прагматических моментов» говорящих.

Поэтому занятие с пословицами – это способ, посредством которого учащиеся могут погрузиться в образ жизни иностранного сообщества, стремясь к тому, чтобы и тема, и пословица наконец связали их вместе и достигли культурного понимания.

Социальные фразеологические формулы используются, например, для того, чтобы поприветствовать кого-либо, попрощаться, выразить благодарность, выразить соболезнования, поздравить, поприветствовать кого-то, представить кого-то и т. д. Как мы видим, эти — это распространенные ситуации, с которыми мы можем очень легко столкнуться и которые нам следует правильно реализовать в нашей речи. Таким образом, это обучение должно быть активным, культурным и контекстно-ориентированным.

Как утверждает Левин, «знание существительного позволяет учащимся назвать понятие, но это далеко от того, чтобы возможность говорить о концепции». Таким образом, учащийся, который допускает ошибку в словосочетании при попытке поговорить о чем-то дает идеальную возможность расширить и организовать словарный запас учащегося в эффективной форме.

Учителю следует не только исправить ошибку, но и привести дополнительные словосочетания. Однако нам не нужно ждать, пока заметят ошибку, чтобы обучать словосочетаниям в контексте. Когда концентрируешься на ежедневном чтении мы можем выйти за рамки традиционного вопроса: «Есть ли какие-то слова, которые вы не знаете или которые вам нужно уточнить?» и выделить словосочетания и отдельные выражения, которые могут оказаться полезными для коммуникативной деятельности учащихся. Следует также иметь в виду, что учащиеся уже знают много «простых» слов, но они не могут использовать их, потому что не замечают их общих словосочетаний, поэтому, следуя Левину (2001), время, потраченное на полуживотный язык, с большей вероятностью будет способствовать тому, чтобы ввод стал усвоенным, чем время потрачено на совершенно новые ресурсы». Очень часто педагогическая задача состоит не в том, чтобы сосредоточиться на совершенно новом, а в том, чтобы вместо этого сделать доступным относительно новое». По этой причине предлагаемые мероприятия должны быть коммуникативными и аутентичными, с акцентом на повседневные события, которые вызывают многократное коммуникационное использование. Это только посредством постоянных встреч и использования в коммуникативной деятельности рецептивного знания словосочетаний превратятся в продуктивные знания, и учащиеся могут постепенно обрести уверенность в коллокационном использовании второго языка.[1]

И последнее, но не менее важное: нам следует прокомментировать идиомы. Как уже говорилось выше, идиома – это выражение значения, которого не всегда можно легко вывести из обычного значения составляющих его элементов. Идиомы может быть как переносным, так и буквальным; например: «можно пнуть ведро и не умереть, потянуть чью-то ногу и не шутить, и тратить свои деньги на что-то, что стоит огромных денег, защищая их конечности».

Эти причины приводят к тому, что изучающие второй язык сталкиваются с таким количеством трудностей при использовании английских идиом, что они часто предпочитают вообще избегать их. Однако избегать идиом не является решением, поскольку учащиеся будут встречать их во всех формах дискурса: в беседах, лекциях, фильмах, радио, радиопередачах, телевизионных программах, фильмах, газеты и т. д. Хотя некоторые авторы, такие как Ниппольд (1991), утверждают, что приобретение идиом – это бесконечный вызов и что «в человеческом развитии не существует четкого момента, когда можно было бы сказать, что идиомы освоены», были проведены некоторые исследования, чтобы выяснить, как лучше всего их выучить и попытаться преодолеть ту «идиомфобию», которая, кажется, остается в учебе учащихся. Купер провел исследование в 1999 году, в котором он исследовал различные стратегии, которые студенты второго языка использовали для угадывания значения некоторых неизвестных слов.

Одна из стратегий, которая неоднократно и успешно применялась, заключалась в угадывании значений через контекст. Поэтому Купер пришел к выводу, что «хотя контекст не может гарантировать правильную интерпретацию идиомы, это действительно помогает также предложить концептуальные метафоры (КМ) в качестве организующего принципа дидактики.

Как мы видим, существует множество вариантов, которые можно использовать для изучения и усвоения идиомы, в то же время учащиеся второго языка используют настоящий и аутентичный язык. Языки выполняют коммуникативную функцию и должны обучаться с целью достижения коммуникативных целей. Общеевропейские рамки или CEFR утверждает, что «для реализации коммуникативных намерений пользователи/обучающиеся используют свои общие способности вместе с более конкретно языковой коммуникативной компетенцией». Коммуникативная Компетенция включает лингвистическую, социолингвистическую и прагматическую компетенции. Что касается этих социокультурных компетенций, CEFR подчеркивает значимость устойчивых выражений упоминает четыре категории, с которыми мы имеем дело в этой статье: «прямые показатели языковых функций», фиксированные словосочетания, состоящий из слов, регулярно используемых вместе.

Итак, фразеологизмы и фразеологические единицы связаны со знанием социальных и культурных особенностей иностранного языка, и помогают понимать и интерпретировать различные культуры, управлять языком в особых коммуникативных ситуациях и как важнейшее средство общения.

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INTERNET TECHNOLOGIES IN ASSESSMENT: A PARADIGM SHIFT IN EVALUATION METHODS

Kh. Normuminova¹

Abstract:

The advent of internet technologies has significantly transformed the landscape of educational assessment, heralding a paradigm shift in evaluation methods. This paper explores the profound impact of these technologies on the evaluation process, highlighting the transition from traditional paper-based assessments to innovative, digital formats. It delves into various internet-based assessment tools and platforms that have facilitated more dynamic, interactive, and learner-centric evaluation methods. These tools not only offer practical advantages in terms of efficiency and accessibility but also enhance the validity and reliability of assessments through data-driven insights and analytics. Furthermore, the paper examines the implications of this shift for educators, learners, and policymakers, including challenges related to equity, digital literacy, and data privacy. It argues that, despite these challenges, internet technologies in assessment represent a critical step forward in aligning educational evaluation with the demands of the 21st century, promoting lifelong learning, and preparing learners for a digital world. The paper concludes by identifying future directions for research and practice, emphasizing the need for ongoing innovation and adaptation in assessment methods to fully leverage the potential of internet technologies.

Key words: Internet Technologies, Educational Assessment, Evaluation Methods, Digital Literacy, Data Privacy, Learning Analytics, Digital Assessment Tools, Paradigm Shift, 21st Century Skills, Lifelong Learning.

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Integrating digital platforms and internet technologies has redefined assessment paradigms, offering unprecedented opportunities for personalized, adaptive, and inclusive evaluation. Online assessment transcends geographical constraints, enabling real-time evaluation and feedback. The versatility of multimedia elements and interactive interfaces enhances engagement and knowledge retention.

The integration of Internet technologies has revolutionized assessment methodologies across diverse fields. This article delves into the transformative impact of internet technologies on assessment practices, exploring the multifaceted dimensions and implications of their application.

The advent of internet-based assessment tools has ushered in a new era of evaluation characterized by accessibility, flexibility, and scalability. This shift has facilitated the design of assessments that transcend geographical boundaries, enabling a global reach while accommodating diverse learning styles

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and preferences. Through online platforms, educators can administer assessments in real-time, offering instantaneous feedback and personalized learning experiences.

Schools and universities employ various tools and platforms to assess students' learning progress, knowledge retention, and subject understanding. These tools cater to different learning styles and objectives, offering diverse methods of evaluation. Here are some commonly used ones:

Learning Management Systems (LMS): Platforms like Moodle, Canvas, or Blackboard provide spaces for educators to create quizzes, tests, assignments, and discussions. These systems often track student progress and facilitate the administration and grading of assessments.

Formative Assessment Tools: Tools like Kahoot!, Socrative, or Quizizz enable teachers to create interactive quizzes and polls in real-time. These engage students and provide immediate feedback, aiding in gauging understanding during a lesson.

Summative Assessments: These are end-of-unit or end-of-term assessments, often in the form of traditional tests or exams, evaluating a student's overall understanding of a subject. They can be administered online through platforms provided by the institution.

Online Assignments and Portfolios: Platforms like Google Classroom allow students to submit assignments, essays, projects, or portfolios online. Teachers can provide feedback and assess student work digitally.

Peer Assessment Tools: Some platforms facilitate peer review or assessment, where students evaluate each other's work based on criteria provided by the instructor. Tools like Peergrade or Turnitin's PeerMark feature peer assessment functionalities.

These tools serve diverse assessment needs, offering educators the flexibility to evaluate students' progress, knowledge, and understanding in varied formats and contexts. The use of technology in assessments enhances engagement, provides immediate feedback, and enables data-driven insights to improve learning outcomes.

Advantages

Here's how each element contributes to enhancing engagement and knowledge retention:

Multimedia Elements:

Visual Learning: Images, videos, infographics, and animations aid in visualizing complex concepts, making them easier to understand and remember.

Auditory Learning: Audio clips, podcasts, and interactive lectures cater to auditory learners, reinforcing information through sound.

Interactivity: Interactive elements such as clickable diagrams, simulations, and virtual labs encourage active participation, allowing students to manipulate content and engage more deeply with the material.

Personalization: Customized content based on multimedia elements can cater to diverse learning styles, preferences, and paces, enhancing individual understanding and retention.

Interactive Interfaces:

Engagement: Interactive interfaces, through their responsiveness to user actions, captivate attention and maintain engagement, preventing passive learning.

Feedback: Immediate feedback loops in interactive interfaces help reinforce learning by providing instant responses to student actions or answers, aiding in correction and improvement.

Adaptability: Interfaces that adapt to individual progress or performance levels personalize the learning experience, ensuring appropriate challenges for each student.

Gamified Assessments: Engagement and Motivation: Gamification elements such as points, badges, leaderboards, and progress tracking create a sense of achievement and competition, motivating students to participate actively.

Retention: Games often employ repetition, challenge, and rewards, which reinforce learning and aid in information retention.

Problem-Solving Skills: Gamified assessments often require critical thinking, problem-solving, and decision-making, fostering skills beyond simple memorization.

The combination of these elements in educational settings not only enhances engagement but also supports different learning styles, increases motivation, and improves knowledge retention. When used thoughtfully, they can significantly elevate the effectiveness of educational experiences, making learning more enjoyable and impactful for students. However, amidst these advancements, challenges such as security, validity, and equitable access persist. Ensuring the integrity of assessments conducted online remains a paramount concern, necessitating the development of robust security protocols and mechanisms to safeguard against malpractices. Moreover, addressing the digital divide to ensure equitable access to internet-based assessments remains imperative for unbiased evaluation. Indeed, online assessments come with a set of concerns that need careful consideration to ensure their effectiveness, fairness, and security.

Disadvantages

Some of the paramount concerns include:

Cheating: Maintaining the integrity of assessments is a challenge online, as students can potentially cheat using resources or collaboration.

Fairness and Accessibility:

Equity: Ensuring that all students have equal access to resources, technology, and a conducive environment to take the assessments.

Accommodations: Providing necessary accommodations for students with disabilities or special needs to ensure fairness in assessment.

Technical Challenges: Reliability and speed of internet connections can affect the experience and fairness of online assessments, especially for students in remote areas.

To sum, using Internet technologies in assessment has also fostered adaptive and inclusive evaluation approaches. Machine learning algorithms and artificial intelligence have been instrumental in tailoring assessments to individual competencies, thereby optimizing the learning process. Moreover, the incorporation of multimedia elements, interactive interfaces, and gamified assessments has enhanced engagement and improved retention of knowledge.

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PAK VAN SO IJODIDA “XAN” KONSEPTI

Sh. Bazarova¹*Annotatsiya:*

Maqolada Pak Van So ijodida “xan” konseptining filologik tahlili berilgan. Koreys tilida sabr, qayg‘u, tavba, norozilik, bezovtalik, xafagarchilik, hasad, pushaymonlik, tuyg‘ularini anglatuvchi “xan” leksemasi va uning asarlardagi roli va o‘rniga alohida e‘tibor qaratilgan.

Kalit so‘zlar: Xan, vonxan, pxansori, leksema.

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Kirish. Koreys tilidagi “xan” –한 yoki “vonxan”- 원한 so‘zlari chuqur ma’noga ega. Koreys xalqi tafakkurining muhim xususiyatini ifodalaydigan bu so‘z o‘zbekcha “sabr-toqat” ifodasiga ham yaqin turadi. Bu konsept nafaqat “qayg‘u, pushaymonlik, azob chekish, xafagarchilik” ni bildiradi, balki katarsis (tozalash, ozod qilish)ni ham anglatadi. “Har bir koreys qalbida o‘zining “xan”i bilan yashaydi” [Kim Teok, 2009]. Bu fikrning isboti XX asr Koreya tarixida tasdiqlangan. Qiyin mustamlakachilik davrida va mamlakatni hududiy va ma’naviy jihatdan ikkiga bo‘lgan fuqarolar urushi tugaganidan keyingi dastlabki o‘n yilliklarda adabiyotda tushkunlik va qo‘rquv mavjud bo‘lgan. Koreya Respublikasi adabiyotshunoslari “xan” tushunchasidan mustamlakachilik davri she’riyatiga fojiaiy tus berish uchun foydalanishgan, buni XX asrning ikkinchi yarmida sezish mumkin. koreyscha oddiygina 답답하다- (yuragi siqilmoq) bilan yurak og‘rig‘i va qayg‘usini ifodalaydi. Azob-uqubatlar, qayg‘u, ozodlik va nomus uchun hayot evaziga kurash olib borish Yevropa madaniyatiga xos bo‘lgan, ammo mumtoz koreys adabiyotida aksincha ifodalangan. Konfutsiy an‘analarida his-tuyg‘ularni fosh qilish va ayniqsa, tuyg‘ular ta’sirida jangga kirish odat tusiga kirmagan. Ularning namoyon bo‘lishi johillik belgisi hisoblangan. Konfutsiychilikda salbiy his-tuyg‘ularning ko‘tarilishi baxtsizlikni keltirib chiqaradi degan fikr mavjud bo‘lgan.

Asosiy qism. “Xan” tushunchasi asosan ayolning hayoti, uning og‘ir taqdiri bilan bog‘liq bo‘lgan. Koreys an‘analarida ayol har doim ijtimoiy zinapoyada erkakdan pastroq turgan, erkakka bo‘ysungan: otasi, eri, katta o‘g‘li. U hatto o‘z ismi bilan ham chaqirilmagan, faqat otasining ismi bilan, erining ismi bilan, keyin esa o‘g‘lining ismi bilan atalgan. “Xan” konseptining klassik namunasi o‘rta asrlarning mashhur asarlaridan biri “Chunhyang haqida hikoya” asarida Chunhyang obrazida namoyon qilingan. Ayolning baxtga bo‘lgan huquqini isbotlash uchun u ko‘plab sinovlardan o‘tadi. Asarda “xan” konsepti ayolning taqdiri kamtarligi va hayot qiyinchiliklariga bo‘ysinishi bilan ifodalangan. Shoir Pak Je Sam (1933) uchun Chunhyang obrazi “Chunhyang ruhi” she’riy to‘plamida asosiy rol o‘ynagan [The 100 years..., 2000]. Shoir an‘naviy obrazdan foydalanadi. To‘plam 1962 yilda Singumunghvasa nashriyoti tomonidan nashr etilgan, uch qismdan iborat, 30 ta she’rni o‘z ichiga oladi. Ushbu to‘plamda shoir

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“xan” tushunchasidagi qarashlar, Chunxyang timsolidagi umidsizlik, qayg‘u va g‘amginlik tuyg‘usini aks ettirgan. Pak Vanso hikoyalarida “xan” konseptining qo‘yidagi turlarini ko‘rish mumkin: 1. Siyosatdagi “xan” tushunchasi. Siyosatdagi “xan” tushunchasini ikkiga bo‘lib o‘rganish mumkin. Ya’ni boshqaruv tamoyilida ifoda etiladigan “xan” va partiya nizosiga bog‘liq bo‘lgan “xan”. Siyosiy boshqaruv tamoyili sifatida foydalanilgan norozilikni davrlar bo‘yicha muhokama qilish mumkin. Ammo, biz Choson sulolasining turli hujjatlaridagi “xan” tushunchasiga nazar tashlasak, u siyosiy mafkura darajasida ishlanishini, lekin doimo kosmologik daraja bilan bog‘liqligini ko‘rishimiz mumkin. Boshqacha qilib aytganda, hukumatning muvaffaqiyati yoki muvaffaqiyatsizligi norozilikni bostirishga bog‘liqligini va hukumatning noroziligini hukumat tamoyili sifatida ishlatishi va jamoatchilikning noroziligi bog‘langanligini ko‘rish mumkin. Shunga ko‘ra, fuqarolik shikoyatlari kichik istaklar bo‘lib, agar ular bir joyga to‘planib, minglab qo‘shilib buyuk orzuga aylansa, bu tabiat in’omini buzilishiga olib keladi va shu bilan hokimiyatning qulashi muqarrar bo‘ladi deb bilishgan. Shuning uchun hukmdorlar xalqdan xuddi osmondan qo‘rqanlariday qo‘rqishlari kerak bo‘lgan. Hamda har qanday siyosatni ishlab chiqishdan oldin, norozilikni oldindan to‘xtatish, ya’ni xafagarchilikni yo‘q qilish va odamlarning o‘sha vaqtda paydo bo‘lgan noroziligini bartaraf etadigan tomonlari haqida targ‘ib qilishgan. “xan” so‘zini siyosatdagi tamoyillar sifatida ishlatilganligini Choson qiroli va yilnomalarida yozilgan ibora va kontekstlarda ko‘rish mumkin.

2. Xalq e’tiqodlaridagi “xan” konsepti. Xalq e’tiqodlaridagi “xan” tushunchasini uchga bo‘lib tushuntirsa bo‘ladi: “shamanning kirish marosimi”, “vafot etganlar uchun qasos olib va samoviy dunyoga yuborish”, “odamlarning kasalligi, tanani, gunohni davolash yoki oldini olish”. Shamanni tayinlash paytida “xan” shaman bo‘layotgan odamning xafagarchiligi va noroziligini bartaraf etadi. Bunga “바리데기” afsonasi misol bo‘la oladi. Afsonada shaman har xil qiyinchiliklarni yengib o‘tayotgan jarayonda shamanga aylanadi va unga boshqalarning qayg‘u va g‘amini yechish qudrati paydo bo‘ladi. Shaman tayinlanayotgan vaqtda yoki balog‘atga yetish davrida jismoniy va ruhiy sinovdan o‘tish jarayoni muhim ahamiyatga ega bo‘lgan. Ular boshqalarning g‘am tashvishini yechishni o‘z bo‘yniga olgan ruhoniylar hisoblangan. Nafratning shakllanishi va undan xalos bo‘lishi tirik odamning kasalligini, adolatsizligini yoki azobini davolash, oldini olish yoki yengillashtirishda ham rol o‘ynaydi. Barcha kasalliklar yoki kasalliklarning manbai qasoskor ruhlardan kelib chiqadi va kasallikning manbai bo‘lgan g‘azabl原因 odamni ozod qilish orqali yo‘q qilinadi, deb ishoniladi. Aksincha, kasallik yoki muammoning oldini olish uchun, masalan, tug‘ilgan kunida chaqaloqlarni o‘limdan himoya qilish uchun “100 yil” sutrasini o‘qish va kelin va kuyovni himoya qilish uchun to‘y kuni ertalab “7 yil” sutrasini o‘qish kabi holatlar mavjud bo‘lgan. Bundan tashqari, inkor qilish bilan bog‘liq e’tiqodlar qishloqqa ta’ziya bo‘lgan vaqtda, ta’ziyaga borganlar bola tug‘ilgan uy yoki to‘y bo‘lgan xonadonga kirish taqiqlanganligiga ishonishganlar. Bularning barchasi yomonlikning oldini olishga qaratilgan, ya’ni yomonlikni keltirib chiqarmaslik asosiy tamoyil hisoblangan. **Maqollarda, hikoyalarda, xalq qo‘shiqlarida, pxansorida uchraydigan “xan” konsepti.** Ko‘pchilik norozi odamlar hokimiyatdan chetlashtirilgan va iqtisodiy jihatdan qashshoq bo‘lgan quyi tabaqa vakillaridir. Hukmron sinf va badavlat sinfning noroziligi kam uchraydi. Shuning uchun hukmron yoki boy tabaqaning kundalik hayoti yoki san’atida “Xan” tushunchasi ya’ni norozilikni topish qiyin. Biroq quyi

tabaqa vakillarining maqol, xalq ertaklari, xalq qo'shiqlari, pansoriylari kabi hayotiy san'ati umidsiz gina-kuduratdan asoslangan. Buni tabiiy hodisa sifatida ko'rish kerak bo'lsa-da, ular maqol, xalq ertaklari, xalq qo'shiqlari, pansoriyalari orqali ham o'zlarining ichidagi noroziliklarini ifodalaganlar. Maqollar xalq hayotini aks ettirgani uchun ular da nafrat ham bo'lishi tabiiy. Maqollarda ifodalangan qayg'u, asosan, ayollarning noroziligi, faqirligi haqidadir. “여자가 한을 품으면 오뉴월에도 서리가 내린다” maqolasida ayollarning noroziligining ifodali namunasi bo'lib, u ayolning noroziligi qo'rqinchli degan ma'noni o'zida mujassam etgan bo'lsa-da, uni Koreya ayollarining noroziligi, nafratlari ko'p bo'lgan, deb ham izohlash mumkin. Qolaversa, qaynona-kelinning og'ir hayotidagi norozilik, qaynona o'rtasidagi ziddiyatni ifodalovchi maqollar ko'p. “시집 가서는 귀머거리 3년이요, 병어리 3년이라.”- (Turmushga chiqqanimda 3 yil kar, 3 yil soqov bo'lib qoldim), “때리는 시어미보다 말리는 시누이가 더 밍다.”- (Meni urgan qaynonamdan ko'ra meni to'xtatadigan qayn-opani yanada yomon ko'raman) kabilardir.

Qashshoqlikni Xanning sababi sifatida tasvirlaydigan yana ko'plab maqollar mavjud. “가난 구제는 나라도 못한다.”, “똥구멍이 찢어지게 가난하다.”, “피죽도 쑤어 줄 것 없고, 새앙쥐 불가심할 것 없다.” bu kabi qashshoqlikni ifodalovchi maqollarning ko'pligi bilvosita xalq hayotining qanchalik qashshoq bo'lganidan dalolat beradi. Hikoyalar mif, rivoyat, xalq ertaklari va boshqalarga tegishli. Bularning barchasi xalq orasida og'zaki tarzda o'tib ketgan hikoyalar bo'lib, ularning ko'pchiligi, afsonalar va xalq ertaklari, “Xan” ya'ni norozilik bilan bog'liq. Avvaldan eshitib kelingan “옛날 옛적에.....”- (Qadim Qadim zamonda...) so'zlari bilan boshlanadigan avvalgi hikoyalarning deyarli barchasining mavzusi rag'batlantirish va jazolashdir. Ularda yaxshi odam va yomon odam bo'lib, boshida yomon odamlar yaxshi yahsaydi, lekin vaqt o'tib yomonlar kasofatga uchrashadi va yaxshilar yaxshi yashay boshlaydi. Bunga “흥부전” hikoyasi misol bo'la oladi. Bu hikoyadan xalqning o'z nafratini-“Xan”ini yashirincha hikoya orqali ifoda etganlari ma'lum bo'ladi. Xalq ertaklari orasida jinlar haqida ham ko'plab hikoyatlar mavjud. Bunday hikoyalarning mazmuni asosan “Xan” ya'ni g'azab bilan vafot etgan, yana dunyoga paydo bo'lib, o'z o'chini oladi. “장화홍련전” kabi hikoyalar shulardan biridir. Odamlar voqealarni boshqalarga aytib berish orqali o'zlarining nafrat va g'azablarini yengillashtirganlar.

“Xan” bilan nafaqat hikoyalar, balki ko'plab xalq qo'shiqlari ham bog'liq. Xalq qo'shiqlarida “Xan”-nafrat maqol yoki hikoyalarga qaraganda aniqroq ifodalanadi. Xalq qo'shiqlari xalq orasida azaldan og'zaki shaklda o'tib kelayotgan qo'shiqlar bo'lgani uchun ular maxsus tayyorgarlik va mahorat talab etmaydi, mavzusi rang-barang, his-tuyg'ularning ifodasi obrazli bo'ladi. Eng avvalo, xalq qo'shiqlari xalq hayoti bilan bevosita bog'liq bo'lgan san'atdir hisoblanadi. Boshqacha qilib aytganda, u asosan ishlayotganda, marosimlarni bajarayotganda yoki o'ynaganida kuylanadi. Mazmuni, asosan, turmushga chiqqan ayol bilan yashash, bevaning qayg'usi, mehnat mashaqqatlari, urning xotini bilan munosabati, opa-singillar o'rtasidagi janjal kabi oddiy xalq hayotidagi his-tuyg'ularni erkin ifodalovchi so'z san'ati hisoblanadi. U o'z ehtiyojiga qarab kuylangani uchun xalq ertaklari, pansoriylar kabi tinglovchining munosabatiga bog'liq bo'lishning hojati yo'q, faqat o'z ehtiyojini qondirish uchun kuylanadi xolos. Xalq qo'shiqlarining samimiyligi ham shundan

iboratki, “Xan”-nafratni batafsil ifodalash mumkin edi. “Xan”-norozilik, nafrat eng jiddiy ifodalangan xalq qo‘shiqlari bu turmush qurgan ayolning hayot mashaqqatlarini kuylaydigan qo‘shiqlardir: “잠아 잠아 오지 마라/시어머니 눈에 난다/시어머니 눈에 나면/임의 눈에 절로 난다”, “논에 가면 갈이 원수/밭에 가면 바래기 원수/집에 가면 씨누 원수/세 원수를 잡아다가/참실로 목을 매어/범든 골에 영고지나” Namdo mintaqasida to‘plangan bu ikki xalq qo‘shig‘ida qaynona-kelin bilan yashash mashaqqatlari, qayn-singlisiga nafrat to‘g‘ridan-to‘g‘ri ifodalangan. Oddiy ayollarning qayg‘usi qashshoqlik va ortiqcha ish emas, balki qaynona-qaynota tomonidan zo‘ravonlik edi. Oddiy ayollarning noroziligi janubiy mintaqada to‘plangan quyidagi xalq qo‘shiqlarida ham yaqqol ifodalangan: “어매 어매 우리 어매/뭇 먹고 날 맹글었나/우리 어매 날 날 적에/죽순 나물 먹었던가/마디마디 육천 마디/마디마다 설움이네” Biroq, oddiy ayollarning barcha noroziligi fundamental fatalizm bilan yakunlanadi. Ular xalq qo‘shiqlarini kuylash orqali nafrat, qayg‘u va mashaqqatlarini izhor etar edilar va hech qachon g‘ayriijtimoiy, axloqsizlarcha norozilik bildirsa olmasdan chidashga to‘g‘ri kelar edi.

Xulosa. “Xan” tushunchasi koreyscha “g‘am, qayg‘u, xafagarchilik” hissini bildiradigan so‘z. Xitoy va Yaponiyada “Xan” ya‘ni xafagarchilik yo‘q, ularda faqat “Von” ya‘ni g‘alaba so‘zi bor. Qadimiy Xitoy Xan so‘zini topib bo‘lmaydi, uning o‘rniga faqat Von so‘zini uchratish mumkin. Hatto G‘arbda ham his tuyg‘uni asosiy qismini anglatadigan “Xan” so‘zining bir xil ma‘nodagi muqobilini topib bo‘lmaydi. Von va xan so‘zlariga yaqin keladigan o‘zbek tilidagi “afsus”, “norozilik”, “g‘azab” kabi so‘zlar bor, lekin bu so‘zlar ma‘no jihatidan ancha uzoqda. “Xafagarchilik” so‘zi xafagarchilik ma‘nosidan ko‘ra bezovtalik ma‘nosiga yaqin bo‘lib, “xafa” esa g‘azablangan so‘ziga yaqin keladi.

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**NEMIS VA O'ZBEK TILLARIDA MAQOL VA MATALLARNING
LINGVOKULTUROLOGIK TALQINI***M. G'ayratova¹**Annotatsiya:*

Ushbu maqolada nemis va o'zbek tillaridagi maqollarning ma'nodoshi hamda bir biriga o'xshash tomonlari berib borilgan. Nemis tilidagi maqollar bir biriga solishtirib o'zaro ekvivalenti va so'zma so'z tarjimalari bilan keltirilgan.

Kalit so'zlar: maqol, matal, naql, nemis o'zbek, yaxshilik, ma'no, mamlakat, bilim, donolik, inson, jamiyat, asr.

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Kirish

O'zbek xalqi qadimdan o'z fikrlarini maqol va matallar bilan boyitib keng ko'lamda gapirib, uni tinglovchisiga tezroq va aniqroq qilib yetkazib berib kelgan dono xalq hisoblanadi. Albatta, gapirayotgan gapimiz bo'yoqdor va mazmunan aniq va ravon bo'lishi uchun maqol va matallar muhim rol o'ynaydi. Shu sababdan o'zbek xalq maqollari qadimiydir, u necha ming asrlardan beri sayqallanib, yangilanib zamon va makonga moslashib kelmoqda. Asosan yaxshilikka yo'naltirilgan maqollarimiz o'zbek xalqining qanchalik mehrli va oqko'ngil ekanligini ko'rsatadi. Nafaqat o'zbek tilida balki boshqa til boshqa millat va elatlarning madaniyatiga nazar solar ekanmiz biz u yerda ham yaxshilikka, ezgulikka, mehnatsevarlikka bag'ishlangan maqollarni juda ko'plab uchratamiz Demak har bir millat va elatning o'ziga xos urf odatlari ularning kelib chiqishi, dunyoqarashi, fikrlash doirasi va diniy jixatdan kelib chiqqishiga qarab maqol va matallar shaklanib borar ekan. Bu o'z navbatida xar bir xalqning o'zaro bir biriga xoslik jixatdan yondashuvi natijasida sodir bo'ladi. Misol tariqasida biz nemis madaniyatiga nazar solar ekanmiz biz qaysi yurtda yoki millatda yashamaylik insoniyatning madaniyati yoki fikrlashi dunyoqarashi qaysidir jabxada o'zaro bir biriga yaqiligini ko'ramiz. Nemis maqollarida ham bir biriga yaxshilik, mehnatsevarlik, adolatli yashash va erksevarlik haqida ko'plab maqollarni uchratamiz. Bunday maqollar albatta o'z o'rnida har bir xalqning bunday naqlarga extiyoji borligini anglatadi. Biz bugun ushbu maqolada nemis va o'zbek maqollarining o'zaro qay taraflama yaqinligi, ularning o'zbek tilidagi ma'nolari va so'zma so'z tarjimalari haqida bir qancha ma'lumotlar to'pladik quyida nemis va o'zbekcha maqollarning bir biriga mosligi va so'zma so'z tarjimalarini keltirdik. Nemischa maqollarning o'zbekcha so'zma so'z tarjimalari bilan quyida tanishamiz.

1. Wer allein schläft, bleibt lange kalt, Zwei wärmen sich einander bald - Yolg'iz uxlagan odam uzoq vaqt sovuqda qoladi, ikkita muzlagan o'zaro bir birini isitadi - bu maqolda birdamlik tushunchasi ilgari surilgan. (Ikki yorti bir butun)

Die Alten zum Rat, Die Jungen zur Tat - Katta inson maslahatga, yoshlar esa xizmatga kelishadi - bu yerda esa kattalarga xurmat, Ich frage nach Äpfeln

¹ G'ayratova Malika Ilxom qizi, Nemis tili o'qituvchisi

und du antwortest mir von Birnen - Men sendan Olmalar haqida so'radim, sen esa menga olchalar haqida javob beryapsan - Bu yerda men tog'dan gapirsam, sen bog'dan kelyapsan ma'nosida, Kein Fisch ohne Gräte, kein Mensch ohne Mängel - Baliq qiltiqsiz odam aybsiz bo'lamas - xato kamchililar haqida, Keine Antwort ist auch eine Antwort - Javob bermaslik ham bir javob - donolik haqida, 6. Der Apfel fällt nicht weit vom Stamm - Olma daraxtdan uzoqqa tushmas, Ein fauler Apfel steckt hundert an - Bir qurtlagan olma yuzlab olmalarni chitar, Schöne Apfel sind auch wohl sauer - Chiroyli olmalar ham nordon bo'lar, mevalar orqali ma'noni yetkazish haqida, Arbeit hat bittere Wurzel, Aber süße Frucht - Mehnatning ildizi achchiq mevasi shirin - mehnatsevarlik haqida, Was man ferne halt, ist süß - Agar boshqa joydan kelgan bo'lsa shirin tuyulaveradi, Niemand sieht seine eigenen Fehler - Hech kim o'z aybini ko'rmaydi - kinoya orqali yetkazish haqida, Argwohn isst mit dem Teufel aus einer Schlüssel - Gumon iymondan ayirar - diniy jixatdan, Arm oder Reich, Der Tod macht alles gleich - Ajal hammaga barobar, Gut Exempel, halbe Predigt - Yaxshi niyat yarim davlat, Aufschieb ist ein Tagedieb - Cho'zish, kechiktirish kunlarni o'g'irlaydi, Aug um Auge, Zahn um Zahn - Ko'zga ko'z, tishga tish, Was die Augen sehen, Glaubst das Herz - Ko'zlar nimani ko'rsa, yurak shunga ishonar, Die Augen glauben sich selbst, die Ohren anderen Leuten - Ko'z ko'rganiga ishonar, quloq boshqa odamlardan eshitganiga ishonar, Aus den Augen, aus dem Sinn - Ko'zdan yiroq ko'ngildan yiroq ma'nosida, Wer aus gibt, muss auch einnehmen - Kim bersa, olishi ham kerak, Man sieht den Splitter im fremden Auge, im eignen den Balken nicht - Hech kim o'z aybini ko'rolmas, Ein gut gespielter Ball findet immer sein Loch - Yaxshi o'ynaydigan To'p har doim o'z teshigini topadi, Es ist keine Eule, die nicht schwüre, sie hätte die schönsten Jungen - Hech bir boyqush yo'qki, o'zining eng go'zal bolasi bor deb qasam ichmaydi, So geht es in der Welt, Der eine hat den Beutel, der andere hat das Geld - Dunyoda shunday bo'ladi, birining sumkasi bor, birining puli bor, Schöne Blumen stehn nicht lang am Wege - Go'zal Gullar uzoq vaqt ko'chada qolmas singari hamda yana shunga o'xshash boshqa maqollar tarjimalari orqali keladi. Endi bu so'zma so'z tarjimalardagi maqollarning o'zaro bir biriga ma'no jihatdan mos keladigan tuzilishlarini quyida ko'rishimiz mumkin.

1. Wer allein schläft, bleibt lange kalt,
Zwei wärmen sich einander bald - Ikki yorti bir butun.
2. Die Alten zum Rat,
Die Jungen zur Tat - Qari kelsa oshga, yosh kelsa ishga.
3. Ich frage nach Äpfeln und du antwortest mir von Birnen - Men senga to'g'dan gapirsam sen menga bog'dan gapiryapsan.
4. Kein Fisch ohne Gräte, kein Mensch ohne Mängel - Har to'kisda bir ayb, Beayb parvardigor.
5. Keine Antwort ist auch eine Antwort - Sukut alomati Rizo.
6. Der Apfel fällt nicht weit vom Stamm - Olma tagiga olma tushadi.
7. Ein fauler Apfel steckt hundert an - bir chichqoq tana butun podani bulg'aydi.
8. Schöne Apfel sind auch wohl sauer - usti yaltiroq ichi qaltiroq.
9. Arbeit hat bittere Wurzel,
Aber süße Frucht - Mehnat, Mehnatning tagi rohat.
10. Was man ferne halt, ist süß - xo'rozqand chet elniki bo'lsa yotib olib yalashadi.
11. Niemand sieht seine eigenen Fehler - Hech kim o'z aybini ko'rmaydi.

12. Argwohn isst mit dem Teufel aus einer Schlüssel - Gumon iymondan ayirar
13. Arm oder Reich,
Der Tod macht alles gleich - Ajal hammaga barobar.
14. Gut Exempel, halbe Predigt - Yaxshi niyat yarim davlat.
15. Art lässt nicht von Art - Qarg'a qarg'ani ko'zini cho'qimaydi.
16. Aufschieb ist ein Tagedieb - Bugungi ishni ertaga qo'yma, Qolgan ishga qor yog'ar.
17. Aug um Auge, Zahn um Zahn - Qonga qon jonga jon bilan.
18. Was die Augen sehen,
Glaubt das Herz - Ko'z ko'rganiga ishonar.
19. Die Augen glauben sich selbst, die Ohren anderen Leuten - Ko'z ko'rganiga, quloq eshitganiga ishonar.
20. Aus den Augen, aus dem Sinn - Ko'zdan yiroq ko'ngildan yiroq.
21. Wer aus gibt, muss auch einnehmen - yemoqni qusmog'i bor.
22. Man sieht den Splitter im fremden Auge, im eignen den Balken nicht - Hech kim o'z aybini ko'rolmas.
23. Ein gut gespielter Ball findet immer sein Loch - Teshik kozmunchoq yerda qolmas.
24. Es ist keine Eule, die nicht schwüre, sie hätte die schönsten Jungen - Qoraqo'ng'iz bolasini oppog'im derkan.
25. So geht es in der Welt,
Der eine hat den Beutel, der andere hat das Geld - Besh qo'l barobar emas.
26. Schöne Blumen stehn nicht lang am Wege - Yaxshi qiz ko'chada qolmas.
27. Wenn alle in den Brunnen Springen, würdest du nach springen - Kimdir o'zini tomdan tashlasa sen ham tashlaysanmi?.
28. Jedes Ding hat zwei Seiten - Tanganing ikki tomoni bor.
29. All Ding ist nur Weile Schön - Har narsaning o'z vaqti bor.
30. Ein Esel bleibt ein Esel, kām er auch nach Rom - It bilan eshshakni qancha qilma tarbiya it bo'lur eshshak bo'lur, aslo bo'lmas odamiy.
31. Dreitätiger Gast ist eine Last - Mehmonning xurmati uch kun.
32. Ehestand ist kein Geschleck - Nikoh muqaddas.
33. Wohl anfangen ist gut, wohl enden ist besser - Kambag'al bo'lib tug'ilish bu aybmas kambag'al bo'lib o'lish bu ayb.
34. Ehrlich währt am längsten, schuftig lebt in Ängsten - Yolg'on qirq yilda ham oshkor bo'lar.
35. Besser heut ein Ei als morgen ein Küchlein - Ertagacha xudo poshsho.
36. Blinder Eifer schadet nur - Yetti o'lchab bir kes. Avval o'yla keyin so'yla.
37. Am Ende weiß man, wie viel es geschlagen hat - Jo'jani kuzda sanaymiz.

Xulosa

Xulosa qilib aytadigan bo'lsak har bir xalqning o'z asriy rivojlanish davriga oid minglab maqollar va matallar yaratilgan. Bulardan to hozirga qadar eng yaxshilari sayqallanib zamon va makonga moslashib kelmoqda. Shunday ekan qaysi millat yo elat bo'lmasin yaratilayotgan maqollari boshqa boshqa tilda bo'lsa ham ma'no va mazmun jihatdan bir biriga mos ekanligini yuqorida ko'rib o'tdik. Bunday maqollarini biz faqatgina mingdan birini keltirdik xolos. Qanaqa mavzuda bo'lmasin asl tub ma'nosi yaqin kelgan bunday naqlar hali minglab taqosslanadi, minglab yoritiladi.

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EVALUATION METHOD OF ENGLISH DISTANCE TEACHING QUALITY IN ONLINE EDUCATION PLATFORM

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Abstract:

The current era of society is one of technology and information explosion. Both of them complement one other well and are significantly improving our lives overall, including the crucial area of education, of course. The aforementioned elements have altered the way individuals gain knowledge, and as network science and technology have advanced, people may now easily and quickly access a vast amount of information. Furthermore, systematic learning outside of the classroom is made feasible by the features of the Internet's data transmission.

Key words: distance teaching, education platform, (MAGDM), GDM methods, SNGDM method.

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This study suggests designing methods of evaluation for English distant teaching quality on platforms for distance learning in order to increase the accuracy of such assessments. This method first establishes the selection principle for the English distance education quality evaluation index, chooses the appropriate English distance education quality evaluation index, decides on the evaluation index information collection method, processes the information that has been collected, and uses the analytic hierarchy process to calculate the relative importance of the distance education quality evaluation index. Eventually, the assessment of English distance teaching quality is realized by the use of the weighted average approach, which provides the evaluation result. According to the experimental results, the greatest possible signal-to-noise ratio and integrity of the distance teaching quality assessment index, respectively, are 95.46% and 96%, respectively. The fact that the evaluation of the quality of distant education matches the actual results indicates that the approach suggested in this research operates well in practice. How to Assess the Quality of English Distance Education on an Internet-Based Learning Platform. This study suggests designing assessment techniques for English distant teaching quality on online education platforms in order to increase the accuracy of such assessments. This approach first establishes the determination principle for the English distance education quality evaluation index, chooses the appropriate English distance education quality evaluation index, decides on the evaluation index information collection method, processes the information that has been collected, and uses the analytic hierarchy process to calculate the weight of the online educational quality evaluation index At last, the measurement of English

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distance instruction quality is accomplished by the use of the weighted average procedure, which delivers the evaluation result. According to the experimental results, the highest possible proportion of signal to noise and integrity of the distance teaching quality assessment index, accordingly, are 95.46% and 96%, respectively. The fact that the evaluation of the quality of distant education reflects the actual results indicates that the approach suggested in this research performs well in practice. [1]

Learning through the internet continues to rise in importance in today's educational system, and in order to raise the bar for the sector as a whole, it is vital to assess the efficacy of online instruction. A common multi-attribute group decision-making (MAGDM) problem is the evaluation of online teaching quality, and decision makers might describe the evaluation index using linguistic term sets. In particular, multi-granularity probabilistic the language term sets accomplished from multiple decision makers are better suited to convey complicated ambiguous evaluation information. These sets can not only offer distinct language term sets for various decision makers expressing their preferences, but also capture the relative importance of individual language terms. [4] In this project, we put forward a function for transformation of multi-granularity probabilistic linguistic term sets based on proportional 2-tuple fuzzy linguistic representation model, based on the benefits of multi-granularity probabilistic the language term sets. The comparison rules and operational laws of multi-granularity probabilistic linguistic word sets are provided on the basis of this framework. Next, we create a novel Choquet integral operator for probabilistic linguistic term sets with multiple granularities that takes into account the correlation between characteristics. This operator minimizes the need to account for the normalization stage of the probabilistic linguistic term sets and effectively prevents the loss of evaluation information. Concurrently, the properties of the demonstrated operator are also demonstrated. Furthermore, we propose a new multi-attribute group decision-making method based on the new operator, and analyze the effectiveness of the proposed method by online teaching quality evaluation. Finally, by comparing with some existing methods, the advantages of the proposed method are shown. [3]

At present, there are many GDM methods for teaching quality evaluation, but most of them do not consider the influence of trust networks among experts on the evaluation results. This study extends the SNA method to the GDM method and proposes a new SNGDM method based on q-ROFS for the evaluation of online teaching quality, which makes the evaluation results more reasonable.

Emotion Recognition System From Multiple Perspectives

Subsequently individuals are the highest human beings on the planet, one of their characteristics is the capacity to express emotion. By recognizing human emotions, one can learn a great deal and develop a deeper understanding of the individual. [5] This article examines the relationship between emotional identification and language learning—that is, the process of developing a more profound understanding of students—in order to create a teaching model. It has also become necessary to conduct research on the recognition of emotions from various angles.

Introduction to the Process of Facial Emotional Recognition

There are many ways to express human emotions. The first is to introduce the emotion recognition technology of human face and related principles. Face

emotion recognition can be achieved by deep learning algorithms in the current environment. The process features are the same as the description. Facial Emotion Recognition Extraction Method for the realization of facial emotion recognition technology, the most important thing is the ability to extract the features of the human face that can best represent the emotion of the person at that time. [2]

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LEXICAL CORRESPONDENCE ISSUES IN UZBEK-ENGLISH TRANSLATION STUDIES

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Abstract:

This paper explores the complexities of lexical correspondence in the translation process between English and Uzbek. It highlights the identification of lexical equivalents for words, emphasizing the importance of distinguishing between different types of semantic connections. The three main categories discussed include full lexical correspondence, partial or variant lexical correspondence, and lack of correspondence. The article provides illustrative examples, highlighting the challenges translators face in selecting appropriate translations based on context, especially when dealing with words with multiple meanings. The paper underscores the significance of considering the entire text and context in achieving lexical compatibility. Additionally, it emphasizes the role of both bilingual and explanatory dictionaries in aiding the translator in finding precise meanings for words in the translation process.

Key words: Lexical correspondence, full correspondence, context-independent, partial match, context-bound, multiple meanings.

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Introduction. During the process of translation, it is essential to identify lexical equivalents for words in the original language within the target language. When viewed from the perspective of English and Uzbek, English contains numerous words with multiple meanings, necessitating the translator to identify and utilize the appropriate translations in Uzbek. In translation theory, the act of finding lexically accurate words is referred to as lexical correspondence.

To accurately determine lexical compatibility, it is imperative to distinguish between various types of semantic connections among words. These types encompass:

1. Full lexical correspondence;
2. Partial or variant lexical correspondence;
3. Lack of correspondence [Слепович, 2014:13].

Main Part. We shall now explore these categories with the aid of illustrative examples. In the first category, full lexical correspondence, the meanings of words in both languages align perfectly. Regardless of the context, the meaning of the English word remains consistent in the translation, referred to as an alternative or equivalent. Prominent translation scholar V.N. Komissarov designates such words as context-independent [Комиссаров, 1990:71]. Approximately 30% of vocabulary consists of such words, including proper nouns, numbers, days of the week, months, many scientific and technical terms, geographical names, and other words. For instance, Canada, twelve, Tuesday, July, tractor, inflation, the Netherlands, etc.

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The second type of lexical compatibility is more prevalent than the others, and the primary reason for this lies in the extensive presence of words with similar meanings across various languages, including English and Uzbek. When an English word shares the same meaning as multiple words in the target language, it is considered a variant or a partial match [Раҳимов 2016: 90].

V.N. Komissarov refers to such words as context-bound. This represents a highly common form of meaningful interconnection between words [Комиссаров, 1990:75].

Within the translation process, the task of selecting the appropriate option is sufficiently challenging, and the translator must consider the role of context, specifically the sentence in which the word is situated within the text.

As evidence of our perspective, we can illustrate the word “variability” in English by examining its diverse translations into Uzbek when it is encountered in the text:

Table 1. The word “variability” in English and its diverse translations into Uzbek

English word: variability	Uzbek translation:
1. variability of temper	<i>kayfiyatning o'zgaruvchanligi</i>
2. data variability	<i>ma'lumotlarning xilma-xilligi</i>
3. variability of prices	<i>noturg'un narxlar</i>

A similar situation is observed in the translation of the words “house” and “table” into Uzbek. This is due to the fact that the word “house” can be translated as “uy” or “palata” in Uzbek, while the word “table” can be translated as “stol” or “jadval”.

Sometimes, an English-Uzbek dictionary provides multiple meanings for a word, and selecting the correct primary meaning of the word from the dictionary often leads to letter-for-letter translation (literalism or word-for-word translation), resulting in an awkward Uzbek translation.

For example: In the sentence, “I am happy to be involved in this project”, the word “involve” has seven different meanings, which are as follows:

1. *Iborat bo'lmoq;*
2. *Qorishtirmoq;*
3. *Ta'sir qilmoq;*
4. *Bog'liq bo'lmoq;*
5. *Taqozo etmoq;*
6. *Murakkab bo'lmoq;*
7. *Jalb etilmoq*

In the translation of this sentence, only the seventh meaning, “jalb etilmoq” (to be involved), fits correctly. The translation of the above sentence is as follows:

- *Men bu loyihada qatnashganimdan xursandman.*

However, the dictionary doesn't provide the meaning “qatnashmoq” for “to be involved”.

This situation indicates that, during the translation process, it is sometimes necessary to depart from the literal meanings of words to preserve language norms or to ensure the translator's communication is clear and concise.

A similar example can be seen with the word “ambitious”. It has multiple meanings, such as 1) *shuhratparast*; 2) *orzumand*; 3) *chanqoq*; 4) *jimjimador* in Uzbek. However, in order to provide an adequate translation for the sentence “The government is determined to implement its ambitious plans,” we should translate it as follows:

- *Hukumat o'zining ulug'vor rejalarni hayotga tadbqiq qilish niyatida.*

In this case, the word “ambitious” does not carry the meaning “ulug'vor” as per the dictionary. Undoubtedly, many words in the English language, like “ambitious”, have multiple meanings, each of which may correspond to entirely different meanings in the Uzbek language.

To translate a word with multiple meanings, it is necessary to find the appropriate meaning first, and then within that meaning's context, a suitable equivalent is sought. For example, in the two-volume “Новый большой англо-русский словарь” published under the editorship of Апресян Y.D., the word “rate” is presented with 14 different meanings [Апресян, 1994:28]. Each of these meanings contains its own range of possible equivalents, providing further specific options.

For instance, the second meaning of “rate” has the following variations in Uzbek:

1) *Maosh, ta'rif, haq*; 2) *Moliya, kurs*; 3) *Narx, qiymat*; 4) *Yuk tarifi*;

To translate a text related to a specific field, it is recommended to use specialized dictionaries. In A.V. Anikina's editorial “English-Russian Dictionary for Economics and Finance”, the word “rate” is explained on seven pages, accompanied by dozens of word combinations [Аникин 1993:398].

When translating such a situation from Uzbek to English, it is noticeable. In other words, a single Uzbek word may correspond to several words in English:

Table 2. *Lexical Correspondence: One Uzbek Word, Multiple English Equivalents*

Uzbek word: ochmoq	Uzbek word: retsept
- open (<i>kitobni</i>)	- prescription (<i>Meditsinada</i>)
- discover (<i>yangi yerni</i>)	- recipe (<i>oshxona</i>)
- reveal (<i>sirni</i>)	- formula
- unveil (<i>yodgorlikni</i>)	

One of the factors contributing to the occasional occurrence of partial word matches during the translation process is the existence of synonymous expressions within the vocabulary. The selection of synonyms in translation is contingent on the text's genre and style, as texts can take on various forms, be they artistic, informative, conversational, or poetic. For instance, in the English language, “dismiss” and “discharge” are employed in formal contexts, whereas “sack” and “fire” are part of conversational language [Слепович 2014” 14].

dismiss, discharge (bookish). He was discharged. U ishdan bo'shatildi.

sack, fire (colloquial) I am fired. Men ishdan bo'shatildim.

In language, words are used differently in various contexts and in relation to different subjects. For example, in the Uzbek language, the words “suzmoq”, “rassom”, and “mos kelmoq” can each correspond to three different words in English:

Table 3. *Cross-Linguistic Word Variations in Context*

Uzbek word: suzmoq
- swim (<i>kishiga, jonli mavjudotlarga</i>) Anvar is swimming in the river.
- sail (<i>qayiq va kemalarga</i>) The Titanic sailed only once.
- float (<i>bulutga yoki suvdagi cho'pga nisbatan</i>).The bottle is floating in the water.

In practical foreign language learning, government - relationship between a word and its dependents is one of the challenging aspects. In the following situations, we can be confident that a single word in Uzbek may have a different expression in English:

artmoq

wipe – artmoq (*terni, ko'z yoshni va h.*), o'chirmoq;

dust – changni artmoq;

The specific feature of words combining with each other varies in different languages and partly highlights the challenge of translation. For instance, in

Uzbek, the phrase “qattiq boshi og‘rimoq” is expressed in English using the phrase “have a bad headache” (not “a hard headache”).

It's worth noting that in English, the verb “qilmoq, bajarmoq” is primarily expressed through the verb “to do”. However, the phrase “xato qilmoq” should be translated using the verb “to make”: “xato qilmoq” - to make a mistake.

Qo‘pol xato qilmoq – to make a bad mistake

As a result of the historical development, formation, and evolution of language, certain phrases have become conventional for various situations:

Wet paint! – Ehtiyot bo‘ling, bo‘yalgan!

Conclusion. It's important to emphasize that, in the translation process, a significant number of words with broad meanings necessitate the task of selecting the most suitable translation equivalent in the target language. From a lexical perspective, ensuring their compatibility is vital, and the significance of the entire text and context is paramount, as demonstrated by the examples above.

Furthermore, not only bilingual dictionaries but also explanatory dictionaries play a crucial role in providing precise meanings for words that appear in two languages.

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BASIC PRINCIPLES OF IRREALIS

N. Ochilova¹*Abstract:*

In recent times, it has been observed that the linguistic significance of the confrontation between the concepts of realis and irrealis in linguistics is the subject of heated debate. The fact that the concept of irrealis has not been fully and widely studied and clearly described suggests the need for a comparative-typological comprehensive study of this phenomenon. Currently, the fact that irrealis is not yet given the status of an autonomous semantic category causes controversy among linguists. Semantically proportionality of the irrealis concept assumes learning by analyzing in most irrealis constructions (hypothetical-shart sentences, opposite conditions, side-click conditions, optatives, commands, alternative relations).

Key words: alternative relation, hypothesis, irrealis, optative device, prtotypic aspect, potential phenomenon.

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In our developing country, the emphasis on linguistics is increasing day by day. The fact that the hypothesis exists is linked to a series of concepts commonly referred to as irrealis supports the hypothesis put forward by Mauri. He proposes to include hypothetical, assumptions in the content encoding alternative relationships among irrealis characters.

The author notes that "...the irrealis sign is defined as a hypothetical, assumed eventuality of indicators that directly encode the irrealis state of the relevant situational expression or encode a concept that implies nonreality. The final characteristic of Irrealis indicators also includes conceptual coding. Because they encode a concept that implies an unrealized state of situational expressions.

In our developing country, the emphasis on linguistics is increasing day by day. The fact that the hypothesis exists is linked to a series of concepts commonly referred to as irrealis supports the hypothesis put forward by Mauri. He proposes to include hypothetical, assumptions in the content encoding alternative relationships among irrealis characters.

In the example above, two or more distinct irrealis denoting situational expressions representing incompatible alternatives are united into one conceptual system. However, in linguistic comparison, the epistemic communication relations of irrealis indicators, as well as the conceptualization of irrealis, may not be the same. "It's probably just as well", she said. She would be for more comfortable dealing with Erastus, who under normal circumstances could be relied upon to be at least somewhat reasonable (Susan Law, 43): if she continued to fire an unhappy wife, I would have been whispered like a kebab in the oven (G'.G'ulam, 131). Probably in the English example has served as a

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reference to predicates with irrealis content, which means the next sentences in the text. The Irrealis meaning would be for, could be relied upon predicates are harmonised with the grammatical form. In the example of the Uzbek language, however, the use of the condition mile has produced an irrealis associated with the speech situation. In this, irrealis-sa, - ar was performed using grammatical suffixes.

The use of irrealis in conditional adverbial clauses implies an alternative alternative adverbial adverb in a certain sense. When the choice of alternative is derived from the point of view of human intents, we can judge that it is an existential part of conceptual activity.

"The situational expression to be presented as an alternative must be described in terms of opportunity with already existing irrealis signs". In other words, not only subtractive binders, but also irrealis characters serve to present two or more situational expressions as alternatives.

Of course, the irrealis in conditional follow-up sentences serves to link the relationship between separator connectives on the one hand and irrealis characters on the other. The condition is expressed as an alternative due to the description of the situation defined (or linked) in sentences in terms of "Opportunity" (s) of expressions. In this case, the selectable alternative is presented as mutually exclusive options. This correlation is supported by the analysis of each language, indicating that "many of the binders that encode an alternative are indeed derived or evolved from irrealis characters".

Given this conceptual complexity, it should be taken into account that, like encoding modality in languages, there are the same complexities in encoding Irrealis. For example, when a language can allocate its maximally undefined characters to an inactivated expression, it does not matter what the specifics of the reality being expressed are.

We have proposed above that a series of constructions that represent irrealis concepts, such as conditional, recommendations and optatives, conveys the conclusion that conditional or the facticity of the stated situational expression is an undeniable option, among others. Disjunctive constructions explicitly encode the existence of a set of mutually exclusive variants. In these constructions, the subtractor determines that the binders are not excluded from one option in their scope. They can therefore be considered conditional as signs of the probabilities of the fact, equivalent to (some) optatives and (some) advisory signs.

Communicative use of fact probability which gives the content of irrealis.

As mentioned above, J. One argument used by bayby against the autonomy of Irrealis is that the concept of irrealis has little communicative significance. By dividing the concept of Irrealis into three other specific concepts of contrafactuality, probability of fact, and noneferentiality, we can raise the issue of communicative use of each of these concepts, rather than the concept of total absence of reality.

Focusing on the probabilities of the fact, we can ask what may be the communicative purpose of showing the situational expression as belonging to a set of mutually exclusive situations. We propose that the probability of fact has the function of introducing the expression of the situation into speech, as a result of which we achieve that the speaker is not attracted to the loyalty to the truth of the statements that characterize them. In other words, the probability of the fact serves to suspend the speaker's commitment to what he is saying. This

communicative function must be defined in some way, since even a simple statement means that the speaker is faithful to what he says. As Morency wrote: "We can emphasize that when a speaker expresses the content of P in the form of a statement, he expresses his commitment to P: otherwise, it will lead to logical inconsistency."

Suspension of obligations is a very important communicative function. This is logically necessary for the functioning of hypotheses, preferences and alternative relationships, and logically is hidden in optatives and rhetorically useful for recommendations. In addition, the suspension of commitment can also be used to conclude that the speaker is not fully committed to the truth he or she is telling, that is, it can be used to draw conclusions about the speaker's epistemic attitude.

From the opinions and considerations mentioned above, it can be concluded that modality and irrealis serve very different purposes. In particular, modality presupposes and classifies the speaker's commitment. Irrealis, on the other hand, demonstrates hypothetical purpose, probable hypotheses, rather than the speaker's obligation to carry out an action.

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ON THE DESCRIPTION OF MODAL RELATIONS IN LINGUISTICS

N. Rasulov¹

Abstract:

This article delves into the intricate landscape of modal relations within the realm of linguistics, offering a comprehensive exploration of how modality is conceptualized and analyzed across different languages. Modality, a fundamental linguistic phenomenon, encapsulates the speaker's attitude towards the truth value or necessity of a proposition, encompassing possibility, necessity, obligation, and permission. Through a comparative analysis of various linguistic theories and frameworks, this study highlights the diversity and complexity of modal expressions and their syntactic, semantic, and pragmatic dimensions. It examines the cross-linguistic variability of modal systems, including the grammaticalization of modality, the role of context in modal interpretation, and the interface between modality and other linguistic categories such as tense, aspect, and evidentiality. The article also addresses methodological challenges in the description and analysis of modal relations, advocating for a multidimensional approach that combines insights from formal semantics, discourse analysis, and corpus linguistics. By showcasing the rich variety of modal expressions and unraveling their underlying principles, this study contributes to a deeper understanding of human language's capacity to convey nuanced shades of meaning and speaker intent. Furthermore, it underscores the importance of modality in linguistic theory and its implications for fields such as language typology, cognitive linguistics, and applied linguistics, particularly in areas such as language teaching and cross-cultural communication.

Key words: gramme, grammatical category, deontic modality, realis, irrealis, tendency.

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1. Introduction

Linguists involved in the study of verbs did not take into account a clear and simple fact in the process of considering the issue of belonging to the semantic field of the grammatical category of modality. Only one gramme of this grammatical category can intersect with the semantic field of modality. This is an irrealis grammar. Obviously, the gramme realis, as opposed to irrealis, is not considered a pure modal in its meaning. At the same time, two grammes belonging to the same grammatical category cannot belong to different semantic fields.

“Modality reflects a speaker’s various attitudes toward a given fact, including probability or necessity (epistemic modality), intention, desire, permission, obligation, or internal possibility (deontic modality). However, this

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attitude does not always mean that the described phenomenon belongs to reality. Conversely, events can be hypothetical or potential, as in epistemic modality. Or they may refer to some sort of alternate reality where “real reality can change”. This is related to deontic modality. Therefore, the contextual conditions for the use of both deontic and epistemic forms of modality are closely related to irrealis. This is interpreted in terms of realis/irrealis categories. Undoubtedly, these cases require clarifying the types of expression of the two categories.

Such interaction of modality and irrealis makes it difficult to understand that the category of realis is a separate grammatical category, and often realis is interpreted separately, irrealis and modality separately.

2. The Usage of the Grammatical Category Realis/Irrealis

W. Foley and Van Valin suggest three contrasts that illustrate this: (1) descriptive power (usually used as the term “tendency”); (2) status – “a variable that describes the relevance of an event, regardless of whether it has been implemented or not” (corresponds to the term “category realis” in this work); and (3) modality, which “represents the attitude of the speaker to the action performed by the performer of the action: it is studied whether he is obliged to perform this action, wants to do it, or has the opportunity to do it or not.”¹

These categories primarily include meanings in the domain of deontic modality, but may also encompass epistemic modality. Both epistemic modality and deontic modality are tools that express a special attitude to events (including the probability or necessity of an event, the fact that it is an obligation imposed on someone, someone's desire, intention is considered, etc.). In terms of lexical-grammatical formation, modality is considered much further than irrealis. Its main task is to determine the situation of the event, the real reality from the point of view of another concept. The concepts of these two categories are logically very far from each other, and the difference between the categories of modality and status is no less than the difference between categories such as time and aspect.

The concept of presentation of a grammatical scheme proposed by R. Langacker is related to the use of special constructions in a specific and specific context². The author notes that grammatical categories are a product of cognition and consist of specific and general schemes. The linguist argues that specific schemas refer to specific structures and may be abstract, while general schemas may consist of concrete forms. However, at higher levels of abstraction, generalizing evidence becomes more difficult. It is doubtful that the phenomena perceived by us as abstractions can be formed by the speakers in different situations with the help of specific grammatical units, or that special constructions can be manipulated with more concrete meaning and situations of use.

It is clear from the results of many studies that the very complex expression of modality suggests that an answer can be found by dividing it into realis and irrealis phenomena.

J. Bybee, J. Roberts, and T. Givon agree that irrealis does not correspond to any type of modal meaning³. However, their conclusions in this regard differ. According to J. Bybee, the concept of “irrealis” is too general, and he does not

¹ Foley W., Robert V. V. Functional syntax and universal grammar. Cambridge: Cambridge University Press, 1984. – P. 38.

² Ronald W. Langacker. Cognitive Grammar. A Basic Introduction. New York: Oxford University Press, 2008. – P. 364-368.

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consider it appropriate to use this term. J. Roberts and T. Givon, believes that on the other hand, it is not about the grammaticalization of contradictions related to the semantic domain of modality, but it is important to determine the grammaticalization of the contradiction between the domain of modality and the non-modal meanings that represent real phenomena, which are characteristic of non-real reality¹.

Thus, it becomes necessary to choose one of the following interpretations:

- 1) irrealis is related to epistemic modality;
- 2) irrealis is connected with the semantic field of modality as a whole meaning².

When comparing the grammar of the realist category of the situation with the interpretation (attributing the situation to a real or unreal event), it becomes clear that the first idea is wrong. In this case, the semantic content of grammes does not mean that they are close to certain types of modal meanings.

However, the second point of view focuses on proving that there are no internal contradictions between the realis category of the situation, the semantic field of modality is contrasted with the zone of non-modal meanings, and the interpretation of irrealis. Another issue about the importance of analyzing the meaning of modal categories was raised by J. Bybee, R. Perkins, V. Pagliuca, who suggest that the result can be achieved by analyzing the concrete constructive meanings in the context³. These authors note that some affixes of modality (especially epistemic and evidential) in Newari are read differently when combined with other elements, including the first-person singular pronoun.

According to them, the resulting interpretation does not come from a fixed combination of the meanings of several elements. On the contrary, in a sense, it is related to identifying the possibilities of adding new meaning to a given context. Similarly, the use of distance markers with nouns in Pilaga and Toba causes the whole sentence to be translated in the same inferential way with respect to an approximate or hypothetical time. The real expression of the situation is made on the basis of semantic and grammatical formation of verb categories⁴. If we take into account that the situation is a multi-level phenomenon, trying to determine the function of the verb category among other categories may cause problems in determining whether the situation is realis or irrealis. It is appropriate to consider that it is made on the basis of the grammatical system of each level and their internal contradictions. It also constitutes a linguistic phenomenon in which separate meanings of tense, aspect, semantic field and other categories are generalized with realis and irrealis meanings.

However, we think that analyzing realis as a separate event outside of modality (not included in other semantic levels) makes it possible to find a solution to misunderstandings between modality category and realis/irrealis. In turn, it is appropriate to evaluate the observed phenomenon not outside the semantic field, but as contradictory concepts within it.

¹ Givon T. Irrealis and the Subjunctive Studies in Language. International Journal sponsored by the Foundation "Foundations of Language", Volume 18, Issue 2, 1994. – P. 265-337; Roberts J. R. Modality in Amele and other Papuan Languages // *Journal of Linguistics*. V. 26. N 2. 1990. – P. 363-401.

² Plungian V. A. Irrealis and Modality in Russian and in Typological Perspective; in Bjorn Hansen and Petr Karlik (eds.) // *Modality in Slavonic Languages: New Perspectives*. Munchen: Sagner Verlag, 2005. – P. 349-357.

³ Bybee J., Perkins R., Pagliuca W. The evolution of grammar tense, aspect and modality in the languages of the world. The University of Chicago Press, 1994. – P. 49.

⁴ Bybee J., Perkins R., Pagliuca W. The evolution of grammar tense, aspect and modality in the languages of the world. The University of Chicago Press, 1994. – P. 53.

Many researchers, in particular, T. Givon, M. Mithun, J. Roberts, V. Foley, V. Chafe¹ connect the realis category with the semantic field of modality. There is also another opinion that realism should be separated into a special semantic field, which is expressed in the work of J. Elliot².

At first glance, the connection between the realist category and the semantic relation of modality seems very natural and clear. In this case, the event described by irrealis is evaluated as a hypothetical event. Hypothetical view reflects the world in the form of modality. However, there is no consensus in linguistics regarding the inclusion of realis and irrealis in the semantic structure of modality. We can also find completely opposite opinions (see Table 1).

Researchers	In what type of modality does Irrealis belong?
U.Foli and Van Valin	All sub-divisions of epistemic modality
T. Givon	Semantic space of general modality
J. Roberts	
J. Bybee	It is not typologically correct at all, since it cannot be compared to any prototypical meaning in the modality domains.
V. Plungyan	It is considered together with the semantic field of modality, but it is not shown in which way the realist category is related to it
J. Elliot	Irrealis constitutes a separate semantic field that is not directly related to modality

Table 1. In what type of modality does Irrealis belong?

3. Conclusion

Since the opinions and considerations about the connection between irrealis and epistemic modality have not been settled, the review of the grammes of the realist category (the reference to the realis/irrealis of the situation) makes it necessary to think about their proximity to the meanings of this particular modal type. Thus, the choice remains between the following two options:

- the limits of irrealis correspond to the semantic content of the modality³;
- irrealis boundaries do not depend on the semantic expression of the modality at all

It is difficult to determine which of the cited interpretations is superior.

Therefore, it is appropriate to carry out a more detailed analysis of the use of indicators realis and irrealis in some characteristic cases expressed in different unrelated languages. These analyzes show that the realist category differs from the modals in terms of its tendency towards certain oppositions. Usually, the irrealis category is used in the future tense meaning negation and habutalis (usually).

These analyzes show that the realist category differs from the modals in terms of its tendency towards certain oppositions. Usually, the irrealis category is used in the future tense meaning negation and habutalis (usually).

¹ Givón T. Irrealis and the subjunctive. *Studies in Language* 18:2. 1994; Mithun M. On the relativity of irreality. In: Bybee, Joan and Suzanne Fleischmann // *Modality in grammar and discourse*. John Benjamins: Amsterdam, 1995. – P. 367-388; Roberts J. The category 'Irrealis' in Papuan medial verbs // *Notes on Linguistics* 67. Dallas: Summer Institute of Linguistics, 1994. – P. 5-41; Foley W. The Languages of New Guinea // *Annual Review of Anthropology*. Vol. 29. 2000. – P. 357-404; Chafe W. The realis-irrealis distinction in Caddo, the Northern Iroquoian languages, and English. In: Bybee, Joan and Suzanne Fleischmann // *Modality in grammar and discourse*. John Benjamins: Amsterdam, 1995. – P. 349-365.

² Elliott J. Realis and irrealis: forms and concepts of the grammaticalisation of reality // *Linguistic Typology* 4. 2000. – P. 55-90.

³ Givón T. Irrealis and the subjunctive // *Studies in Language* 18:2. 1994; Roberts J. The category 'Irrealis' in Papuan medial verbs // *Notes on Linguistics* 67. Dallas: Summer Institute of Linguistics, 1994. – P. 5-41.

In addition, when considering the issue of the belonging of this grammatical category to the semantics of modality, the closeness of the only grammeme belonging to this grammatical category, i.e. irrealis grammeme, to the semantics of modality was overlooked. Undoubtedly, the gramme realis is the opposite of irrealis in content, and it is considered a modality-specific phenomenon.

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EFFECTIVE METHODS FOR TEACHING ENGLISH IN HIGH SCHOOL

A. Rustamova¹, Sh. Qayumova²

Abstract:

This scientific review article examines various methods of teaching English in high school settings, with a focus on identifying effective strategies that promote language acquisition and proficiency among students. The review synthesizes current research literature and empirical studies to provide an overview of best practices in English language teaching at the high school level. The article discusses the importance of creating a supportive and interactive learning environment, integrating technology and multimedia resources, and implementing communicative language teaching approaches. Additionally, the review explores the role of cultural sensitivity and diversity in English language instruction, as well as the use of formative assessment techniques to monitor student progress and tailor instruction to individual needs. The findings of this review contribute to a deeper understanding of effective methods for teaching English in high school and offer practical recommendations for educators and curriculum developers.

Key words: English language teaching, high school, language acquisition, communicative language teaching, formative assessment, technology integration, cultural sensitivity.

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Introduction:

Teaching English in high school presents unique challenges and opportunities for educators. As students transition from basic language proficiency to more advanced skills, it is essential to employ effective teaching methods that foster linguistic development, critical thinking, and cultural awareness. This review aims to explore current research on the most effective methods for teaching English in high school settings, with a focus on instructional strategies that promote language acquisition and proficiency. By examining empirical studies and theoretical frameworks, this review seeks to provide evidence-based recommendations for educators and curriculum developers to enhance the quality of English language instruction in high schools.

In the history of teaching languages, there are many teaching methods and techniques, but some of them are really easily approachable and easy to learn. Language teaching methods are reliant on and affected by various hypotheses of language learning. The methods of teaching English differs from person to

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person. It has different ways and paradigms. There are given 10 effective methods of teaching the English language:

1. Grammar-cum- Translation Method
2. The Direct Method
3. The Audio-lingual Method
4. Suggestopedia
5. Total Physical Response
6. Community Language Learning
7. Communicative Language Teaching
8. Task-based learning
9. The silent way
10. The Lexical Approach

This process of adaptive methods has allowed students to make significant progress in relation to the time spent on the program.

A comprehensive search of academic databases, scholarly journals, and educational publications was conducted to identify relevant studies on effective methods for teaching English in high school. The search included keywords such as "English language teaching," "high school," "language acquisition," "communicative language teaching," "formative assessment," "technology integration," and "cultural sensitivity." Studies published within the last decade were prioritized to ensure the inclusion of recent developments in the field. The selected literature was critically reviewed and synthesized to identify key themes, best practices, and practical recommendations for high school English language instruction.

The review identified several effective methods for teaching English in high school. These included the implementation of communicative language teaching approaches, which emphasize real-life communication and interaction in the target language. Research suggests that communicative language teaching fosters meaningful language use and fluency development among high school students. Additionally, integrating technology and multimedia resources into English language instruction has been shown to enhance student engagement, motivation, and comprehension. Formative assessment techniques, such as peer feedback, self-assessment, and ongoing evaluation of student performance, were found to be instrumental in monitoring student progress and providing targeted support. Furthermore, the review highlighted the importance of cultural sensitivity and diversity in English language instruction, emphasizing the incorporation of diverse perspectives and authentic materials to promote intercultural understanding and global citizenship.

Conclusion:

This scientific review provides valuable insights into effective methods for teaching English in high school. By synthesizing current research literature, the review identifies communicative language teaching, technology integration, formative assessment, and cultural sensitivity as key components of successful English language instruction at the high school level. Educators and curriculum developers can leverage these findings to enhance their instructional practices and create a supportive learning environment that promotes linguistic development, critical thinking, and cultural awareness among high school students. Further research is needed to explore the long-term impact of these methods on student outcomes and to address specific challenges associated with English language teaching in diverse high school settings.

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APPROACH, METHOD, AND TECHNIQUES IN TEACHING ENGLISH

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Abstract:

Teaching methods are broader techniques used to help students achieve learning outcomes, while activities are the different ways of implementing these methods. Teaching methods help students: master the content of the course. learn how to apply the content in particular contexts. Method is “an overall plan for the orderly presentation of language materials, no part of which contradicts, and all of which is based upon, the selected approach”. Technique is “implementation”, referring to “a particular trick, strategy, or contrivance used to accomplish an immediate objective”.

Key words: The Grammar-Translation Method (GTM), Direct Method, Audiolingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT), Grammar Paraphrasing, indigenous language, Humanistic Approach, Natural Method.

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Exploring English teaching technique used for young learners

This research aims to explore the importance of teaching English to young learners. Currently, English language education is not limited to high schools but also extends to young learners' education, both in Indonesia and in other countries. In fact, it is more advantageous to begin learning English at a young age because young learners are in their golden age, during which their memory is exceptionally sharp, facilitating the memorization and learning of new concepts. Prioritizing English language education for young learners is crucial as it equips children with the proficiency in English language skills required for their education. The research methodology used in this study includes observation, documentation, interviews, and field notes subsequent levels of education.

Evaluation Method of English Distance Teaching Quality in Online Education Platform.

The research methodology used in this study includes observation, documentation, interviews, and field notes. This study suggests the design of evaluation methods for English distance teaching quality in online education platforms in order to increase the accuracy of the evaluation. The method first establishes the selection principle of the quality evaluation index of English distance education, chooses the appropriate quality evaluation index of English distance education, decides on the method of gathering information for the evaluation index, processes the information gathered, and uses the analytic hierarchy process to calculate the weight of the distance education quality evaluation index. Finally, the weighted average method is used to obtain the

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evaluation result of English distance teaching quality, which realizes the evaluation

Review of five methods used in English language teaching

The Grammar-Translation Method (GTM), Direct Method, Audiolingual Method, Communicative Language Teaching (CLT), and Task-Based Language Teaching (TBLT) are the five English language teaching modalities that are covered in this review study. An overview of each method's historical context is given before the goals, guiding principles, methods, and constraints are discussed. Because ELT approaches offer instructors a structured framework for efficiently delivering instructions and knowledge, it is imperative that these methods be continuously examined. The choice of teaching technique is crucial to satisfy all the requirements of successful language teaching and learning. Furthermore, various pupils respond better to different learning strategies. Although there are many different teaching techniques available today, this essay will focus on the most important ones that helped shape the field's early years and historical trajectory.

However, for various reasons, there is strong resistance to the complete removal of grammar teaching from foreign language learning syllabuses. Many learners and teachers dislike the absence of grammar teaching in stronger versions of this approach. However, for various reasons, there is strong resistance to the complete removal of grammar teaching from foreign language learning syllabuses. Many learners and teachers dislike the absence of grammar teaching in stronger versions of this approach. While most language teachers and language schools would say that they use a 'communicative' approach, an examination of modern textbooks shows the influence of many different methodologies. The core of most modern textbooks is, in fact, a grammar syllabus rather than a functional syllabus, but plenty of functional/communicative work is included and most teachers would agree that it is important to maximise student-centred activities and reduce teacher-centred teaching.

Primary Methods of Teaching English

Grammar Paraphrasing

This language teaching method is just a classic one, utilized considering that the 16th century. This method ended up being improvised for teaching the Latin language, which was not commonly discovered and spoken by people. The strategy of teaching English focused on translating the texts in Latin to the indigenous language then gaining it, based on the grammatical rules and vocabulary of Latin. The rote learning technique is the most used approach to learn the language. Later on, this method ended up being used to learn other languages. Thus, it pertains to English too. This process does not have in the proven fact that it is not a very good way of teaching to communicate appropriately in English. Though this antique technique has received plenty of critique in our contemporary world, numerous institutions. [1]

Natural Method

This method of teaching English, also known as the direct method, is apparently an answer to the Grammar interpretation method. In this technique, the teacher that is aiming to teach English as being a second language asks the student to think in English so that they can communicate in English.

The strategy is aimed at building a connection between idea and expression. It required the instructor to strictly prohibit the student from utilizing their local

language. The learner is supposed to completely learn in English, with appropriate accent and usage of grammatical skills.

Humanistic Approach

Through the 1970s, teaching and learning course underwent a radical modification where the learner's innate potential and acquired skills were the focal point regarding the training procedure. A couple of training practices were developed centered on this idea, and we were holding grouped underneath the name associated with the humanistic approach. Still utilize it, especially by those who desire to study English.

Some Basic approaches to teaching English in modern times. Task-based approach

The process targets the students want to develop and, it is in line with the idea, exactly why is English taught? Rather than what's shown. Therefore, here the language is learned by doing specific activities and relating English to the daily discussion.

Project-based approach

As a teacher, you will need to consider why your students to learn English. Now keeping their requirements in mind, you will need to create a project. The task may be a role-play or a presentation.

Usage of smartphones in the classroom

Smartphones have grown to be an inescapable part of our presence. It provides numerous crucial tools to pupils such as a dictionary, guide apps, or grammar apps. The one thing is the fact that we ought to guide pupils about

Operative Tips for Teaching English to Beginners

Keep your instructions clear and straightforward. Remember, while giving commands to your students, it must surely be simple and broken down into short sentences. It need not be too formal or courteous. Encourage the learners to listen and then speak. You ought to motivate the students to listen to the pronunciations, pay attention to the grammar, and produce a vocabulary before they start speaking English. Nevertheless, you'll find lots of the learners attempt to begin speaking within the language the moment the classes commence. Keep in mind that the students are fluent in their language

Keep in mind that your students, while talking broken English, will attempt to imagine their language and convert it into English while speaking. Teach them to attempt to keep a flow and rhythm and deal patiently.

Do your homework correctly. When beginning a new class prepare well using the subject and keep many associated activities prepared. Arrange out clearly how you will introduce the topic, break the ice, and make your students express. Teachers are life directors. From years, they have used different methods and styles for teaching. Teaching English to non-native speakers is a challenging one as the language is not familiar to the students. Try to use the best suitable approach so that, the students, as well as the teachers, can enjoy it! [2,1-23]

Language teaching, like most other topics, has encountered a lot of changes. From the conventional ways, it has shifted to role-plays, interactive games, etc. Generally speaking, anything you teach needs to be highly relevant to the students' environment, as they would be the Centre point associated with the teaching and learning process.

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EFFECTIVE METHODS FOR IMPROVING WRITING SKILLS

M. Boyqobilova¹, A. Rustamova²

Abstract:

Writing is one of the powerful modes of communication. It is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. teaching with games is very convenient and useful for students to write and remember with interest and desire.

Key words: automation, visual data, collaboration, classroom blog, model-based learning, digital frame, product approach, personal and public writing, revising, editing, proof-reading, word-selecting, visual and kinaesthetic analysis.

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Writing is one of the powerful modes of communication. It is a complex process that allows writers to explore thoughts and ideas, and make them visible and concrete. As E. Olshtain states, writing encourages thinking and learning for it motivates communication and makes thought available for reflection. When thought is written down, ideas can be examined, reconsidered, added to, rearranged, and changed. Successful written communication is extremely important in the modern world as interaction takes the form of not only traditional paper- and-pencil writing but also the most advanced electronic mail.

Features of writing as a skill. According to its role in the process of communication writing is initiative (+speaking), not reactive (as reading and listening). Writing is a productive skill, a developed or acquired ability to produce and reproduce some information in written form. The product of writing is a written text; the result is the ability to produce a written text; the subject of writing is someone's thought expressed in written form.

B1 Threshold Level (the level of school leavers) in writing is categorized by two features. The first feature is the ability to maintain interaction, getting across the information in a range of contexts. The second is the ability to produce a range of texts on familiar matters.

Teaching with games is very convenient and useful for students to write and remember with interest and desire.

- Get away from pen and paper

Writing on something that's not paper, and writing with something that's not a pen or pencil, can help students be really creative. Ask young students to make the shapes of letters with their hands or their bodies. Depending on the number of students you have, they could use stamps, stones, chalk, mini whiteboards or paint. Print out little letters for students to rearrange and use to practise the spelling of new words. It's a great way to get them feeling confident with letters before they write. Check it out below.

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Though the nature of writing as a skill used to be underestimated in language teaching, the written aspect of a foreign language has gained more significance nowadays. Traditionally, writing was viewed mainly as a means of teaching grammar or sentence structure, an effective tool for practising language patterns, “a fairly one- dimensional activity” (Ch. Tribble). Nowadays we realize the importance of writing in human interaction, and the first reason why writing is included in a foreign- language syllabus is that people frequently have to communicate with each other in a written form in real-life situations. T. Hedge differentiates six types of every-day writing, important in real life intercourse:

- Personal writing (diaries, journals, shopping lists, recipes, etc.),
- Public writing (letters of enquire/complaint/request, form-filling, etc.),

Tasks for process approach include story writing, cooperative writing, or peer correction of subsequent drafts. Different researches show that writing as a process includes the following activities:

- setting the goal for the written communication;
- assessing the reader;
- gathering information and generating ideas;
- organizing writing a draft;
- revising, editing and proofreading.

Nowadays the distinction between these two approaches seems to be less clear and teaching writing combines both approaches, with slight emphasis on product writing as far as beginner learners are concerned. It is possible, then, to teach writing in classroom using different approaches and a variety of activities. Moreover, the attention should be given both to the linguistic-accuracy level and to the message-transmission level. It is the combination of content and organization with accepted formal features that will lead learners to better utilization of the writing skill in their future use of English.

The role of vocabulary in developing writing. It is experience of most language teachers that the single, biggest component of any language course is vocabulary. If language structures, says Jeremy Harmer, make up the skeleton of language, then it is vocabulary that provides the vital organs and the flesh. For many years vocabulary was seen as incidental to the main purpose of language teaching - the acquisition of grammatical knowledge about the language.

Recently the status of vocabulary has been considerably enhanced. This has come about mainly as a result of the development of communicative approaches, proponents of which point out that the acquisition of an adequate vocabulary is essential for successful FL use otherwise comprehensible communication can hardly be possible. The problem is what words and idioms students should retain, what are the principles and criteria of vocabulary selection. Different scholars (M. West, McCarthy, Richards, and Galina Rogova) name the following: frequency, coverage or range of contents, ease, learnability, familiarity, learners' needs.

Word frequency is an example of purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. But frequency does not necessarily equate with usefulness or relevance to learner needs and coverage or range of contents may be more important. The useful words for learner are those which occur across a wide variety of texts. The next criterion for vocabulary selection for teaching purposes is ease with which words may be learned. For example, abstract items are more difficult to learn than words that denote concrete things, actions or qualities.

The ease or difficulty a word presents depends on variety of different reasons, and may need special attention or focus in teaching. According to Michael McCarthy learnability of words is an important criterion which should be taken into account selecting vocabulary for teaching purposes. Words with low learnability cause some problems for students (e.g. spelling or phonological difficulties, vague or half- comprehended cultural setting, words may be perceived as very close in meaning by the learners and then confused, etc.).

Words with high learnability do not cause additional difficulties and may be more familiar to learners. The criterion of familiarity is a concept incorporating frequency, meaningfulness, concreteness (Richards). Learners who are familiar with a particular sphere of life (e.g. physics, economics, etc.) will find the words connected with the sphere less difficult to learn. It is important to understand that different learners need differentiated vocabulary lists, and that the list should reflect the communicative needs of learners. Thus, an important criterion for selection is learners' needs.

Teacher and coursebook writer should predict learners' communicative needs and equip learner with the basic core of language (the most common grammatical and lexical items) and a survival vocabulary, creating at the same time a sense of need for a word in learners. The selection of vocabulary, though important, is not teacher's chief concern. Teacher's concern is how to get their students to assimilate the vocabulary prescribed. Teacher should bear in mind that a word is considered to be learned when:

- it is spontaneously recognized while listening and reading;
- it is correctly used in speech (oral/written), the right word in the right place.

Real vocabulary that learner possesses serves both productive and receptive purposes. When producing speech (while speaking/writing) learner operates freely some words, word-combinations, and expressions for their communicative purposes, their vocabulary is called active/functional/productive vocabulary. When comprehending wide variety of texts and utterances (while listening and reading) learner is able to understand but not yet use the vocabulary, it is called passive / recognition/receptive. Learners can be seriously under-equipped to deal with authentic language if they neglect to extend their passive /receptive vocabulary and develop their potential vocabulary.

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BLENDED LEARNING AS AN EFFECTIVE METHOD FOR TEACHING GRAMMAR

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Abstract:

Blended learning, the merging of traditional face-to-face instruction with online resources, has emerged as an effective method for teaching grammar. By incorporating interactive online platforms and multimedia materials, blended learning fosters a learner-centered environment and accommodates individual needs and diverse learning styles. Moreover, it allows learners to access grammar lessons anytime and anywhere, promoting flexibility and self-paced learning. The combination of online and face-to-face instruction enhances student comprehension, retention, and application of grammar rules, making blended learning an effective approach for teaching grammar.

Key words: virtual learning experiences, effectiveness, automated grading.

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It is clear that in the history of English grammar, the focus has always been on the set of principles or rules dealing with the word structures (morphology) and sentence structures (syntax) of the English language.

The academic community of linguists has extensively explored that English grammar does not mean the same as English in use. It should be mentioned that English grammar has been indicated as descriptive grammar and English in use has been known as prescriptive grammar. What is more, blended learning is considered as an effective method for grammar teaching.

Blended learning plays a vital role in teaching grammar for students. As it is obvious from its name, blended learning is the combination of both two methods: face-to-face and virtual learning experiences. Various models of blended learning demand learners to be more active and to play much more attention to the procedure of learning. This type of learning creates an opportunity to dive into one particular subject and experience this subject more directly and can allow for lessons to be more interactive and engaging for students by providing them with access to a variety of digital resources as well as adding a great deal of contribution to productivity of learning process of the lesson.

Opting for the appropriate classroom technology is the most complicated staff for both teachers and students. Because everything should be in high quality in order to communicate with each other and understanding the topic without any problems.

An additional problem is that there is still considerable ambiguity with regard to an absence of permanent supervisor to learners. It makes some people not to believe the efficiency of blended learning.

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Moreover, grammar is responsible for the structural foundation of our ability to express ourselves. The more we are aware of how it works, the more we can monitor the meaning and effectiveness of the way we and others use language. The goal of grammar instruction is to enable students to carry out their communication purposes. To make it clearer, grammar helps to make our speech more obvious and fruitful. Thanks to the advancements of technology, there have been a number of inventions that useful for every sphere of life. The term "blended learning tools" accounts for a variety of resources and technologies in the delivery of blended learning, which mixes conventional in-person instruction with online learning.

As I mentioned above, there have been doing a great number of tools for hybrid learning. For example, different sites, videos, quizzes and games are being used during blended learning method. From my experience, internet sites, platforms can be one of the most efficient sources for creating quizzes in an easier way.

It should be mentioned that opting for an appropriate game for face-to-face classes to teach grammar can be done according to the level of learners. Playing capitalization games and sorting adjective, noun and verb are helpful for pre-intermediate students. With the help of these activities students will be able to analyze words, their functions and what parts of speech they belong to.

Apart from that, there are various ways to test grammar skills, such as multiple-choice questions, gap-filling exercises, error correction tasks, or writing samples. Each method has its advantages and disadvantages, depending on the level of difficulty, validity, reliability, and feedback

In order to assess grammatical ability aspects of learner, teacher should know how to use interactive methods for hybrid classes. Automated grading and providing consistent feedback play a vital role for both online and offline sessions that they help to save time, reduce human errors, and provide immediate and consistent feedback to the students.

In conclusion, blended learning has proven to be an effective method for teaching grammar. By combining online resources, interactive activities, and face-to-face instruction, students are able to engage in a variety of learning modalities, leading to enhanced comprehension and application of grammatical concepts.

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**THE USAGE OF PHRASEOLOGICAL AND IDIOMATIC UNITS IN THE NOVEL
"BETWEEN THE TWO DOORS" BY UTKIR KHOSHIMOV**

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Abstract:

In this article, several idioms and phraseological units of Uzbek language are given. Catching and using these idioms or phrases can be challenging for foreigners, though there are some similarities and differences with any language. However, they are highly common, so, they are being translated into several foreign languages as well as English. Therefore, the meanings in two languages can be compared by many researchers and linguists. In this work, authors compared in both languages.

Key words: meaning, idiom, describe, somebody, negative, positive, people.

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In linguistics, idioms are utterances having meanings that cannot be inferred from the individual words in them, whereas phrases are collections of words that represent a single idea. Idioms are distinctive linguistic constructions because they frequently have cultural or contextual value. For example,

Phrases are:

- By the way: - Incidentally or as an aside.
- Piece of cake: - Something very easy to do.

Idioms are:

- Kick the bucket: - To die.
- Break a leg: - A way to wish someone good luck.

The idioms have a layer of figurative language because the literal meanings of the constituent words don't always express the intended meaning.

Utkir Khoshimov who was one of the great writers of Uzbek literature had a great knowledge using of phrases and idioms and in this work, he could use more than thirty types of units. However, no one could do any research in English about the usage of idioms of this novel until now. He was aware of the challenges of the period between two World Wars that is why he tried to express much more truly events with the help of these idioms than any writers of that period. Not only, could he describe the love story of two lovers, but he emphasized also the poor condition of Central Asian people as well as living in slums of outskirts and countryside people.

The idioms and phrases are various, here these idioms are divided into two groups according to their positive and negative meaning.

First group we consist of negative meaning idioms:

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„Qovurg’asi sanalib qolgan” it means that to lose weight and to be very thin. We use this word to describe people or animal who have become emaciated due to disease.

„Yoqasidan olmoq”. This phrase means to fight against someone. We use this phrase when we are in argument with someone and he blame us for problems we did not cause.

„Ko’z-ko’z qilmoq” means that bragging about something we have. Especially, if girls get new clothes and jewelry, they would like to brag to others.

„Itning keyingi oyog’i bo’lib yurmoq” means that always arriving late everywhere invited. We can use this idiom to describe a person who is always to be belated.

„Etni tirnoqdan ajratmoq” means to separate a person from his loved one. This idiom usually use to people divide from their relatives and siblings.

„Sichqonning ini ming tanga bo’ldi” means to be unable to find the place to escape. For example: they escaped from prison, but then they didn’t know where to go.

„To’nini teskari kiymoq”. It is usually used in the text in the sense of getting angry, offended, and changing one’s mind in accordance with different speech styles.

„O’zini yo’qotib qo’ymoq”. It is used to express a suddenly, unexpected situation in the sense of being very scared, surprised, shocked.

„Sirkasi suv ko’tarmaydigan” is phrase used for people with a sensitive behavior, and it is mainly used to express a negative attitude.

Let's take a look at some positive phrases:

„Oh desa o’pkasidan oy ko’rinib turgan” it means to compliment someone. For example: when somebody achieve success and his parents proud of him and people use this idiom to him.

„Yulduzi yulduziga to’g’ri kelmoq” means that people love each other and their characters and interests are matching. For instance, the person who you always get on with somebody but you have never been monotonous.

„Og’zining tanobi qochmoq”. Being overjoyed, unable to control yourself due to happiness.

„Kayfi chog’ bo’lmoq” means to be happy, to be joyful, to rejoice beyond measure.

In conclusion, although these idioms and phrases are not used in formal style, they are the crucial part of our speech and colloquial words and without using them we can not attract our listener or reader quickly.

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STRATEGIES AND INNOVATIONS IN LANGUAGE EDUCATION IN A GLOBAL CONTEXT

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Abstract:

Global language education refers to the teaching and learning of languages on an international scale. It entails strategies for linguistic diversity, cultural understanding, and efficient communication in a world interconnected by multiple languages. The discipline is constantly evolving to address the difficulties and opportunities given by globalization, technology, and the demand for cross-cultural competency. Exploring strategies and innovations in language education is crucial due to the evolving nature of global communication. Rapid advancements in technology, increasing cultural interconnectivity, and the demand for effective language skills require educators to adapt. This exploration aims to enhance language learning outcomes, foster cross-cultural understanding, and equip individuals with the communication tools needed to navigate a diverse and interconnected world.

Key words: interconnected, cross-cultural competency, technology, innovative, language.

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The background of global language education is multifaceted, driven by the intricate interplay of cultural, economic, and technological factors. As the world becomes increasingly interconnected, proficiency in multiple languages has emerged as a valuable skill. The historical evolution of global language education reflects a shift from traditional, monolingual approaches to more dynamic and inclusive strategies. Historically, language education was often centred on the dominant languages of major geopolitical powers. However, the globalization of trade, communication, and information exchange has transformed language education into a more diverse and inclusive field. The rise of English as a global lingua franca has led to increased emphasis on multilingualism, with a recognition that effective communication requires more than just proficiency in one dominant language. Economic globalization has played a significant role in shaping language education priorities. Businesses operating on a global scale demand employees with linguistic versatility and cross-cultural competency. As a result, language education has expanded beyond basic language skills to incorporate cultural understanding, international business etiquette, and effective communication in multicultural environments. Advancements in technology have revolutionized the methods and reach of language education. Online platforms, language-learning apps, virtual classrooms, and immersive

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virtual reality experiences have provided learners with unprecedented access to diverse languages and cultures. These technological innovations have made language education more flexible, personalized, and accessible on a global scale. The significance of global language education extends beyond practical communication skills. It is increasingly viewed as a means to promote tolerance, diversity, and global citizenship. Language education serves as a bridge, fostering understanding among people of different linguistic and cultural backgrounds, thereby contributing to a more harmonious and interconnected world. In summary, the background of global language education reflects a dynamic evolution shaped by globalization, economic forces, technological advancements, and a growing recognition of the importance of linguistic and cultural diversity. The field continues to adapt to the changing needs of a globalized society, emphasizing the development of not only language proficiency but also cross-cultural competencies essential for meaningful engagement in an interconnected world.

In the context of the article, the significance of strategies and innovations in language education is pivotal for several reasons. Firstly, these approaches respond to the evolving landscape of global communication, ensuring that language education remains relevant and effective. Secondly, strategies and innovations enhance learner engagement and proficiency, contributing to more successful language outcomes. Thirdly, they play a crucial role in promoting cross-cultural understanding, an essential skill in our interconnected world. By exploring these aspects, the article aims to shed light on the importance of staying dynamic in language education to meet the demands of a rapidly changing global environment.

Adaptations and Responses:

Using a more balanced approach is necessary when responding to criticisms. Complementing explicit grammar and vocabulary instruction with conversational exercises can provide a comprehensive language learning experience.

Differentiated Assessment Techniques: Combining performance evaluations, project assessments, and traditional testing can give a more complete picture of students' language skills.

Effective Time Management: By implementing effective time management techniques, educators can modify CLT. This could entail weighing the balance between targeted language exercise and thoughtfully chosen communication activities.

Continuous Professional Development: To tackle the issue of variability in teacher competency, it is possible to guarantee that educators remain up to speed on successful CLT methods and techniques through ongoing professional development opportunities.

Adapting CLT to address critiques involves thoughtful planning, continuous reflection, and a commitment to providing a comprehensive language learning experience that meets the needs of diverse learners.

Evolving Landscape of Language Education

The changing landscape of language education is defined by dynamic transformations in reaction to global changes, technology advancements, and pedagogical innovations. Traditional language teaching strategies that emphasized rote memorization and grammar rules have given way to more interactive and conversational methods.

- **Communicative Language Teaching (CLT):** This approach prioritizes real-life communication and engagement above isolated language components. This technique encourages students to use language in meaningful circumstances, resulting in practical skill.

- **Technology Integration:** Technology Integration has changed language education. Online platforms, language apps, virtual classrooms, and interactive multimedia tools provide learners a variety of interesting ways to study and practice language skills.

- **Multilingualism and Globalization:** Multilingualism is becoming increasingly important as economies globalize and international collaboration grows. Language education is no longer only focused on dominant languages; there is an increasing acknowledgment of the importance of learning lesser-known languages for global communication.

- **Cultural Competence:** In addition to linguistic skill, language education increasingly promotes cultural competence. Recognizing that language is inextricably linked to culture, educators attempt to instill a nuanced grasp of cultural nuances, norms, and communication styles.

- **Blended Learning:** Blending traditional classroom instruction with online and interactive components has become commonplace. This hybrid method offers flexibility by accommodating different learning styles and allowing students to access resources outside of the physical classroom.

- **Task-Based Learning:** Language learning is becoming more popular by focusing on completing meaningful tasks. This method is consistent with real-world language use, encouraging students to put their language skills to use in real-life situations.

- **Inclusive Approaches:** is becoming more inclusive, taking into account learners' different requirements and backgrounds. Tailoring lessons to fit different learning styles, skills, and cultural viewpoints helps to create more efficient and equitable language learning environments.

- **Language education is considered as a lifelong effort, recognizing that proficiency is a continuous process. Continuous learning opportunities, professional development for educators, and the promotion of self-directed learning all help to foster a lifelong learning attitude.**

In conclusion, the evolving landscape of global language education is marked by a rich tapestry of innovative strategies. As technology continues to play a pivotal role, online platforms, virtual immersion, and adaptive learning technologies offer unprecedented opportunities for learners worldwide. The emphasis on cultural integration, prioritizing communication skills, and fostering multilingualism underscores the dynamic nature of language education. In embracing these strategies, educators and learners alike contribute to a more interconnected and linguistically diverse world, where effective language acquisition becomes a key tool for global communication and understanding. As we navigate the future of language education, these innovations stand as a testament to our commitment to cultivating proficient, culturally aware, and adaptable language learners in our increasingly interconnected global society.

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**INNOVATIVE PEDAGOGICAL APPROACHES IN HIGHER EDUCATION:
LESSONS FROM INTERNATIONAL EXPERIENCE**

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Abstract:

This article explores innovative pedagogical approaches in higher education through international case studies, highlighting the transformative potential of student-centered learning, experiential education, and technology integration. It emphasizes the importance of faculty development, equitable resource access, and fostering a culture of innovation. The study provides recommendations for the development of higher education in Uzbekistan, emphasizing faculty training, curriculum redesign, and digital infrastructure. Future research directions include comparative studies, technology's evolving role, and the long-term impact of innovative pedagogy. This article contributes to enhancing the quality and relevance of higher education in Uzbekistan, aligning with global trends.

Key words: innovative pedagogy, higher education, student-centered learning, experiential education, technology integration.

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Introduction. The landscape of higher education is undergoing rapid transformation in response to the demands of the 21st century. Globalization, technological advancements, and evolving societal needs are reshaping the way education is delivered and received. As Uzbekistan continues its journey toward modernization and global integration, the higher education sector is faced with the imperative to adapt and innovate. The dynamics of today's world require a departure from traditional pedagogical approaches that have long been the cornerstone of education systems. It is in this context that the exploration of innovative pedagogical approaches becomes not only relevant but imperative for the continued growth and development of Uzbekistan's higher education system.

Innovation in pedagogy holds the potential to address a myriad of challenges faced by higher education institutions. It not only enhances the quality of education but also equips students with the skills and competencies needed in an ever-changing job market. Innovative pedagogical approaches foster critical thinking, problem-solving, and creativity, preparing graduates to be adaptable and lifelong learners. Furthermore, these approaches can enhance the inclusivity of higher education by accommodating diverse learning styles and needs.

By understanding and implementing innovative pedagogical approaches, universities in Uzbekistan can align their programs with international standards, promoting academic excellence and competitiveness on a global scale. This article delves into the significance of such approaches in the context

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of Uzbekistan's higher education and seeks to draw lessons from international experiences.

The primary purpose of this article is to explore and analyze innovative pedagogical approaches in higher education through a review of international case studies. It aims to provide insights into the implementation, impact, and relevance of these approaches in diverse higher education settings. Specifically, this article seeks to achieve the following objectives:

- (1) To review and compare innovative pedagogical approaches adopted by leading international institutions;
- (2) To assess the outcomes and implications of these approaches on student learning and institutional development;
- (3) To offer recommendations and lessons learned that can inform the advancement of pedagogy in Uzbekistan's higher education institutions.

Internationally, higher education institutions are increasingly embracing innovative pedagogical approaches to meet the evolving demands of a knowledge-based society. This global shift reflects a recognition that traditional teaching methods are no longer sufficient to prepare students for the complex challenges of the 21st century. Across continents, universities are reimagining their instructional strategies to better engage students, promote critical thinking, and nurture skills that are highly valued in the workforce.

Leading institutions like the Massachusetts Institute of Technology (MIT) and the University of Helsinki serve as global exemplars, demonstrating how innovative pedagogy can transform higher education. These institutions have pioneered approaches such as open educational resources (OER), interdisciplinary collaboration, and the integration of technology into the learning process. Their experiences showcase the potential for innovation to enhance both teaching and learning outcomes. International trends in innovative pedagogy encompass a wide range of approaches, from flipped classrooms to project-based learning, each tailored to specific educational goals and contexts.

While some universities prioritize technology-driven innovation, others focus on experiential learning or community engagement. This diversity underscores the adaptability of innovative pedagogical practices and the need for universities to tailor their approaches to the unique needs and aspirations of their students and communities.

Main part. Case Study 1: Massachusetts Institute of Technology (MIT), United States

Our first case study explores the Massachusetts Institute of Technology (MIT) in the United States, a pioneer in project-based learning. At MIT, students engage in an innovative approach known as "problem sets" where they tackle real-world challenges within their respective fields. This approach promotes hands-on learning, critical thinking, and collaboration. Students work on projects ranging from engineering solutions to global health issues, fostering creativity and problem-solving skills.

MIT's implementation of project-based learning has had a profound impact. Students are not only well-versed in theory but also possess practical skills and the ability to address complex problems. Graduates have gone on to make significant contributions to their fields and society at large. MIT's emphasis on teamwork has cultivated effective communicators and collaborators.

This case study underscores the value of hands-on, project-based learning as a means to develop well-rounded graduates with practical skills. Uzbekistan's

higher education institutions can adopt similar approaches, integrating real-world challenges into their curricula to foster critical thinking and problem-solving. Collaboration among students should be encouraged to enhance communication and teamwork abilities.

Case Study 2: University of Helsinki, Finland

Our second case study delves into the University of Helsinki in Finland, celebrated for its student-driven learning model. The university places students at the center of their education, allowing them to select courses and customize their academic path. This approach promotes autonomy, independence, and personalized learning, fostering a deep sense of ownership over one's education.

The University of Helsinki's student-driven approach has resulted in highly motivated, self-directed learners. Students are engaged in designing their educational journey, leading to a higher level of satisfaction and academic achievement. Graduates are known for their adaptability and readiness for lifelong learning, vital skills in today's rapidly changing world.

This case study highlights the importance of empowering students to take charge of their education. Uzbekistan's higher education institutions can explore ways to provide students with more agency in shaping their academic paths. Encouraging self-directed learning can lead to more motivated and adaptable graduates, better equipped to navigate the evolving landscape of knowledge and skills.

These international case studies draw inspiration from the real-world experiences of renowned institutions like MIT and the University of Helsinki. They offer tangible examples of innovative pedagogical approaches that have been successfully implemented and provide key takeaways that can inform the development of higher education practices in Uzbekistan.

Across the international case studies examined in this research, several common themes and trends have emerged. Notably, student-centered learning approaches have consistently demonstrated their effectiveness in fostering engagement, critical thinking, and practical skill development.

The integration of real-world problem-solving into the curriculum has been a recurring feature, highlighting its value in preparing graduates for the complexities of modern society.

Furthermore, technology-enhanced pedagogy has been a driving force in expanding access to higher education and tailoring learning experiences to individual needs.

While innovative pedagogical approaches have yielded substantial benefits, challenges have arisen. These include the need for substantial faculty development to effectively implement new teaching methods, resistance to change within established institutional structures, and ensuring equitable access to technology-enhanced learning resources.

However, these challenges were addressed through systematic faculty training programs, collaborative institutional efforts to promote innovation, and strategies to bridge the digital divide among students.

Based on the insights gained from international case studies, several recommendations can guide the implementation of innovative pedagogical approaches in Uzbekistan's higher education system.

First and foremost, there is a pressing need for faculty development programs that equip educators with the skills and mindset to adopt student-centered, experiential, and technology-enhanced teaching methods.

Additionally, institutions should foster a culture of innovation, encouraging experimentation and collaboration among faculty members. Investment in digital infrastructure and equitable access to technology resources is essential to ensure all students can benefit from innovative pedagogy.

Moreover, curriculum redesign should prioritize real-world problem-solving and interdisciplinary collaboration to prepare graduates for the demands of the contemporary workforce.

In Uzbekistan, higher education has traditionally followed conventional pedagogical approaches characterized by lecture-based instruction and content-centric models. These traditional methods have, however, encountered significant challenges. The one-way communication of lectures often results in issues related to knowledge retention, student motivation, and adaptability to diverse learning styles.

Moreover, they have been critiqued for their limited capacity to foster critical thinking and creativity among students. Recognizing these limitations is crucial for understanding the necessity of transitioning toward more innovative pedagogical approaches in the Uzbek higher education landscape.

In response to the shortcomings of traditional pedagogical approaches, Uzbekistan has initiated comprehensive reforms to modernize its higher education system. Government policies and initiatives have been launched with the goal of aligning Uzbekistan's educational landscape with global trends, emphasizing learner-centric, experiential, and technology-enhanced learning. These reforms underscore the importance of adopting innovative pedagogical methods as a means to empower graduates with the skills demanded by the contemporary job market, enhancing their workforce readiness and competitiveness.

Furthermore, educational institutions across the country have taken proactive steps to incorporate innovative pedagogical approaches, reflecting a collective effort to improve the quality of higher education in Uzbekistan.

As a representative case study, Uzbekistan State World Languages University (UzSWLU) serves as an illustrative example of Uzbekistan's progress in implementing innovative pedagogical approaches. UzSWLU has embarked on a transformational journey by integrating active learning strategies, collaborative projects, and technology-enhanced learning into its academic programs.

During the implementation process, UzSWLU faced various challenges, including faculty readiness, technological infrastructure, and resistance to change. However, these obstacles were addressed through comprehensive faculty development programs, investments in educational technology, and a gradual transition strategy. UzSWLU's experiences provide valuable lessons for other Uzbek higher education institutions seeking to embrace innovative pedagogical approaches.

The efforts to implement innovative pedagogical approaches in Uzbekistan's higher education system align with the broader national development goals, emphasizing knowledge-based economic growth and enhanced global competitiveness.

Conclusion. In conclusion, this article has delved into the realm of innovative pedagogical approaches in higher education, drawing insights from international case studies. Through a comprehensive exploration of institutions such as the Massachusetts Institute of Technology (MIT) and the University of Helsinki, several key findings have emerged.

These findings emphasize the transformative potential of student-centered learning, experiential education, and technology integration in enhancing student engagement, critical thinking, and practical skill development. Additionally, the role of faculty development, institutional culture, and equitable access to resources has been underscored as crucial determinants of successful implementation.

The implications of these findings for Uzbekistan's higher education landscape are profound. As the nation seeks to modernize its educational system and align with global trends, the adoption of innovative pedagogical approaches becomes imperative.

To enhance the quality and relevance of education, Uzbekistan's higher education institutions should prioritize faculty training and development, nurturing a cadre of educators equipped to implement student-centered and technology-enhanced pedagogies.

Furthermore, fostering a culture of innovation and collaboration within institutions can drive the successful integration of these approaches. Equitable access to digital resources and a curriculum that emphasizes real-world problem-solving will ensure that all students benefit from these innovations.

As we move forward, there are promising avenues for future research in this domain. Comparative studies that explore the effectiveness of different innovative pedagogical approaches can provide nuanced insights.

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LEXICAL-SEMANTIC FEATURES OF THE TRANSLATION OF THE NOVEL PRIDE AND PREJUDICE

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Abstract:

This article highlights the features of the lexical-semantic translation of “Pride and Prejudice” by Jane Austin

Key words: translation practice, implementation, translation, word-by-word translation.

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The craft of translation has existed for a very long time, but the development of this science has not always been uniform. This discipline received a significant boost in development in the mid-20th century. But to this day, linguists, theorists and practitioners are tirelessly developing and proposing new theories and concepts.

It was only by the mid-1900s that scholars' interest was piqued due to the notable surge in the importance of translation work during the 20th century. The process of translation is currently the focus of extensive scientific research. Linguists' attention was primarily focused on the semantic aspects of linguistic units and speech acts, as well as the relationship between language and reality, thought, society, and culture. There have been developments in the fields of psycholinguistics, sociolinguistics, text linguistics, and the theory of speech acts, among other linguistic disciplines and research areas.

“In a broad sense, the term “translation theory” is contrasted with the term “translation practice” and covers any concepts, provisions and observations relating to translation practice, methods and conditions for its implementation, various factors that have a direct or indirect impact on it. With this understanding, “translation theory” coincides with the concept of “translation studies”

“The entire history of the modern science of translation fits within the framework of the creative life of just one generation. Against the background of the rapid development of this science in a very short historical period, the views on translation of individual researchers naturally evolved. Parallel research carried out by different translation schools sometimes led to similar judgments being made about the same phenomena, but in different terms. Therefore, when analyzing the current state of translation theory, one should, first of all, refrain from any labels and categorical judgments about the views and theoretical structures of certain researchers”

A. D. Schweitzer writes that translation is no different from any other act of speech activity, and therefore there is no need to “Talk about greater freedom of creativity in the field of translation compared to its other types, and therefore the linguistic approach to it is completely justified”.

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“The natural connection of translation with language, with speech activity, with its product - texts that make up the material shell of this activity, i.e. that can actually be analyzed, led to the fact that the emerging theory of translation, increasingly moving away from literary studies and literary criticism, which from time immemorial discussed the problems of translation and translated literature, began to be considered as a purely linguistic discipline, more precisely, as one of the applied branches linguistics.

The so-called “linguistic theory of translation” arose, which was based on the basic postulates of modern linguistic science. Disappointment in the capabilities of machine translation and the idea that linguistic translation problems were “exhausted” cooled the interest of linguists in translation problems for some time”.

First of all, it is important to clarify the meaning of the concept of “translation transformation”. There are definitions proposed by L.S. Barkhudarov, R.K. Minyar-Beloruichev, Ya.I. Retzker, A.D. Schweitzer, V.E. Shchetinkin, L.K. Latyshev, V.N. Komisarov, V.G. Gak and others.

However, the definition of L.S. Barkhudarov is considered fundamental, since it most accurately reflects the essence of the issue. In general, based on the definitions, we conclude that translation transformations are interlingual transformations, restructuring of elements of the source text, operations of re-expression of meaning or paraphrasing in order to achieve a translation equivalent.

The artistic style is perhaps the least studied of all existing styles, since it is the most dynamic and creatively developing. The artistic style knows no obstacles on the way of its movement towards something new, previously unknown. Moreover, novelty and unusualness of expression becomes a condition for successful communication within the framework of this functional style.

The process of translating a literary text from one language to another has a diverse and ambiguous nature, associated with the many components included in it, and it is the multidimensionality of this process that determines the differences in points of view on translation and its features. There are 3 types of written translation in science.

1. Word-by-word translation (literal or interlinear). This is a word-by-word reproduction of the source text in units of the target language, if possible, even preserving the order of the elements. This translation is used mainly as a basis for further translation work; it is also used in comments on untranslatable game or phraseological units.

2. Literal translation consists of the most complete transfer of the contextual meaning of the elements of the source text in units of the target language. If the syntactic structure of the sentence being translated can be expressed in translation using similar means, the literal translation is considered as the final version of the translation without further literary processing.

3. Literary or artistic translation consists of choosing a path for transmitting source information that leads to a translated text with an adequate initial impact on the recipient. The main object with this method of translation is not so much the linguistic composition of the source text, but its content and emotional and aesthetic meaning. Moreover, such a translation does not allow for any abbreviations or simplifications of the source material.

The most common case of permutation is a change in the order of words and phrases in the structure of a sentence:

"If we make haste," said Lydia, as they walked along, "perhaps we may see something of Captain Carter before he goes".

If we hurry," Lydia said on the way, we may still catch Captain Carter before leaving.

During the translation process, a rearrangement of a word from one sentence may be observed to another.

- "I put on this hat that I'd bought in New York that morning. It was this red hunting hat, with one of those very, very long peaks" (Salinger, 7). –

I put on the red hat that I bought in New York this morning. It was a hunting hat, with a very, very long visor (Salinger, 2014: 5).

Often, when translating, there is a change in the order of the parts of a complex sentence - the main and subordinate clause(s).

- "If you decline the office, I will take it on myself" (PP, 7). –

I I'm even ready to take on this matter if you really don't like it (PP,9).

"I put on this hat that I'd bought in New York that morning. It was this red hunting hat, with one of those very, very long peaks" (CR, 7)

Я надел красную шапку, которую мальчик купил в Нью-Йорке. Это была охотничья шапка, с очень-очень длинным козырьком.

Often during translation there is a change in the order of the parts of a complex sentence - the main clause and the subordinate clause(s).

If you decline the office, I will take it on myself" (PP,7).

Я даже готов взять это дело на себя, если оно вам очень не по душе

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THE ROLE OF ELECTRONIC EDUCATIONAL APPLICATIONS IN TEACHING ENGLISH IN HIGH SCHOOL

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Abstract:

The aim of the article is to express how the role of electronic educational applications can play an important role in teaching english in high school. Electronic educational applications have a significant function in teaching English in high school by providing interactive and engaging tools for students to enhance their language skills. These applications offer a variety of features that can support language learning, such as vocabulary building exercises, grammar tutorials, interactive reading materials, and language practice activities. They can also provide instant feedback on students' performance, allowing for personalized and self-paced learning experiences.

Key words: educational technology, mobile application, devices, learning platform, interactive lesson, tool, industrial world, training, innovative technology.

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The necessity of learning a foreign language turns into a fad or extra educational burden for the individual, but the objective reality and the development of cutting-edge educational technologies for quick and efficient foreign language learning are essential to meeting the needs of each and every citizen of the Republic of Uzbekistan.

There are many distinct issues with teaching foreign languages to students and students in non-linguistic fields. These issues are educational in character as well as technological. The process of learning grammatical rules and communication skills can be accelerated by using mobile applications, but initially, both the instructor and the student will need some time to adjust. Information technologies, which are crucial to the global dissemination and transmission of information across all demographics, have an impact on the growth and advancement of contemporary civilization. Linguistics and information technology are closely connected fields. Information technology was not previously necessary to improve foreign language instruction, but linguists and instructors now need to use it.

Numerous publications pertaining to mobile learning are already included in contemporary ways of teaching foreign languages. After outlining the prerequisites for integrating mobile devices into the classroom successfully, S. V. Titova came to the conclusion that these devices have a place in traditional classroom settings [1]. The methodological potential of mobile applications—such as blogs, dictionaries, email, and the like—was examined by K.V.

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Kapranichikova [2]. The models of mobile learning were examined by Y.V. Troshina and N. O. Verbitskaya [3]. The article by M.Y. Ilushkina and A.M. Sheinkman describes and studies the methodological elements of the chosen applications, including their functions, task and content types, motivational elements, the presence of theory, hints, and dictionaries, as well as an analysis of their benefits and drawbacks [4].

Personalization is a key component of mobile apps for specialized languages. Today's youngsters rely heavily on their mobile phones for daily activities; therefore, it makes perfect sense to use them as a conduit for sending various notifications and reminders to complete educational chores. The fact that mobile applications offer a variety of ways to further encourage pupils to complete the required coursework is another intriguing feature of them. Applications can be used in a variety of contexts, such as in English courses and on students' own time; as required readings for the course and for supplemental reading at any time; as a supplementary resource for the subject matter or for fully autonomous study of it, etc.

In conclusion, mobile learning is currently the most significant resource in the ICT world. Whereas more traditional methods have failed to maintain young people's interest in learning, mobile learning is seen to be a key component. Learning occurs outside of the classroom and frequently beyond the teacher's reach thanks to mobile technologies. The industrial world is succeeding in all spheres, in spite of their laborious efforts. The same advancements are seen in the fields of science and technology. obsolete and obsolete technology has been replaced by innovative and new technology. The sector of education is changing significantly as a result of the advent of contemporary technologies and the internet. The modern world is reaching milestones in every field thanks to their diligence. In the domain of science and technology, just one modification is made. Outdated technology has been replaced by new and inventive invention.

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DEVELOPING SPEAKING SKILLS OF YOUNG LEARNERS USING INTERACTIVE QUIZZES IN ONLINE CLASSES

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Abstract:

This article delves into the effectiveness of interactive quizzes in enhancing the speaking skills of young learners during online classes. Educators often grapple with maintaining student engagement and fostering communication abilities in virtual environments. The study investigates various quiz formats, including multiple-choice, fill-in-the-blank, and short-answer questions. It emphasizes the importance of considering students' emotional and psychological challenges. To address these hurdles, the article proposes an interactive activity-based model for speaking practice.

Key words: speaking skills, young learners, interactive methods, online classes, communication abilities, student motivation, educational environment.

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As we know speaking is the communication way between individuals which represents ideas to others. The vast majority of human beings communicate orally and naturally in a reliable way. Whether it is formal or informal speaking always be the main part of life. In addition to this developing strong speaking competence requires permanent practice. "Showing the talent instead of creating it is much more difficult and takes more effort than other things. The actress or an actor will not get the award by reading the written script, even if they learn by heart these lines. The way the actress plays and impresses the audience matters more than heart-touching lines. If people want to be competent speakers need to think about typical speaking standards" (Palmer, 2014, p.2). As speaking is one of the parts of integrated skills, teaching speaking allows language learners to convey their words clearly and correctly. This skill shows an intellectual capacity to reflect a learner's thoughts, feelings, and mind. So, students will be able to perform communicatively. Consequently, teaching integrated skills has changed over the years respectively. Since COVID-19 has spread all over the world educational institutions noticeably have changed the way of teaching the subjects. To prevent this virus all systems switched to online mode. Like other systems, educational establishments also shifted to online and this way has brought both comforts and challenges among educators and learners. Online teaching created a much better atmosphere than offline classes for individuals such as attending lessons while staying at home and saving precious time.

However, as the coins have two sides online learning especially in speaking skills has drawbacks as well. Conducting the lessons, especially teaching foreign languages to young learners can be challenging. Every child has a short span of

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attention which means they cannot concentrate on one thing for more than 14 to 15 minutes and this means that an efficient work coefficient will be lower rather than expected. Secondly, linguistic difficulties when learners do not know the average vocabulary range to speak mostly occur when they have limited focus or get bored with the lesson. Another point is that inhibition. Inhibition is a fear of speaking which stops you from expressing your real thoughts or ideas. And it happens when people need to speak with others. As Kumaradivelu (2003) outlined language is best learned when learners' attention focuses on understanding, using, and doing something with the language, but not on explicitly analyzing its features. (p.27) The last one is providing repetitions and drills as a domain practice in the lessons. These are the focal parts of problems in EFL classes in which language learners struggle. These are the obstacles that most EFL teachers struggle to implement in their speaking lessons.

Games with quizzes help with information retention, focus, confidence building, and identifying knowledge gaps. Also, they help to hold learner's attention and keep them active. Al-Sibai et al. (2004, p. 3 as cited in Al-Hosni et al., 2014) showed that one of the most popular yet intricate activities in English language instruction is oral communication in English as a foreign language (EFL) or as a second language (ESL). This is particularly valid now, as being able to communicate effectively in English is becoming more and more important for growth in a variety of human endeavors. "While input is widely recognised as essential for language acquisition, it alone is insufficient. Interaction and output (the language the learner produces) are crucial complements. This is because comprehension and production involve distinct cognitive processes. Understanding the meaning conveyed in sentences differs from effectively utilising a linguistic system to express oneself. To improve the lack of attention in younger learners, mentors should consider working effectively within these 14-15 minutes. Using interactive quizzes, and handouts can easily attract children to lessons. To help them focus and refuel, learners should be encouraged to take brief breaks every 15 to 20 minutes. Incorporate practical exercises and assignments that enable kids to apply what they've learned. When the input is negotiated and learners engage in interactive output, they actively focus on comprehensible portions of the input and select appropriate linguistic forms for self-expression. This process facilitates the internalization of learned concepts and experiences," as highlighted by Swain (1985, as cited in Zhang, 2009). Addressing the gamification in lessons, the issues of domain repetition and drills in online learning might decrease. Adding some features of a game, such as points, badges, leaderboards, quizzes, flashcards, and awards, to drills and repetition to make them more interesting and fun for younger students. Moreover, making use of interactive resources like discussion boards, polls, and quizzes to motivate young students to participate in the content and contribute their opinions also helps to increase speaking skills as well. It is true that incorporating interactive games, quizzes, and tools such as those listed above can aid in preventing attention and engagement problems in online learning settings. Teachers may give their pupils a more engaging and dynamic learning environment by making learning enjoyable and participatory. Additionally, gamification components and technology utilisation can improve student engagement, motivation, and language proficiency. By utilising these tools, educators can design captivating classes that accommodate the many learning preferences and styles of young students, leading to a more successful and pleasurable educational process.

There are various interactive quizzes, sites can help to engage students in speaking. Here are some of the good options to catch students' attention in the classes:

www.thelearningapps.com – it strives to provide the best educational apps, empowering teachers and parents to facilitate learning through technology. The engaging apps combine fun and learning for children, covering topics from basic animal names and sounds and alphabets and numbers to even complex math and physics concepts. All apps are interactive and user-friendly, ensuring a smooth learning experience. This site is built for younger learners who are learning very basic knowledge of English and it represents geographical quizzes to interact with kids with a variety of images and games, stories and printables.

www.english-4kids.com – basically, this website is for parents and teachers who are trying to help children learn the English language. It is one of the newest teaching sites which is full of e-sources for conducting online classes. It provides different materials such as, fun games, worksheets, tutorials and ready-made PPTs (PowerPoint slides) for teachers.

www.englishclub.com - this is the top-ranked site which can easily engage students in online classes. With the help of e-resources, both students and teachers can work cooperatively. this club helps to learn English or teach English as a second language. Access to all pages is free. People can use the colour-coded star on the right or the tabs at the top to help navigate the site. Teachers and students find everything from lessons for learners to jobs for teachers, including many interactive pages such as forums, games, quizzes, chat, and ESL penpals. This platform has preferences to use in class and can guide you with effective exercises and tests.

www.play.blooket.com/play - it reimagines the modern classroom review game with an exciting twist, blending action and education to create the ultimate learning experience. With detailed score reports and question analysis, teachers gain valuable insights into student performance, pinpointing areas that require further review.

www.wordwall.com - this website is also becoming more common among language teachers and learners. It creates very interactive and engaging activities, and games which can improve students' knowledge of languages, with these sorts of features EFL teachers will conduct effective lessons to improve grammar and speaking.

www.twinkl.co.uk - this site represents various digital teaching materials which teachers use to improve students' integrated skills. Mostly this site is created for international markets and language schools. A wide variety of teacher-generated resources, including lesson plans, teaching strategies, and classroom management, are available on Twinkl. This covers everything from motivating posters and classroom display ideas to materials for school celebrations, parental tips, at-home learning, and family activities.

www.nearpod.com – online educational teaching platform for school teachers to utilize quizzes, games, slides, activities and videos. A computerised tool called Nearpod helps teachers teach more effectively. With tools for instruction and student participation, it enables you to build and present interactive slide-based classes. For even more versatility, Nearpod easily connects with other well-known programs like YouTube, Google Slides, and Microsoft PowerPoint.

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СИНХРОННЫЙ ПЕРЕВОД КАК ОСОБЫЙ ВИД ПЕРЕВОДЧЕСКОЙ ДЕЯТЕЛЬНОСТИ

M. Erkinhojiyeva¹

Аннотация:

В данной статье рассматриваются вопросы по синхронному переводу. Перевод как основной компонент в зарубежной литературе.

Ключевые слова: перевод, переводческая деятельность, синхронный перевод.

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Введение. Перевод — это несомненно очень древний вид человеческой деятельности. Как только в истории человечества образовались группы людей, языки которых отличались друг от друга, появились и “билингвы”, помогавшие общению между “разноязычными” коллективами.

Переводчик может выполнять свою социальную функцию только в том случае, если он глубоко и всесторонне знает язык оригинала и отраженную в нем историю.

Перевод имеет древнюю историю, он служил укреплению связей между разными народами и заполнению существующих между ними пробелов. перевод объединяет человечество во всем мире.

Основная часть: Сотни лет назад перевод использовался на международных конференциях, собраниях и советах методом последовательного перевода, при котором после прослушивания речи говорящего она переводилась на другие иностранные языки. В зависимости от количества делегатов из разных стран речь повторялась несколько раз с целью перевода произнесенной один раз речи, на что приходилось тратить много времени.

Через некоторое время устную речь стали переводить эпизодически, то есть одновременно с аудированием, в результате чего в переводоведении стал использоваться термин синхронный перевод.

С точки зрения организаторов конференции, синхронный перевод позволяет получать огромную экономию во времени несмотря на то, что он может осуществляться на большое число языков. В наше время это кажется естественным, как будто бы иначе и быть не может. На самом деле синхронный перевод является лишь одной из двух разновидностей так называемого “перевода конференций”. Второй разновидностью “перевода конференций” является последовательный перевод. Именно последовательный перевод исторически предшествует синхронному переводу в качестве перевода конференций. Если профессиональный синхронный перевод берет свое начало от Нюрнбергского процесса над нацистскими военными преступниками, то профессиональному

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последовательному переводу кладет начало Парижская мирная конференция 1919 г. Не входя в детали истории устного перевода вообще, сведения по которой приводятся, например, в книге ван Хоофа “Теория и практика устного перевода”, изданной в 1962 г. в Мюнхене, истории столь же древней, сколь древна история человечества, достаточно будет сказать, что до первой мировой войны, фактически на протяжении всего XIX в. Международным языком всех дипломатических конференций, дипломатических межправительственных контактов был французский язык.

Он воспроизводит речь при синхронном переводе иначе, чем перевод письменного текста. По этой причине переводчик слышит его, анализирует его в уме, находит его эквиваленты и синонимы на другом языке, формирует речь на этом языке и передает ее слушателю на понятном языке. то, что этот процесс осуществляется очень быстро, является одним из важных требований к синхронному переводу.

Синхронный перевод стал возможен благодаря созданию технической установки, включающей микрофон оратора, систему проводки, наушники и микрофоны переводчиков (монтируемые в специальных кабинах) и наушники участников. Каждый участник, подключаясь к соответствующей переводческой кабине, получал возможность слушать перевод речи оратора одновременно с самим: выступлением. Синхронный перевод давал значительную экономию времени, особенно на международных встречах, где использовалось несколько рабочих языков.

Классификация видов перевода обычно проводится на основе различия: 1) формы (устной или письменной) сообщения на языке перевода и 2) формы сообщения на исходном[^] языке (устная речь или письменные материалы). Первый критерий позволяет разделить все виды перевода на две группы: виды устного перевода и виды письменного перевода. Последующее введение второго критерия дает четыре основных вида перевода: устный перевод устной речи, устный перевод письменных материалов (перевод с листа с предварительной подготовкой или без нее), письменный перевод устной речи (письменный перевод магнитофонных записей, перевод под диктовку) и письменный перевод письменных материалов.

Первой, наиболее распространенной разновидностью синхронного перевода является синхронный перевод на слух: переводчик воспринимает речь оратора через наушники и переводит ее по мере поступления. Эту разновидность обычно и называют собственно синхронным переводом. Такой традиции будем придерживаться и мы. Собственно синхронный перевод входит в устный перевод устной речи, в который, кроме него, входит и последовательный перевод.

Второй разновидностью синхронного перевода является синхронный перевод с листа с предварительной подготовкой или без нее: переводчик получает письменный текст речи оратора за некоторое время до выступления или непосредственно перед выступлением и выполняет перевод с опорой на письменный текст, соотносясь с развертыванием речи оратора и внося необходимые коррективы, если оратор отступает от первоначального текста.

Синхронный перевод с листа нельзя безоговорочно отнести к устному переводу письменных материалов, потому что переводчик опирается в своей деятельности как на письменный текст, так и на устную речь оратора. Эта

разновидность синхронного перевода находится где-то между устным переводом устной речи и устным переводом письменных материалов.

Третьей разновидностью синхронного перевода является синхронное чтение заранее переведенного текста: в ходе выступления оратора переводчик зачитывает заготовленный письменный текст перевода, сообразуясь с разворачиванием речи оратора и внося необходимые коррективы, если оратор отступает от первоначального текста. Синхронное чтение заранее переведенного текста содержит элементы как письменного перевода письменных материалов, так и устного перевода устной речи.

Синхронный перевод постепенно потеснил последовательный перевод и к настоящему времени стал основным видом перевода почти на всех многосторонних международных форумах.

Внешнее описание синхронного перевода было бы неполным без описания и оценки существующих схем организации СП. Существуют по крайней мере две основные схемы организации синхронного перевода. Первая схема — схема прямого перевода — применяется в Организации Объединенных Наций и ее специализированных учреждениях. При этой схеме число кабин соответствует числу рабочих языков заседания или сессии. Например, при пяти официальных языках, принятых на заседаниях органов ООН, работают следующие кабины: английская, французская, русская, испанская и китайская. В каждой кабине на каждом данном заседании работает бригада переводчиков, которая обязана обеспечить синхронный перевод со всех остальных четырех языков на языки своих кабин. Предполагается (это правило не всегда, правда, выдерживается на практике), что синхронный перевод осуществляется переводчиком на свой родной язык. Обычно в кабину назначаются два переводчика. Предполагается, что их общая комбинация языков позволит им вдвоем осуществить перевод с четырех языков непосредственно на родной язык. Это значит, что, допустим, один переводчик русской кабины должен знать английский, французский и испанский языки, а второй — английский и Китайский языки. Аналогичное правило применимо ко всем другим кабинетам.

Вторая схема организации синхронного перевода получила название перевода через ведущий язык или схемы с “главным переводчиком”, с “пилотом”. Это значит, что число кабин всегда на одну меньше, чем количество рабочих языков конференции или конгресса. При наличии пяти рабочих языков — русского, английского, французского, испанского и немецкого — на конференции будут лишь четыре кабины: английская, французская, испанская и немецкая. Бригада переводчиков (обычно это три человека) в каждой кабине будет осуществлять перевод с русского языка на язык своей кабины, если оратор выступает по-русски, и с иностранного языка на русский, если оратор выступает на данном иностранном языке.

Закключение. Есть и еще одно обстоятельство, значительно реже отмечаемое в литературе, но тем не менее характеризующее синхронный перевод, по существу, — крайне сжатые сроки осуществления перевода (перевод в условиях острого дефицита времени) и, следовательно, малый объем перерабатываемой синхронистом информации. В отличие от письменного переводчика последний в поисках нужного варианта, не будучи ограниченным жесткими временными рамками, может переработать значительный объем дополнительной информации, извлекая ее из словарей,

энциклопедий, справочников, ранее сделанных переводов и т. п., синхронист может полагаться лишь на предшествующий опыт и навыки, приобретенные ранее, и знания, хранящиеся в памяти, и то лишь на ту их часть, которую он в состоянии быстро, в доли секунды, извлечь из запасов информации, хранящейся в его долговременной памяти. "...Синхронный перевод требует немедленного перехода от одного языка к другому в отсутствие возможности обратиться к справочнику или спросить совета у коллеги или делегата, или времени на раздумье, или какой-либо возможности привести мысли и высказывания в какой-то логический порядок".

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PROFESSIONAL DEVELOPMENT OF TEACHERS AND ITS RELATION TO THE QUALITY OF EDUCATION

Sh. Azamatova¹

Abstract:

This research paper highlights the importance of professional development of teachers and its direct connection with the quality of education. The work analyzes current theoretical and empirical research, as well as expert opinions on this topic. She justifies the need for continuous professional development and development of teachers' competencies so that they can effectively adapt to the changing requirements of the educational environment and achieve high standards of learning and student achievement. The paper also examines various approaches and strategies used for the professional development of teachers, including coaching, mentoring, peer supervision and self-organized learning. The study highlights that effective professional development of teachers not only contributes to improving their professional competence, but also directly affects the quality of education and student achievement.

Key words: education and development, professional development, mentoring, school leadership, student motivation and government organizations.

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Introduction. Defining the professional development of teachers and its importance for the educational system.

The professional development of teachers is a continuous process that includes the acquisition of new knowledge, skills and competencies, as well as the continuous improvement of the teacher's practical activities. This is an important component of a successful educational system, since the quality of teaching directly affects the learning and success of students.

The definition of professional development of teachers implies not only an increase in the level of knowledge and skills, but also the development of personal qualities such as reflection, adaptability, innovation and the ability to cooperate. The acquisition of new pedagogical techniques and effective learning strategies allows teachers to better respond to the needs of students and achieve educational goals more effectively.

The importance of professional development of teachers lies in the fact that it contributes to improving the quality of education and its compliance with the requirements of the modern world. Thanks to professional growth, teachers receive new tools and knowledge that allow them to better adapt to changing educational needs, use modern technologies and effective teaching methods.

1. Professional development: Participation in the professional development program allows teachers to update their knowledge, familiarize themselves with new techniques and transfer them to the classroom. Research shows that

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teachers involved in relevant professional development often achieve the best student outcomes.

2. **Mentoring:** Mentoring support helps to develop the skills of a teacher and increase his self-esteem. Research indicates that teachers who have mentors tend to be more personally and professionally effective.

3. **Collegial supervision:** Mutual supervision and feedback between colleagues are effective methods of professional development. They allow teachers to learn best practices, share experiences and improve their teaching activities.

4. **Research and Innovation:** Teachers' participation in research projects and experimentation with new techniques enriches their practice and promotes creativity and adaptability in the classroom

In general, the professional development of teachers is a key factor for improving the quality of education. It helps teachers improve their skills, adapt to changing requirements, and have a positive impact on student success. [3, pp. 201-233].

Factors influencing the success of professional development.

The role of school leadership is an important factor influencing the success of teachers' professional development. Here are a few ways that school leadership can create a suitable environment for teacher development:

1. **Leadership and Inspiration:** Leadership should be a leader who inspires and motivates teachers for continuous professional development. They can set clear goals and expectations, as well as provide support and incentives to achieve these goals.

2. **Professional development:** The school should provide resources and opportunities for the professional development of teachers. This may include trainings, seminars, conferences, mentoring or experience exchange programs.

3. **Culture of collective learning:** Creating a culture where teachers actively share knowledge and experience with each other, promotes their growth and development. The school can encourage collective learning through joint lesson planning, discussion of best practices, and internal professional development activities.

4. **Assessment and Feedback:** School management should provide an assessment and feedback system that helps teachers understand their strengths and weaknesses. Regular feedback based on a constructive approach helps teachers develop and improve their practice.

5. **Resource support:** The school must provide access to the necessary materials, technologies and equipment so that teachers can effectively do their job and develop professionally.

It should also be noted that the success of teachers' professional development depends on other factors, such as individual interest in professional growth, access to educational resources and programs, support from colleagues, cooperation with parents and students, as well as public recognition and support for the teaching profession.

It should also be noted that the success of teachers' professional development depends on other factors, such as individual interest in professional growth, access to educational resources and programs, support from colleagues, cooperation with parents and students, as well as public recognition and support for the teaching profession.

To ensure the professional growth of teachers, it is important to have access to resources and support programs. These resources may include educational

materials, seminars, trainings and consultations that will help develop the skills and competencies of teachers

The constant updating of knowledge, skills and teaching practices allows teachers to improve their competence and work efficiency. They can better adapt to the changing needs of students, use new teaching methods and innovative technologies.

Professional development also helps to create a stimulating and supportive environment for students. Teachers who are constantly improving are more aware of the best practices in their field and can apply them in the learning process. This can lead to increased student motivation, increased achievement levels, and an improvement in their overall learning experience.

Thus, strengthening the professional development of teachers is an important factor for improving the quality of education. This requires support from educational systems, including access to resources, training using advanced techniques and creating conditions for the exchange of experience between teachers.[4].

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DIFFICULTIES IN WRITING AN ESSAY RESEARCH

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(Scientific Supervisor: Adash Eshankulovna)

Abstract:

This article delves into the various difficulties students encounter when writing essays. It provides an in-depth analysis of the challenges from the perspective of students and offers insights into effective strategies to overcome these obstacles.

Key words: cognitive and linguistic barriers, cognitive and linguistic aspects of essay writing, confidence and motivation, providing explicit instruction.

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Writing an essay is a fundamental skill that students need to master in their academic journey. However, many students encounter various challenges when it comes to composing coherent and compelling essays. This article aims to explore the difficulties students face in essay writing from a research perspective, shedding light on the underlying factors and potential solutions to address these challenges. Research conducted by Smith (2020) highlights the multifaceted nature of the difficulties students encounter in essay writing. These challenges encompass not only the technical aspects of writing, such as structuring an essay and using appropriate language, but also the cognitive and linguistic barriers that can impede students' ability to effectively convey their ideas on paper. Garcia and Patel (2019) further emphasize the significance of understanding the cognitive and linguistic aspects of essay writing, pointing out that these barriers can significantly impact students' writing proficiency.

➤ **Factors Contributing to Difficulties.**

Several factors contribute to the difficulties students face in writing essays. These may include limited vocabulary, lack of knowledge on essay structure, struggles with organizing ideas coherently, and difficulties in articulating thoughts into written form. Additionally, external factors such as time constraints and anxiety about writing tasks can exacerbate these challenges, leading to decreased confidence and motivation among students.

➤ **Implications for Pedagogy**

The research findings have significant implications for pedagogy. Educators need to be aware of the diverse challenges students encounter in essay writing and tailor their instructional approaches accordingly. By integrating targeted strategies to address cognitive and linguistic barriers, educators can better support students in developing their writing skills. Providing explicit instruction on essay structure, offering vocabulary-building activities, and creating a supportive writing environment are some effective pedagogical strategies highlighted by the research.

➤ **Addressing the Challenges**

To address the difficulties in essay writing, collaborative efforts are essential. Educators, parents, and students themselves need to recognize the

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importance of addressing these challenges collectively. Educators can provide scaffolding support and targeted interventions, while parents can encourage a positive attitude towards writing and provide a conducive home environment for practicing writing skills. Students can take an active role in seeking assistance, practicing regularly, and utilizing available resources to improve their writing proficiency.

- *lack of vocabulary*
- *that thinking is flawed*
- *not having much knowledge*
- *lack of experience*
- *read few books and magazine articles*
- *in some cases, it is caused by a lack of deep knowledge of grammar*

Due to these reasons, various problems are encountered during essay writing. when each person works well on such problematic shortcomings, then change will happen.

It seems like you have listed several common reasons for difficulties encountered during essay writing, such as a lack of vocabulary, flawed thinking, limited knowledge, lack of experience, and insufficient exposure to reading materials. Additionally, you mentioned that in some cases, difficulties may stem from a lack of deep knowledge of grammar.

It's important to acknowledge that these challenges are indeed significant barriers to effective essay writing. Each of these factors can hinder a student's ability to articulate their ideas coherently and express themselves effectively in writing. Addressing these shortcomings through targeted efforts, such as vocabulary building, critical thinking exercises, expanding knowledge through reading, and improving grammar skills, can lead to positive changes in students' writing abilities.

By recognizing and actively working to overcome these challenges, students can enhance their writing proficiency and develop the necessary skills to compose compelling and well-structured essays. It's crucial for educators, parents, and students themselves to collaborate in addressing these issues and supporting students in their journey to become proficient writers.

Difficulties during essay research and writing can be addressed through a variety of strategies. Here are some solutions to common challenges:

✓ **Lack of Knowledge:** Encourage students to conduct thorough research on their essay topics. They can use a variety of sources such as books, academic journals, reputable websites, and interviews with experts to gather information.

✓ **Flawed Thinking:** Teach students critical thinking skills, such as analyzing arguments, identifying logical fallacies, and evaluating evidence. Encourage them to question assumptions and consider different perspectives.

✓ **Insufficient Exposure to Reading Materials:** Encourage students to read extensively on a wide range of topics. This exposure will help them develop a deeper understanding of different subjects and improve their writing skills.

✓ **Lack of Experience:** Provide students with opportunities to practice writing essays regularly. Offer feedback and guidance to help them improve.

✓ **Time Management:** Teach students effective time management techniques, such as creating a schedule, setting deadlines, and breaking down the writing process into manageable tasks.

✓ **Organization and Structure:** Provide guidance on how to outline an essay, organize ideas logically, and create a coherent structure for their writing.

By addressing these challenges through targeted strategies and support, students can develop the skills and confidence needed to overcome difficulties during essay research and writing.

In conclusion, difficulties in writing essay research can be daunting, but they are not insurmountable. By addressing the challenges through targeted strategies and support, students can develop the skills and confidence needed to overcome these obstacles. Encouraging thorough research, expanding vocabulary, developing critical thinking skills, promoting extensive reading, providing opportunities for practice, offering resources for grammar improvement, teaching time management techniques, and guiding students in organizing their ideas can all contribute to overcoming the difficulties in essay research and writing. With perseverance and the right support, students can improve their writing skills and become more effective researchers and writers.

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THE ROLE AND PECULIARITIES OF UZBEK CHILDREN'S LITERATURE

N. Abduhalilova¹

Abstract:

In this article, using the analytical and synthetic structuralize method, using the examples of Orient literature, we consider the specifics of children's literature in the light of genre classification, due to a aspecial type of literary target layer of the reader. We consider them in terms of themes, motives and selection of literary characters.

Key words: children's literature, culture, oral creativity, didactic literature, folk didactics.

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Children's literature is distinguished by the difficult task of educating the future generation physically strong, spiritually pure, mentally healthy, intellectually, spiritually, courageously, patriotically. A Characteristic feature of this literature is that it is a variable phenomenon, which is directly related to the reader's age, historical period and environment children show its simplicity and the dominance of action and characters.

Nowadays, presents the function of standard literary works in shaping children's ethical values, as an effort to shape children's proper character. This learn about is library research blended with descriptive-qualitative evaluation techniques. The records collection methods used include documentation and reference digging to explore the moral values contained in usual literary, in order to structure a child's desirable character.

Children's literature is a vital part of the literature of all international locations due to the fact it shapes the minds and worldviews of future generations. The culture of creating a specific literature for teenagers is manifested in the structure of a vital spiritual want of society's development. Although Uzbek kid's literature has come into existence in the written literature of the East on the basis of works labeled with the aid of such names as "pandnom", "mavizatnama", "nasihatnama", "moral books", etc., it is diagnosed that its formation is intently related to enlightenment – reforms of the school-educational device. [1]

In the improvement of Uzbek kid's literature, first of all, social reality, then folks' oral creativity, didactic literature, and classical children's reading are regarded as important phenomena. Children's literature, which seemed in Uzbek literature in the context of the revolutions of the Enlightenment, countrywide renaissance, and modernist literature, is a unique and uncommon direction, which first regarded as a phenomenon, a revolution, and then developed as an impartial science. The formation of children's literature among almost all peoples is closely connected with education and the reform of the school system. The stabilization of Uzbek children's literature dates back to the enlightenment

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movement of the second half of the 19th century and the beginning of the 20th century. Saidrasul Azizi, Munavvarkori, Abdulla Avloni, Khamza and dozens of other educators created about fifty alphabets and books for reading for students of Uzbek schools according to the "new method" ("usulijadidiya"), are the roof of Uzbek children's literature, are vivid examples of value.

Children's reading was created on the basis of society's understanding of the rights of its children and understanding them as their own heirs. Before the advent of written literature, it acted in the form of folk didactics – ethno pedagogy [2]. However, in search of the affirmation of the Islamic faith, it embarked on a religious and ethical path and became sanctified, having acquired a true religious essence. For this reason, they started in the past, and then paid special attention to understanding, accepting and turning its content and ideas at the level of the foundations of faith into a criterion for practical activity. Based on this logic, the content of Uzbek children's reading in the past was formed. The influence of the Holy Quran and Hadith played a decisive role in this. For this reason, it has been stipulated in all Islamic countries that the basic idea of any kind of work must be taken from the Qur'an or Hadith. Since then, religion has become the main means of morality and education. The need for artistic interpretation and interpretation of the sacred verses of the Koran and hadiths gave rise to a number of religious and moral works of a didactic nature in classical literature. This, in turn, constitutes a separate stage and direction in the history of Uzbek classical literature called didactic literature.

The works of Uzbek children's reading according to their purpose can be divided into two main categories:

In the first category, as mentioned above, popular classical advice, religious and ethical instructions and instructions, adapted to the pedagogical thinking of the people and mostly written in the form of advice to children, mainly express the life and moral experience of children. Adults from their language, taste and point of view, the second category includes works of a scientific and educational (cognitive) orientation, some of which are popular, and some are adapted to the age, taste and level of children. In addition, children's fiction works as part of children's reading due to the fact that it is intended to be read by children. These three processes, becoming a single stream, constitute the content of children's reading and ensure its continuity.

Into second category, Genre characteristics of children's literature Specific characteristics of children's literature. For children, as well as for adults, creativity is possible on all topics related to people, society and nature. At the heart of this commonality of children's and adult literature lies a feature that clarifies the difference between them. For example, while children are forbidden to read works that express the complex aspects of adult life, children are encouraged to read the works of the poetic literary fairy tale "Qo'ng'izoy bilan sichqonboy" by K. Muhammadi, written in children's language. way on the same topic. The fact is that children's literature as a form of social consciousness expresses children's views on being, and in assessing events - its own characteristics, that is, the aesthetic attitude of the modern generation to being [3].

Conclusion

Children's literature is a vital part of typical literature, it has its personal characteristics, is focused on the interests of reader-children and is therefore uncommon by means of its creative originality, which corresponds to the psychology of children. Functional kinds of kid's literature encompass

educational, cognitive, moral, and leisure works. Children's literature is phrase artwork as section of universal literature. Children's literature is a fundamental section of prevalent literature, it has its very own characteristics, is targeted on the pursuits of reader-children and is therefore distinct via its inventive originality, which corresponds to the psychology of children. Functional kinds of kid's literature include educational, cognitive, moral, and enjoyment works. Children's literature is word art as phase of ordinary literature.

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DEVELOPING WAYS OF EFFECTIVE WRITING SKILLS

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Abstract:

The theme of "Developing Ways of Effective Writing Skills" emphasizes the multifaceted process of enhancing one's writing abilities. This theme highlights the importance of continuous learning and improvement in writing, acknowledging that effective writing is a skill that can be developed and refined over time. It also underscores the diverse range of strategies and resources available for individuals to enhance their writing proficiency, including exposure to art books and magazines as sources of inspiration and knowledge. The theme encourages an exploration of different techniques, styles, and influences that contribute to the development of effective writing skills, emphasizing the dynamic and evolving nature of the writing process. Additionally, it underscores the transformative impact of honing writing skills, not only for personal expression but also for effective communication and meaningful engagement with others.

Key words: new ideas, perspectives, and information, effortless expression, communicative event, brain function.

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The current social, political, commercial, and professional contexts have elevated the relevance of English as a comprehensive language for communication. The development of digital technology in many areas of life has made English the language of the global citizen. English has long been taught as a fundamental topic in Romanian military academies for the whole of the academic program, but it has frequently been observed that students are still falling behind in acquiring comprehensive productive abilities, particularly writing.

Writing is perhaps the least desirable ability for pupils to learn, having historically received little attention in the practice of teaching foreign languages.

Writing to communicate is a complex skill: it transcends the act of mechanically copying letters and words or even forming simple sentences. It requires learners to create a writing product, by actively and critically using the target language, employing complex cognitive skills, analyzing information and producing original work. Even more so, the communicative event is often typified by interaction with an audience that is characteristically absent.

I think the most important thing to develop writing is to read more books. The reason is that in order to write a topic in writing, a person must have knowledge about this topic. reading increases thinking. develops brain function. when we enter international exams, we face different topics in writing. some topics seem very unfamiliar to us. that's why we don't know how to write an essay and how to cover the topic.

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When it comes to developing writing skills, one of the most crucial elements is reading. The act of reading not only exposes individuals to different writing styles and techniques but also broadens their knowledge base, which is essential for effective writing. In order to write about a topic, one must have a good understanding of it, and reading provides the necessary knowledge and insights. Reading is a powerful tool that enhances critical thinking and stimulates the brain. It exposes individuals to new ideas, perspectives, and information, which in turn, fuel their creativity and imagination. As a result, readers are better equipped to express their thoughts and opinions coherently in their writing.

Furthermore, reading plays a significant role in developing brain function. It has been scientifically proven that regular reading can improve cognitive function, enhance vocabulary, and strengthen analytical skills. These cognitive abilities are essential for effective writing, as they enable individuals to organize their thoughts and articulate them clearly on paper.

In the context of international exams, where students are required to write essays on unfamiliar topics, the importance of reading becomes even more evident. Without prior knowledge or exposure to a wide range of subjects, individuals may struggle to comprehend and effectively address the given topics. However, avid readers are better equipped to tackle such challenges, as they have a broader understanding of various subjects and can draw upon their reading experiences to formulate well-structured and informed responses.

Therefore, if we have such knowledge about art books and magazines, our understanding and thinking will grow. For a person who has read a lot of books, writing is very interesting and seems much easier. Besides, if you have creative abilities, it means light upon light. People who are creative and constantly read books have no difficulty in writing. In a world brimming with information and ideas, the role of art books and magazines in shaping our understanding, thinking, and writing abilities cannot be overstated. These creative resources serve as windows into diverse perspectives, fueling our imagination, and expanding our knowledge. For those who have delved into the world of literature, writing becomes not just a task, but an engaging and effortless expression of their thoughts and ideas.

The act of reading art books and magazines acts as a catalyst for intellectual growth. It exposes us to the nuances of different artistic expressions, historical contexts, and cultural influences. As we immerse ourselves in the pages of these publications, we absorb a wealth of knowledge that enriches our understanding of art, creativity, and the human experience. This newfound understanding becomes the fertile ground for cultivating deeper thoughts and critical analysis.

Moreover, the act of reading ignites our creativity and imagination. Art books and magazines often showcase the works of visionary artists, designers, and writers, inspiring us to think beyond conventional boundaries. The visual imagery and thought-provoking narratives within these publications stimulate our minds, encouraging us to explore new ideas and perspectives. As a result, our creative abilities are nurtured and honed, illuminating our path toward innovative thinking and expression.

For individuals with a penchant for creativity, the fusion of extensive reading and artistic inclinations becomes a beacon of enlightenment. Their creative abilities are amplified by the knowledge gained from art books and magazines, resulting in a harmonious blend of insight and originality. Armed with a deep understanding of artistic concepts and a wellspring of inspiration

from their reading experiences, these individuals find writing to be an invigorating pursuit rather than a daunting task.

In essence, the synergy between extensive reading of art books and magazines and creative abilities is akin to "light upon light." The profound insights gained from these literary treasures complement the innate creativity within individuals, leading to an effervescent fusion of knowledge and originality. As a result, writing becomes a natural extension of their enriched understanding and imaginative prowess. The impact of art books and magazines on our understanding, thinking, and writing is profound. Through these creative resources, we embark on a transformative journey that broadens our horizons, nurtures our creativity, and empowers us to articulate our thoughts with clarity and finesse. Embracing the wealth of knowledge and inspiration found within these literary treasures paves the way for a deeper understanding of art and an enhanced capacity for insightful and eloquent writing.

Writing abilities are one of the most important ways to evaluate students, and the majority of students from countries where English is not the native tongue struggle a lot with academic writing. A portion of the instructing and learning techniques are meant to assist the non-local understudies with working on their scholastic abilities for making progress in the tertiary level training situation. Even when writing assignments and longer paragraphs in their native tongue, some students struggle. In the basic education system, the most common method of presenting information is through paragraph writing. After looking at a number of different sources, gathering information, and organizing it in a way that makes sense, a typical paragraph can be written. In schools, students must meet a variety of academic requirements and complete a variety of written assignments. Making reports, taking notes, writing case studies, writing project work, and other tasks are included in these assignments. The organization of the information presents another obstacle for students in the writing area. Academic writing may incorporate a variety of writing patterns, such as argument and discussion or comparison and contrast.

The writing style is perhaps the greatest obstacle for language learners from non-native speaking nations. It is extremely difficult to find a style that strikes a balance between the author's ideas and the conventional voice. There are some puzzling situations in which students are unsure of the writing requirements for different subjects. Students can follow the same procedure for each assignment, even though different subjects require different kinds of assignments. Teachers can ease students' writing and alleviate the stress associated with the skills by employing steady writing strategies across all subject areas. They can also assist students in gaining confidence in their writing.

Writing involves a number of steps, including idea generation, idea development and organization, and editing and revising. Rather than relying solely on what the students already know about the subject, the process of gathering additional facts about it is called "idea generation." Students should be able to gather relevant information and assess the purposefulness of their writing on the subject. Students ought to be able to organize the information they have learned about the subject into an output that is well-structured. A good writer should know how to write a strong, focused introduction that includes catchy points that pique the interest of the reader, how to link ideas together in paragraphs that are coherent and contain information that supports the main idea, and how to end with a strong conclusion. Students must evaluate their own writings for content, clarity, and style either individually or through

peer review after completing a rough draft. This assessment technique can identify errors in grammar, spelling, and punctuation, and students will take responsibility for the accuracy of their work as a result.

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ENHANCING READING SKILLS IN TEENAGERS: A MULTIFACETED APPROACH

S. Abduhakimova¹

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Abstract:

This scientific article explores the importance of improving the reading skills of teenagers and presents a range of activities that can be implemented to achieve this goal. Reading is a fundamental skill that not only impacts academic success but also contributes to personal development. The article discusses the benefits of various activities such as book clubs, reading aloud, reading response journals, literary analysis projects, vocabulary building games, reading challenges, reader's theater, and author visits. These activities are designed to enhance reading comprehension, critical thinking, and overall literacy in teenagers.

Key words: book clubs, reading journals, literary analysis projects, vocabulary games, reading challenges.

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The ability to read proficiently is crucial for teenagers as it directly influences their academic performance and future prospects. Moreover, strong reading skills are essential for critical thinking, communication, and overall cognitive development [4;2]. Recognizing the significance of enhancing teenagers' reading abilities, this article presents a range of activities aimed at promoting a love for reading and improving literacy. Organizing book clubs for teenagers is an effective way to encourage reading and facilitate meaningful discussions about literature. By engaging in group discussions, teenagers can develop their comprehension skills, critical analysis, and communication abilities. Book clubs also provide a platform for teenagers to explore diverse genres and share their perspectives on different literary works. Engaging teenagers in reading aloud sessions can significantly improve their fluency, pronunciation, and overall reading skills. When students take turns reading passages from a book or short story, they not only enhance their oral reading skills but also develop a deeper understanding of the text through vocal expression. Encouraging teenagers to maintain reading response journals fosters reflective thinking and enhances their ability to make personal connections with the text. Writing about their thoughts, reactions, and interpretations of the material helps teenagers develop critical analysis skills and strengthens their comprehension of the content. Assigning teenagers literary analysis projects allows them to delve deeper into the themes, characters, and symbolism of literary works. This activity promotes critical thinking, analytical skills, and a deeper understanding of literature. Improving the reading skills of teenagers is crucial for their academic success and personal development.

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Here are some of the effective strategies to enhance reading abilities and foster a love for reading:

Book Clubs. Organizing a book club for teenagers can encourage them to read and discuss books in a group setting. This not only promotes reading comprehension but also enhances critical thinking and communication skills. Book clubs are less structured and adaptable compared to literature circles, focusing on individual reactions and personal connections to a text. Within a book club, students select a book of their choice, read it at their own speed, and gather regularly to discuss their viewpoints, emotions, and queries. The teacher plays a role as a guide and contributor, without assigning specific responsibilities to the students. Book clubs aid in cultivating students' motivation, involvement, fluency, and expression, while also fostering a sense of community among readers.

Reading Aloud. Engaging teenagers in reading aloud sessions can help improve their fluency and pronunciation [1;88]. This activity can be done in pairs or groups, allowing students to take turns reading passages from a book or a short story. Reading aloud is an art that needs to be mastered. Several details need to be accounted for from the choice of book, voice modulation of the reader to the appropriate time when eager ears are awaiting the story. If we wait for the right conditions to set in, reading aloud may rarely ever happen, at least not in a house with a toddler. Reading out loud sets the stage for the story, your drift with words creates the suspense and makes them race towards the characters and emotions, ideas and morals, humor, and innovation.

Reading Response Journals. Encouraging teenagers to keep a reading response journal can help them reflect on their reading experiences. They can write about their thoughts, reactions, and connections to the text, which enhances their comprehension and analytical skills. Reading response journals are a valuable tool for students to engage with and reflect on their reading. They typically involve students writing about their thoughts, feelings, and reactions to the material they have read.

Literary Analysis Projects. Projects: Assigning teenagers literary analysis projects where they delve into the themes, characters, and symbolism of a book can deepen their understanding of literature and improve their critical analysis skills. Literary analysis projects are an effective way for students to delve deeply into a piece of literature and develop their critical thinking and analytical skills. These projects typically involve students closely examining a specific work of literature, such as a novel, short story, play, or poem, and exploring its themes, characters, plot, and literary devices.

By incorporating these diverse activities into their reading routine, teenagers can develop strong reading skills, critical thinking abilities, and a lifelong appreciation for literature. These activities not only enhance their academic performance but also contribute to their personal growth and enrichment. Engaging teenagers in vocabulary-building activities such as word puzzles, word association games, or vocabulary quizzes can expand their word knowledge and improve overall reading comprehension [2;3]. A strong vocabulary is essential for understanding complex texts and expressing ideas effectively. Setting up reading challenges with rewards for reaching certain milestones can motivate teenagers to read more regularly and explore a variety of genres. Reading challenges promote a sense of achievement and encourage teenagers to engage with literature outside of their academic requirements [3;5].

Organizing reader's theater activities where teenagers act out scenes from a book or play makes reading more interactive and enjoyable. This activity improves fluency, expression, and comprehension while fostering creativity and teamwork. Inviting authors or organizing book talks with professionals in the literary field can inspire teenagers to engage with literature and gain insights into the writing process. Such interactions can ignite a passion for reading and provide valuable context for the material being studied.

Conclusion

Research shows that reading regularly can improve literacy and language skills of teenagers. The improvement of reading skills in teenagers is essential for their academic success and personal development. By incorporating diverse activities such as book clubs, reading aloud, reading response journals, literary analysis projects, vocabulary building games, reading challenges, reader's theater, and author visits, educators and parents can play a pivotal role in nurturing strong readers. These activities not only enhance reading skills but also contribute to critical thinking abilities, communication skills, and a lifelong appreciation for literature.

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FAIR ASSESSMENT OF WRITING: STRIKING A BALANCE BETWEEN AUTOMATION AND HUMAN JUDGEMENT

S. Jumanazarov¹

(Scientific supervisor: Shahribonu Sirojiddinova)

Abstract:

In the fast-paced digital era, the assessment of writing has undergone a transformative shift with the integration of automated tools. As technology continues to advance, the debate surrounding the fair assessment of writings without the human factor intensifies. While automated tools offer efficiency and objectivity, concerns arise regarding their ability to comprehend nuances, creativity, and the human touch in writing. This article explores the challenges and opportunities associated with assessing writings solely through tools, drawing insights from various sources to present a comprehensive perspective.

Key words: Artificial Intelligence AI, Grammarly, Turnitin, ETS e-rater, GRE (Graduate Record Examination), TOEFL (Test of English as a Foreign Language), ambiguous language, automated system.

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1. The Rise of Automated Writing Assessment Tools:

The advent of sophisticated artificial intelligence (AI) and natural language processing (NLP) tools has ushered in a new era of automated writing assessment. Tools such as Grammarly, Turnitin, and ETS e-rater promise quick evaluations, identifying grammatical errors, plagiarism, and providing overall writing scores. These tools leverage vast databases and complex algorithms to analyse written content, offering a level of efficiency and consistency that human evaluators may struggle to achieve. One example of them is identified below:

ETS e-rater is an automated essay scoring (AES) system developed by Educational Testing Service (ETS). It is designed to evaluate and score essays based on various linguistic and structural features. The system employs natural language processing and machine learning techniques to assess the quality of written content, considering factors such as grammar, vocabulary, and organization. E-rater is commonly used in educational settings, particularly for standardized tests like the GRE (Graduate Record Examination) and TOEFL (Test of English as a Foreign Language), providing a quick and consistent way to evaluate large volumes of essays. However, it's important to note that automated scoring systems like e-rater are supplementary and are often used in conjunction with human evaluators for a comprehensive assessment of writing proficiency.[1]

2. The Limitations of Automated Assessment:

Despite the advantages, automated tools face significant limitations in understanding the context, creativity, and emotional nuances of human writing. The rigidity of algorithms can lead to misinterpretations, especially when

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assessing subjective elements such as style, tone, and voice. Critics argue that the elimination of the human factor in assessment can result in a one-size-fits-all approach, neglecting the uniqueness and diversity of individual writing styles. Automated assessment systems, while valuable in certain contexts, have several limitations that need to be considered. Some of these limitations include:

Lack of Context Understanding – automated systems may struggle to understand the broader context of an essay or written piece, which can affect their ability to accurately assess content and intent. Difficulty with Creativity and Originality – automated systems might struggle to recognize and appreciate creativity, originality, and unique writing styles, as they often rely on predefined patterns and structures. Limited Handling of Ambiguity – ambiguous language or complex, nuanced ideas may be challenging for automated systems to interpret accurately. They may not handle ambiguity or subtleties as well as human evaluators. [2]

3. Striking a Balance: The Hybrid Approach:

Recognizing the shortcomings of both automated tools and exclusive human assessment, educators and researchers are increasingly advocating for a hybrid approach. This approach combines the efficiency of automated tools with the nuanced understanding and subjectivity of human evaluators. By leveraging the strengths of both, this hybrid model aims to provide a more comprehensive and fair evaluation of written works.[3]

The fair assessment of writings without the human factor requires a delicate balance between the efficiency of automated tools and the subjective insights of human evaluators. While technology continues to evolve, it is essential to recognize its limitations in capturing the intricacies of human expression. The integration of a hybrid approach, as advocated by educators and researchers, holds promise in ensuring a fair and comprehensive assessment that acknowledges the uniqueness of each piece of writing. As we navigate the intersection of technology and human judgment, striking the right balance becomes imperative for fostering a writing assessment landscape that is both efficient and fair.

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IMPORTANCE AND EFFECT OF LITERARY DEVICES IN WRITING

M. Tugalova¹

(Scientific supervisor: Madina Bakhriddinova Shavkatovna)

Abstract:

This article is devoted for significant role of literary devices in writing. It emphasizes that literary devices are techniques writers use to convey meaning, create mood, or evoke certain emotions in their audience.

Key words: literary, devices, simile, metaphor, personification, alliteration, assonance, onomatopoeia, hyperbole, irony, symbolism, foreshadowing, imagery, allusion, enhancing creativity, adding depth and nuance, improving clarity and coherence, engaging readers, developing style and voice.

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Literary devices are disobedient that researchers utilize to create the desired affect in their composing. There are various particular sorts of insightful contraptions, and each one has its curiously reason. Techniques such as imagery, similes, metaphors, and personification are literary devices that we use to cultivate the perfect atmosphere and have the right tone for our story.

Literary devices are techniques writers use to create depth and meaning in their works. Here are some common types:

1. Simile: Comparing two unlike things using "like" or "as". Example: "as brave as a lion".
2. Metaphor: Implied comparison between two unlike things. Example: "time is a thief".
3. Personification: Giving human attributes to non-human things. Example: "the wind whispered through the trees".
4. Alliteration: Repeating initial consonant sounds in neighboring words. Example: "Peter Piper picked a peck of pickled peppers".
5. Assonance: Repetition of vowel sounds within nearby words. Example: "the rain in Spain falls mainly on the plain".
6. Onomatopoeia: Words that imitate sounds. Example: "buzz," "bang," "murmur".
7. Hyperbole: Exaggerated statements or claims not meant to be taken literally. Example: "I've told you a million times".
8. Irony: A contrast between expectation and reality. Example: a fire station burning down.
9. Symbolism: Using an object or action to represent something beyond its literal meaning. Example: a dove representing peace.
10. Foreshadowing: Hinting at events to come later in the story.
11. Imagery: Using descriptive language to create vivid mental pictures.
12. Allusion: Referencing another work of literature, person, or event.

¹ Malika Tugalova Erkinboy kizi, student of Samarkand Institute of Foreign Languages

These are just a few examples, there are many more literary devices writers use to enhance their writing.

Literary devices are methodologies utilized by makers to progress their composing and pass on a message or feeling in a more captivating way. Insightful contraptions can be found all through works of all classes, from books to tv scripts to song verses.

The most inventive ways to employ literary techniques in stories usually entail fusing many elements together in novel ways to produce an original and unforgettable narrative experience. As an illustration, consider this:

Imagine a narrative in which the protagonist, a young artist experiencing self-doubt, travels through a dreamlike, surreal environment replete with symbolic imagery. The protagonist meets a number of characters throughout the narrative that stand in for different facets of their mentality, such as a mysterious figure who represents their worries, an elderly mentor who represents their inner wisdom, and a mischievous trickster who represents their creativity.

The protagonist faces symbolic barriers that reflect their inner battles as they make their way through this dream world. For example, they might be faced with a maze that symbolizes their doubt and bewilderment or a river of ink that represents creative block.

The narrative explores themes of self-discovery, overcoming adversity, and embracing creativity as it digs deep into the protagonist's mind via the use of vivid imagery, metaphor, and symbolism. There are several levels of significance in this story, so readers are encouraged to decipher the symbolism and come to their own conclusions on what it means to be human.

This is an example of how to creatively employ literary conventions to improve narrative while also encouraging readers to interact with the text more deeply. The result is a reading experience that is both really engaging and unforgettable.

Authors use literary techniques in their writing. But if a writer ever tells you that they deliberately intended for every literary technique a reader encounters in their work, they are telling falsehoods.

The purpose of literary techniques is to elicit specific feelings and behaviors from readers. Since the primary purpose of writing is to elicit a certain emotion from the reader, it's likely that the author intentionally employed some, if not most, of the literary techniques that readers identify in a written piece.

However, since writers are people with peculiarities and inner desires, it's equally possible that a reader will spot a literary device the author did not intentionally want to use.

Consider it similar to speaking: are you always conscious of every word, pause, and tone while you speak?

Crucially, this does not imply that the reader is in error for seeing the device or that it has no use. It just indicates that the author was unaware that they had reached their objective in that specific manner.

Also, literary devices can have a profound impact on our writing in several ways:

1. **Enhancing Creativity:** They provide writers with tools to add depth, complexity, and creativity to their work. By employing literary devices, writers can convey ideas and emotions in unique and engaging ways.

2. **Adding Depth and Nuance:** Literary devices help writers convey complex ideas, themes, and emotions more effectively. Metaphors, similes, and imagery,

for example, can evoke vivid mental images and create a deeper emotional resonance with readers.

3. Improving Clarity and Coherence: Devices like foreshadowing, flashback, and symbolism can help structure narratives and improve coherence by providing context, guiding the reader's understanding, and creating connections between different parts of the text.

4. Engaging Readers: Literary devices can captivate readers' attention by creating intrigue, suspense, or surprise. Techniques like irony, ambiguity, and dramatic irony can keep readers invested in the story and eager to uncover its meaning.

5. Developing Style and Voice: Employing literary devices can help writers develop their unique style and voice. By experimenting with different devices, writers can find innovative ways to express themselves and distinguish their work from others.

Overall, literary devices offer writers a versatile toolkit for crafting compelling narratives, conveying complex ideas, and engaging readers on multiple levels, also effectively communicate their ideas, evoke emotions, and create meaningful connections with their audience.

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THE IMPORTANCE OF AUTHENTIC MATERIALS IN FOREIGN LANGUAGE TEACHING AND LEARNING

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Abstract:

Many English classes come with a textbook or curriculum for instructors to follow. This can be helpful when designing a course, determining learning outcomes, and assessing students. It also makes it easy for teachers to plan lessons and introduce concepts to students in a logical sequence. However, these resources are not provided by every institution and even when they are, they often lack an authentic context in which students can practice English. In cases where these resources are not provided for a course, using authentic materials is an excellent option. Different types of authentic materials, the benefits and challenges of using them will be discussed. Teaching strategies to use with these materials in the English language classroom will also be explored. Activities will focus on activating and building students' background knowledge, increasing vocabulary, supporting comprehension, and including summative tasks.

Key words: authentic materials, newspaper articles, developing skills, authentic classroom.

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Introduction

The purpose of learning a foreign language is to be able to benefit from using it in the real world, in real situations. During the past decades, teaching a foreign language has gained much more attention in most countries around the world. Therefore, most of the language teachers think whether it is enough to teach the language using course book tasks, which are regarded artificial because they are designed for teaching purposes only, or if they should adopt using authentic materials to scaffold learners' learning process in general and develop reading skills in particular. Reading task should provide learners with a high level of independence when reading in a foreign language in a real-life context, which in turn means, using actual authentic materials. Communicative language teaching approaches changes the view of syllabus designers toward English subjects, from just a language to be learned like other subjects in the school, to a very important tool of communication inside and outside the classroom. Hence, the syllabus designers are advised to take into account the learners' needs and provide them with the chance, to be able to communicate the learned language in real situations outside the school walls. Recently, in teaching English language, in ESL classes, use of authentic materials gained much attention from teachers. Researchers claim that when authentic materials are used with the purpose of students' learning, students will have a sense that the real language for communication is being learnt, as opposed to classroom language itself. Reading such literature, it is clear that those authors who support the use of authentic material have one idea in common:

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“exposure”, or in other words, the benefit students get from being “exposed” to the language in authentic materials. Because authentic materials are intrinsically more active, interesting and stimulating. Otte (2006, p.56) believes that learners need to “practice using authentic language themselves, in order to be better prepared to deal with authentic language in the real world”.

Methodology

Authentic materials are classified into three categories.

Authentic Listening-Viewing Materials.

It consists of TV commercials, quiz shows, cartoons, new clips, comedy shows, movies, soap operas, professionally audio-taped short stories and novels, radio ads, songs, documentaries, and sales pitches. This category is the most well-known one in terms of its effectiveness in language learning and teaching. Firstly, they serve to develop listening skills and pronunciation. Secondly, non-native speakers can learn target culture, traditions, attitudes, signs, art, psychological and social differences as well.

Authentic Visual Materials.

Slides, photographs, paintings, children's artwork, stick figure drawings, wordless street signs, pictures from magazine, ink blots, postcard pictures, wordless picture books, stamps and X-rays are included in this category that is really beneficial to cultivate the sense of interest and imagination of every learner.

Authentic Text Materials.

The last category is full of necessary means for enhancing reading skills and vocabulary. They are newspaper articles, movie advertisements, lyrics to songs, restaurant menus, street signs, cereal boxes, information brochures, maps, TV guides, comic books, greeting cards and bus schedules.

Discussion

In pedagogy, authentic materials play an important role to develop every skill for EFL and ESL. According to more researchers and teachers, these tools can give an advantage to teaching the target language even faster and more effective. For learners, these materials create experience of real context of the target language. In this while, learners can have motivation in learning language by watching movies, new reports, music and songs as well, this is the most important profit of authentic materials and also this tends to be easier for educators to teach students.

One of the best sources of authentic materials which are more useful in the ESL and EFL teaching classroom is the newspapers. Papers never lose their value and their readers no matter they are published or in e- version, since they usually publish latest and burning news, reports as authentic materials to teach the learners of English. Jacob J.S says, “Newspaper gives the people the eyes to see themselves, gives them the ears to hear themselves and hear to the world, it gives people the voice by which this can make themselves heard in the world. Newspapers are really informative and provide very influential education to the learners. The reason behind this is that, paper presents any directions of science such as education column, sport column, geographical column, historical column, technological column, political column, cultural activities column. By reading newspaper, people can be informed about day-to-day life news, what is happening in society, and how it is prevented by organizations in a scale. Moreover, newspaper articles are helpful to enhance learners' data-based information, improving reading comprehension, vocabulary skills, writing skills,

grammatical skills, analytical skills, critical thinking which can be fundamental ones to solve issues in their life.

By creating authentic classroom, a teacher can achieve to open a door for learners how real life is in target language spoken countries.

Conclusion

It cannot be denied that the advantages which authentic materials can bring is significant in getting English learners exposed to the real use of language. Consequently, providing a definition on which the criteria for selecting the most suitable and effective materials can be constructed and developed is excessively crucial. However, there are still so many issues to consider and being too biased and over serious about the production of what can be considered authentic materials may lead to the ignorance of a colossal amount of available data produced by the non-native but real speakers of English. Learners of English can benefit from those materials as much as from those produced only by native English speakers without the fear that they will learn “wrong language” as those learners will eventually become the real speakers of this ever- evolving language.

English teachers therefore, should put more emphasis on the pedagogical purpose when selecting teaching resources. The following questions may possibly help if satisfactorily answered in the choosing-process.

- a. Was the material created for a real purpose of communication?
- b. Is the material correct in terms of lexical resource and grammar?
- c. Does the material appropriately serve the teaching purpose?
- d. Should any modification be required?

In conclusion, it can be argued that the definition of authentic material, while attempting to set ground for English teachers to develop their criteria for choosing what is best to use, needs to become more flexible in a way that the changing environment of language use in the twenty first century should be taken into account. The assumption of “native speakers” should be understood differently and all those who use English for real communication purposes should have the authority in creating materials that can be employed as “authentic” in the English classroom.

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THE ROLE OF TECHNOLOGIES IN TEACHING FOREIGN LANGUAGES

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Abstract:

This article highlights the convenience and benefits of information technology in teaching foreign languages.

Key words: method, methodological system, internet, culture, innovative technologies, authentic learning environment, autonomy, ICT, Internet educational resources, ELT.

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In recent years, the use of information and communication technologies in the field of education has become the most important issue. This means not only new technical devices but also new reforms, changes and a new renaissance in education. It shows to students the role of information technologies in education, communication culture, and new ways of working with this type of technical tools in practical lessons.[1] I think to carry out these reforms in practice, firstly the government must be developed economically in high rate, and these experiments must be tried before in the educational infrastructure.

According to the scientific research of national and international scientists, there are 2 main meanings of the word “method”:

- achieving the intended goal is the key to success;
- complete methodological system and a specific direction of the educational process used in different periods for the prospective development of science. [2].

By the 21st century, the use of the Internet in teaching foreign languages is becoming more popular.[3] I agree with this idea because it also develops a culture of internet usage among language learners along with foreign language teaching. Technology offers foreign language teachers a chance to supplement their instruction by: Making learning visible: Technology can bring another culture into the classroom. Using technology tools that connect to foreign lands and display how others live allows students to see and experience language in a whole new way. Last years learning English meant just handouts, writing essays and working on mistakes, books, assignments and assessments. In short, it was considered that education and learning of foreign languages could not be imagined without a teacher, without a book, without a blackboard. In today's fast-paced world, learning foreign languages has acquired a new meaning. Innovative technologies have become an integral part of language classrooms, teachers use videos, audio podcasts, electronic dictionaries to explain foreign languages to students in a new way, that is, topics and materials. Through these technologies, students learn foreign languages quickly and efficiently. [4]

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The usage of innovative technologies in the teaching of foreign languages gives a special spirit to the teaching process. Each lesson will have effective discussion if the language learners have some knowledge of the topic and if the teacher's presentation based on innovative technologies. For instance: "Round-table" is one of the kind of technique in foreign language. This activity helps language learners to develop their speaking skills. 10-15 students sit around one table and discuss a specific problem. A host has an important role during the activity; it can be student or a teacher. The goal of this activity is not to solve the issue but to discuss the problem and collect as much information as possible, when students sit around a table, they have eye contact with other discussion participants, everyone feels involved and equally important. "Round-table" activity is related to "a role play" or "business play". [5] Information technology will certainly help us in the implementation of these activities, because it is appropriate to play various interactive games, to show videos or films, so that students do not get bored during the language learning process.

Students always have positive attitude to Information and Communication Technologies toward the language education and learning. Because learners seemed that are more succeeded in lessons and more encourages to learn by themselves. By this they have improved self-confidence and enjoyment while they are utilizing computer-based resources.

Another significance is that students own an opportunity to take knowledge on aspects of language which they want to focus on learning strategies also they are able to learn free without any sense of fear from the other co-learners, therefore autonomy is supported by certain modern gadgets and services provided by Information technologies whilst ordinary traditional teaching style failed to present that opportunity which was given by online basis. Language learners feel themselves free in authentic environment, reason why learner can go with another people from overseas across some continents to sense real impression with native speakers that contributes them effectively to some extent.

Likewise, as a teacher this method namely IT can assist for them to conduct lessons properly and active, also there are an access to provide several high-quality details, materials, online quiz tests, productive exercises with relying on modern technologies. This can save their academic time to another beneficial stuffs like self-evaluation or personal life. Despite these available chances, teachers should be well-educated in terms of managing these facilities in order to keep their own positions. [6]

Basic materials on the Internet contain items in text, auditory, vision on various topics to grow the number of possibilities. In turn, students have to make productive use of details provided by IT to satisfy educational and professional interest and needs. Language researches point out 5 types of Internet educational resources:

1. Hotlist. This is a list of educative sites which are selected the best ones to various studied topic. It would take less time to find required information out of websites because of this method. One thing is that to find some data you want can be entering some keywords to search button.

2. Treasure hunt. This way resembles the Hotlist and Multimedia scrapbook. It usually includes links with various Edu-sites on certain topic. The basic difference is that each link reviews some questions on the content of that website. At the end of the approach students may be requested one more general question about overview of topic.

3. Subject sampler. A Subject sampler supplies different links with links from textual and multimedia materials. After gained such aspect of theme students have to perform replies to given questions. This is targeted that to debate unsolvable and global problems also they must reveal their own opinions

4. Multimedia scrapbook. A Multimedia scrapbook is a store of different multimedia resources. In this provides a number of links not only with textual sites, but also the photos, music, video clips, graphic information, up-to-date 3D projects.

5. WebQuest. WebQuest is an inquiry-oriented lesson formation in which most or all the data students work with comes from the web. These can be made using various programs, including a simple word processing document that contains links to websites. [7]

It must be said that most vital urgent for university entrance and organizing well-paid recruits in the commercial sector. According to recent statistics new English learners are expanding day by day in Uzbekistan, in order to grant them with proper teaching methods, our education system supplied modern computers and good connection system to enhance effectiveness of the teaching process. Therefore, these goods include multimedia in ELT to become more English contexts, by these students starts get motivated and involved in their interests according to certain topic. This has been totally assessed and widely accepted for teaching language in current world.

The previous systems for traditional communication were unfriendly to be sounded and unavailable for all languages using ordinary writing systems, whilst computer users communicate with programs using English. It seems to be that English teaching and learning become broaden via software programs and digitized artificial intellectual items. However, the days of not speaking other language restriction are over. There are some instances interface language and onscreen help now create new software more easily and rapidly customized for used languages. [8]

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ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARNI O'RGANISH VA FOYDALANISHNING SAMARALI YO'LLARI

M. Farhodova¹

Annotatsiya:

Maqolada ta'limga texnologik yondashuvning zaruriy ahamiyati hamda ta'limni rivojlanishini, izchillik, tizimlilik tamoyillarini joriy etish, innovatsion texnologiyalar asosida o'qitishda pedagogik faoliyatdagi asosiy o'zgarishlar, innovatsion texnologiyalarni ta'limda qo'llash natijasida pedagogik metodlar, ta'limni tashkil etish shakllari va ta'lim oluvchilarning ta'lim jarayonini tashkil etishdagi rolini aniqlashtirish masalalari talqin qilingan.

Kalit so'zlar: ta'lim, jarayon, texnologiya, yondashuv, innovatsiya, metod, tizim, tamoyil, aniqlash, rivojlantirish.

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Mavzuning dolzarbligi. Hozirgi zamon ta'lim tizimi asosida texnologik innovatsiyalar, zamonaviy kompyuter va telekommunikatsion texnologiyalar yotadi. Bu texnologiyalarni ta'limda qo'llash natijasida pedagogik metod va usullarda, ta'lim beruvchi va ta'lim oluvchilar mehnatini tashkil etish shakllarida, ta'limning iqtisodiy mexanizmida va hatto hozirgi zamon ta'lim nazariyasi va metodologiyasida keskin o'zgarishlar yuz berdi. Bu zamonaviy ta'lim menejmentining muhim o'ziga xos hususiyatini belgilab berdi. Hozirgi vaqtda ta'limning yangi tashkiliy tuzilmalari, uning yangi turi va shakllari davlat va nodavlat ta'lim muassasalarida paydo bo'lmoqda. Dunyoning qator mamlakatlarida zamonaviy nodavlat gumanitar universitetlar, universitetlar konsorsumlari, o'qitishning yangi shakllari instituti ta'limni boshqarishning yangi tamoyillari asosida faoliyat ko'rsatmoqda. Albatta, noan'anaviy turdagi yangi ta'lim muassasalarini attestatsiya va akredatsiyadan o'tkazish muammosini hal etish muhim masala sanaladi. Bu muammoni hal etishda — „Ta'lim to'g'risida“gi qonunga tayaniladi. Ammo masofaviy ta'lim va ta'lim texnologiyalarini amalda qo'llashning huquqiy asoslari hali ishlab chiqilmagan. Bu ularning rivojlanishiga to'sqinlik qiladi. O'zbekistonda ta'limning rivojlanishi kadrlar tayyorlashga davlat buyurtmasi, ta'lim xizmatlari va ta'lim maxsulotlari bozorining shakllanishi hamda rivojlanishi bilan uzviy bog'liq. Bu ta'lim sohasidagi menejmentning o'ziga xos jihatlarini belgilab beradi. Hozirgi vaqtda ta'limda pedagogik – texnologiyalarni tanlashga texnologik masala sifatida emas, balki ta'lim sohasidagi innovatsion menejment muammosi sifatida qaralmoqda. Bu muammoni muvaffaqiyatli hal etish uchun barcha kichik tizimlar, ya'ni ta'lim tizimi elementlari o'rtasidagi aloqalarni muvofiqlashtirish zarur.

Asosiy qism. Ta'lim sohasida innovatsiyalar yaratish va ularni keng miqyosda qo'llash jarayonida zamonaviy ta'lim tizimi shakllanadi. Zamonaviy ta'lim tizimi bir nacha komponentlar birligidan iborat:

- zamonaviy ta'lim texnologiyalari – texnologik innovatsiyalar;
- ta'lim sohasida yangi iqtisodiy mexanizmlar – iqtisodiy innovatsiyalar;

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– o'qitish, ta'lim olishning zamonaviy usul va metodlari – pedagogik innovatsiyalar;

– ta'lim sohasida yangi tashkiliy tuzilmalar va institutsional shakllar – tashkiliy innovatsiyalar. Innovatsion ta'lim jarayonida pedagogik faoliyat mazmuni an'anaviy ta'lim jarayonidagi pedagogik faoliyat mazmunidan bir muncha farq qiladi. Birinchidan, o'quv kurslarini ishlab chiqishda pedagogik faoliyat ancha murakkablashdi. Chunki uning texnologik asoslari juda tez rivojlanmoqda. U o'qituvchidan maxsus kasbiy malakalarni talab etadi, pedagogik usullarni rivojlantirishni taqozo qiladi. Bundan tashqari, hozirgi zamon axborot texnologiyasi ishlab chiqiladigan o'quv materiallari sifatiga qo'shimcha talablar qo'yadi. Chunki ular barcha ta'lim oluvchilar, xususan, boshqa pedagoglar va ekspertlar uchun ochiq bo'ladi. Bu hol o'quv materiallarining sifati uchun nazoratni ancha kuchaytirish lozimligini ko'rsatadi. Ikkinchidan, an'anaviy ta'limda o'qituvchi markaziy figura hisoblangan. Hozirgi zamon pedagogik jarayonining o'ziga xos xususiyati shundan iboratki, yangi axborot texnologiyalarni qo'llash jarayonida ta'lim oluvchi asosiy shaxs hisoblanadi, ya'ni ta'lim oluvchi o'zining o'quv jarayonini faol belgilaydi, ta'lim muhitini rivojlantirish yo'nalishini o'zi tanlaydi. O'qituvchining muhim vazifasi faoliyati davomida ta'lim oluvchilarni qo'llab-quvvatlashdir. Bu ularning o'quv materiallarini, xilma-xil va juda ko'p axborotlarni, muvaffaqiyatli axborotlarni muvaffaqiyatli o'zlashtirishga, yuzaga kelgan muammolarni, oson hal etishlariga yordam beradi. Bugungi kunda jahon ta'lim hamjamiyatida o'qituvchining bu vazifasining ahamiyati alohida ta'kidlanmoqda. Shu bois pedagogika faniga yangi – “facilitator” - (fasiliteytor) atamasi kiritilgan. Kimki o'qishni, ta'lim olishni osonlashtirsa, ta'lim oluvchiga yordam bersa, o'shani – “facilitator” - fasiliteytor deb atashmoqda. Uchinchidan, taqdim etilgan o'quv materiallari o'qituvchi va ta'lim oluvchining izchil muloqot o'rnatishini taqozo etadi. Bu ular o'rtasida faol o'zaro ta'sir bo'lishi lozimligini ko'rsatadi. An'anaviy ta'lim berishda sinfdagi talabalar bilan deyarli qayta aloqa o'rnatishmasdi. Bunda o'qituvchining butun sinf yoki auditoriya bilan umumlashgan qayta aloqasi ustuvorlik kasb etadi, uning alohida talabalar bilan aloqasi ancha kuchsiz bo'ladi. Hozirgi zamon kommunikatsion texnologiyalari bunday o'zaro ta'sirini ancha faollashtiradi. Bu o'qituvchidan qo'shimcha kuch-quvvat va mas'uliyat talab etadi.

Ta'lim – o'quvchi va talabalarga bilim berish, ularni tarbiyalash, rivojlantirish, ko'nikma va malakalar hosil qilish jarayoni, yoshlarni mustaqil hayotga va mehnatga tayyorlashning asosiy vositasidir. Ilm-fan, texnika, ishlab chiqarish va texnologiyaning jadal rivojlanib borishi jamiyat hayotining barcha jabhalarida taraqqiyotning yangi istiqbollari ochib bermoqda. Insoniyatning davlat va jamiyat qurilishiga doir asriy tajribalari ijtimoiy munosabatlarni yangicha yondashuvlar asosida tartibga solish borasidagi ilg'or yondashuvlarning qaror toptirilishiga olib kelmoqda. Pedagogik muloqot uslublari.

Avtoritar uslubga ko'ra talabalar tomonidan barcha turdagi faoliyatning tashkil etilishi, mazmuni, shakli, metod va vositalarining barcha sifaat pedagog tomonidan belgilanadi. Talabalarning har qanday tashabbuslari rag'batlantirilmaydi, aksincha, buyruq, ko'rsatma, yo'llanma berish, shuningdek, jazolash choralari ko'rish orqali talabalarga ta'sir ko'rsatiladi. Hatto Talabalarning faoliyatlari ijobiy baxolangan vaqtda ham ularga bo'lgan ta'sir turli kesatliqlar bilan bayon etiladi.

Demokratik uslubga ko'ra pedagog pedagogik faoliyatni tashkil etish jarayonida jamoaning fikriga tayanib ish ko'radi. O'quv mashg'ulotlari va tarbiyaviy ishlarni tashkillashtirishda har bir talabaning fikrini inobatga olishga, ularni umumlashtirgan holda eng samaralisini tanlab olishga harakat qiladi. Muhokamalar paytida barcha talabalarning ishtirok etishlari ta'minlanadi. Talabalar tomonidan bildirilayotgan tashabbuslar qo'llab-quvvatlanadi, mavjud imkoniyatlarni inobatga olib bu tashabbuslar amaliyotga tatbiq etiladi. Demokratik uslubdan foydalanayotgan pedagog zimmasidagi vazifa faqatgina talabalarning faoliyatini nazorat qilish, tuzatishlar kiritishdan iborat emasligini tushunib yetadi. Asosiy e'tiborni talabalarning yutuqlarini e'tirof etgan holda yoki ularning xatolarini o'zlariga anglatgan holda samarali tarbiya chorasini ko'rishga e'tiborni qaratadi. Har bir Talabaning yutug'i alohida e'tirof etiladiki, bu esa ularni yangi zafarlarga erishishga ruhlantiradi. Ushbu uslubga asoslanib ish ko'radigan pedagog har bir talabaning qiziqishlari va qobiliyatlarini Hisobga olib, bajariladigan ishlarni to'g'ri taqsimlashga harakat qiladi, faol talabalarni taqdirlab borishni faoliyatining asosiy yo'nalishi deb hisoblaydi. Pedagog talabalar bilan muloqotni o'rnatishda iltimos, maslahatga tayanib ish ko'radi.

Liberal uslub pedagog va talaba munosabatlarining kelishuvchanlikka asoslanishini ta'minlaydigan uslub sifatida e'tirof etiladi. Bu uslubga ko'ra ish yuritadigan pedagog talabalar tomonidan sodir etilayotgan salbiy holatlarga ham e'tibor bermaslikka intiladi. Talabalarni tartibga chaqirish, vaziyatdan kelib chiqqan holda ularning faoliyatini to'g'ri baxolab, jazolash zarur bo'lgan vaziyatlarda ham indamaslikni odat qilib oladi. Bu esa talabalarning odobsiz, yalqov, mas'uliyatsiz bo'lishlariga olib keladi. Liberal uslubni ma'qul ko'radigan pedagogni talabalar hayoti mutlaqo Qiziqitirmaydi, ularning faoliyatlariga aralashmaydi, hal qiluvchi vaziyatlarda mas'uliyatni o'z zimmasiga olmaydi. Ayrim holatlarda bir-biriga zid bo'lgan fikrlarni ham birdek ma'qullaydi. Bu tarzda ish ko'ruvchi pedagog obro'ga ega bo'lmaydi. Chunki unga ishonish bo'lmaydi. Pedagogik faoliyatni tashkil etishda pedagogning nafaqat O'zi, balki uning ijobiy ta'siri asosida talabalar ham muloqot madaniyatini o'zlashtirib borishlari lozim. Muloqot madaniyati – muloqot jarayonini axloqiy me'yorlar, ijtimoiy talablarga muvofiq Tashkil etish asosida suhbatdoshni tushuna olish ehtiyoji va qobiliyatiga egalik. Ta'lim amaliyoti pedagogik muloqot jarayonida pedagoglar tomonidan ayrim kamchiliklarga yo'l qo'yilishiga olib keladi: ehtiyotsizlik, shaxsiyatparastlik, suhbatdoshni ortiqcha majburlash; sustkashlik, o'zini juda yuqori yoki past qo'yish; haddan tashqari jonbozlik ko'rsatish. Pedagog talabalarga samarali kommunikativ ta'sir ko'rsatish malakalarini o'zlashtirishi lozim. Kommunikativ ta'sir ko'rsatish – talabalar bilan muloqotda bo'lish, ularga to'g'ri yondashish, Pedagogik nazokat bilan ularga tarbiyaviy, irodaviy va hissiy ta'sir etishdir. Mahoratli pedagog faoliyatida pedagogik takt ham o'ziga xos o'ringa ega: Pedagogik takt – pedagogning talabalar bilan turli faoliyat shakllari bo'yicha tashkil etiladigan muloqotda mavjud axloqiy tamoyillar, hulq atvor qoidalarga rioya qilishi, ularga to'g'ri yondashish malakalariga egaligidir. Pedagogik takt pedagog faoliyatiga g'oyaviy va amaliy jihatdan bir-biriga mos keladigan pedagogik axloqning bevosita tatbiq etishning shakli sifatida namoyon bo'ladi. Takt (dahldorlik) – axloqiy hulq-atvor, xatti-harakat bo'lib, o'zida barcha obyektiv harakatlarning oqibati va ularning shaxs tomonidan subyektiv qabul qilishni avvaldan ko'ra olish, Belgilangan maqsadga osonroq erishish yo'llarini izlashning namoyon bo'lishidir. Shuni aytish mumkinki, avtoritar uslubda tinglovchiga darsning mazmuni, shakl, metod va vositalari pedagog tomonidan belgilanishi talabaning o'ziga bo'lgan

ma'suliyatni oshiradi, bu esa ular da o'ziga nisbatan talabchanlik paydo bo'lishiga olib keladi. Talabani ng tashabbuslari rag'batlantirilm asligi Aksincha, buyruq va ko'rsatma berishi talabani yangi yutuqlar sari ilhomlantirmaydi. Bu esa talabada ta'lim olishga va ustozlarga nisbatan sovuqqonlikni paydo bo'lishiga olib keladi. Demokratik uslubda esa jamoga tayanib ish ko'rib, unda talabalar o'z fikrlarini bemalol ayta olishadi, ularni ng fikrlari birlashtirilib, eng samaralisini talabalarni ng o'zlari tanlaydilar. Bunda talabani ng darsda faolligi ta'minlanadi. Ular ni ng tashabbuslari rag'batlantirilib, amalda qo'llash imkonini beradi. Bu jarayonda pedagog har bir talabani ng individualligini inobatga olishi, ular ni ng ishlarini to'g'ri taqsimlashga imkon beradi. Bu uslubdan pedagog foydalanganda nafaqat talabani ng faoliyatini nazorat qilish va unga tuzatish kiritish balki, uning yutuqlarini ayta turib, kamchiliklarini o'ziga yetkaza olish orqali o'z oldiga qo'ygan maqsadiga erishish imkoniyatiga ega bo'ladi. Liberal uslubda pedagog va talaba munosabatlarida kelishuvchanlik ko'rish mumkin. Bu uslubda pedagogni ng ish yuritishi ko'pincha, talabani ng mas'uliyatsizligiga olib keladi. Bu jarayon esa pedagog obro'yiga putur yetkazishi mumkin. Pedagogik jarayonni to'g'ri tashkil etish pedagogni ng o'z kasb mahoratiga bog'liq bo'ladi. Bugungi globallashuv sharoitida ta'lim jarayonida ilg'or pedagogik texnologiyalar va faol usullardan foydalanish, yangi ishlab chiqarilayotgan texnik vositalarni tatbiq qilish, ko'proq talabalarni mustaqil ishlashga undash, ilg'or tajribalardan saboq berishni ng turli Yo'llaridan keng foydalanish maqsadga muvofiqdir. Yana bir jihati muhimki, oliy ta'lim tizimida ta'lim olayotgan talabalarni ng tanlagan kasbiga moyilligi, layoqatlari, bilim va ko'nikmalarini rivojlantirish, ular ni ng tanlagan yo'nalishlari bo'yicha mutaxassis sifatida shakllanishlari uchun maxsus fanlarni o'qitishni samarali tashkil qilishni ta'minlash lozim.

Xulosa. Ta'lim jarayonida zamonaviy kompyuter va telekommunikatsion texnologiyalarni qo'llash natijasida o'qituvchi faoliyatida, o'qituvchini ng o'rni va rovida, asosiy vazifalarida muhim o'zgarishlar yuz beradi. Bu o'zgarishlar hozirgi zamon ta'limiga xos xususiyatdir. Zamonaviy axborot texnologiyalari asosida ta'limni ng rivojlanishi, ta'lim texnologiyalarini ng amalda keng qo'llanilishi o'qituvchilar ishini ng kamayishiga olib kelmaydi, aksincha, ular ni ng mas'uliyatini yanada oshiradi. Hozirgi zamon texnologiyalari asosida o'qitish pedagogik jarayonda ishtirok etuvchi barcha mutaxassislar faoliyati sifatini nazorat qilishni nazarda tutadi. Bu ish ta'lim jarayonini boshqarish va uning samaradorligini oshirish maqsadida amalga oshiriladi. Ta'lim sohasidagi innovatsion-texnologik menejment nafaqat texnologik, tashkiliy va iqtisodiy innovatsiyalarni boshqarishni, balki pedagogik innovatsiyalar menejmenti ya'ni yangi pedagogik texnologiyalarni, yangi metodlar va usullarni, pedagogik faoliyat metodlarini ishlab chiqish va ular ni amalda joriy etishni boshqarishni nazarda tutadi. Texnologik innovatsiyalarni joriy etish natijasida yangidan-yangi pedagogik metodlar va uslublar, yangi ta'lim muhiti shakllanadi, tashkiliy tuzilmalar rivojlanadi. Ular o'qituvchi faoliyati xarakteriga va shu bilan butun pedagogik tizim rovojlani shiga o'z ta'sirini ko'rsatadi. Bu pedagogik jarayonni tashkil etish va boshqarishda o'ziga xos masalalarni keltirib chiqaradi. Bu masalalarni o'rganish esa alohida pedagogik muammo hisoblanadi.

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TIL O'QITISH VA O'RGANISHDA GLOBAL ISTIQBOLLARNI O'RGANISH*S. Mamadiyorova¹**Annotatsiya:*

Ushbu maqolada XXI asrda tilni o'qitish va o'rganishda til o'qitish metodikasi, zamonaviy texnologiyalar yordamida tilni oson va tez o'zlashtirish, turli tillarni o'rganishda qo'llanilayotgan yangicha uslubdagi metod turlari va ushbu metodlardan samarali foydalanish to'g'risida so'z boradi.

Kalit so'zlar: chet tili, metod, "zig-zag" metodi, metodika, to'g'ri metod, audiovisual, audiolingual, innovatsion texnologiya.

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Kirish

Bugungi kundagi zamonaviy ko'rinishga ega bo'lgan ta'lim taraqqiyoti yangicha yo'nalish innovatsion pedagogikani shakillantirdi. Innovatsion – inglizcha “yangilikni kiritish (tarqatish)” ma'nolarini anglatadi. Yangilik kiritishning ijtimoiy-psixologik aspekti Amerika tadqiqotchisi E.Rodjers tomonidan ishlab chiqilgan. Ilmiy yo'nalishlarda yangilik va innovatsiya tushunchalari o'zaro farqalanadi. “Yangilik”- bu vosita, yangi metod, metodika, texnologiya ma'nosini anglatadi. “Innovatsiya”- bu ta'lim, ma'lum bosqichlari bo'yicha rivojlanadigan jarayon hisoblanadi. Chet tilini o'qitish pedagogligini kasb sifatida tanlaganlar uchun ushbu tillarni o'qitish nazariyasidan mukammal xabardor bo'lish kabi vazifalar yuklanadi. O'qitish ilmini metodika fani yoritadi, “metodika” so'zi yunoncha bo'lib, “biror ishni maqsadga muvofiq bajarish usullari majmuyi” ma'nosini bildiradi. Pedagogik muloqotda tez-tez uchrab turadigan „metodika“ terminining uchta ma'nosi bor. Birinchisi, o'quv predmetini bildiradi (mas. ertaga birinchi dars metodika), ikkinchisi, ta'limning metodik usullari yig'indisini (mas. “o'qituvchimiz” - ning metodikasi menga yoqadi) va uchinchisi, ta'lim naza - riyasi va maxsus fan (mas. “bu qo'llanmada metodika yaxshi yoritilibdi”) ni ifodalaydi. Bu bobda “metodika” so'zining uchinchi terminologik ma'nosi haqida fikr yuritiladi. Chet til o'qitish metodikasi, professor Mixail Vasilyevich Lyaxovitskiy ta'riflashicha, ta'limning maqsadlari, mazmuni, vositalari, shuningdek, chet til yordamida ta'lim-tarbiya berish usullarini tadqiq etuvchi fandır. Metodika fani, asosan, quyidagi uch yirik mavzuni o'rgatadi: chet til o'rgatishning nazariy muammolari, nutq faoliyati turlarini o'rgatish va chet til o'rgatishning tashkiliy masalalari. Boshqacha qilib aytganda, metodika chet til o'rgatish ilmi bo'lib, “chet til”ni o'quv predmeti sifatida belgilaydi, muallim va o'quvchi faoliyatini o'rganadi va boshqa fanlar yutuqlarini o'zlashtirish va o'z qonuniyatlarini ishlab chiqish yo'llarini tadqiq etadi.

Adabiyotlar tahlili va metodologiya

Hozirgi globallashuv davrida tilni o'rganish va o'rgatishga talab kuchaygani sababli, chet tili professor o'qituvchi va olimlari juda ko'plab yangi innovatsion

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pedagogik ko'nikmalar, texnologiyalar va yangidan yangi metodik qo'llanmalar ishlab chiqishdilar va ishlab chiqishmoqda va shuningdek chet el ta'lim tizimidan ham namunalar olib ta'lim sohasida tatbiq etishmoqda va bu esa tilni oson va tez o'zlashtirishini ta'minlab bermoqda. Chet til o'qitish metodi – chet tili o'rgatishning amaliy, umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlarga erishuvini ta'minlovchi muallim va o'quvchi faoliyatining majmuasidir.

Innovatsion texnologiya – ta'lim samaradorligini oshiruvchi omillardan foydalanish, turli pedagogik jarayonlarni loyihalash va amalda qo'llash orqali bilim egallashni takomillashtirish usullaridir. Uning asosiy maqsadi ta'lim jarayonida o'qituvchi va bilim oluvchi faoliyatiga yangilik, o'zgartirishlar kiritish bo'lib, interfaol metodlardan foydalanishni taqozo etadi. Interfaol metodlar ta'lim jarayonida qatnashayotgan har bir bilim oluvchining faolligiga, erkin va mustaqil fikr yuritishga asoslanadi. Bu usullardan foydalanganda bilim olish qiziqarli mashg'ulotga aylanadi. Interfaol usullar qo'llanilganda mustaqil ishlash ko'nikma va malakasi rivojlanadi. Bahslar – o'quv guruhlarini ikki guruhga bo'lgan holda biror mavzu bo'yicha o'zaro bahs – fikr almashinuvi tarzida o'tkaziladi. Muzyorarta'lim beruvchi va ta'lim oluvchilar orasida to'siqni yo'qotishga qaratilgan. “Zig – Zag” metodi – o'quvchilar bilan ishlash, mavzuni tezkor va puxta o'zlashtirishga xizmat qiladi; o'quvchilarda jamoa yoki guruh bo'lib ishlash ko'nikmasi; vaqt tejaladi. “Videotopishmoq” metodi – so'nggi yillarda pedagogik faoliyatda turli axborot vositalari yordamida ta'lim jarayoni tashkil etilishiga alohida e'tabor qaratilmoqda, o'qituvchilar oldida ta'lim jarayonida turli axborot vositalaridan o'rinli va maqsadga muvofiq foydalanish turibdi.

To'g'ri metod nomining kelib chiqishiga asosiy sabab shuki, to'g'ri metodda o'qitish chog'ida ona tilini chetlab o'tib chet til so'zi bilan predmet orasida bevosita assotsiatsiya, ya'ni fikran bog'lanish o'rnatishga urinib ko'rilgan. Chet til grammatikasini o'rgatishda ham huddi shunday metodik yo'l tutilgan; grammatik ma'no bilan shakl o'rtasida bevosita bog'lanish hosil qilmoqchi bo'lishgan. To'g'ri metodning dunyoga kelish sababini chet tillarni amaliy o'rganish maqsadidan qidirish joizdir. O'tgan asrning oxirlariga kelib, Garbiy Evropa mamlakatlari va Amerika Qo'shma Shtatlarida chet til o'qitishni isloh qilish natijasida ushbu metod kashf etilgan. Keyinchalik bu metod - Osiyo, Afrika va boshqa yurtlarga ham tarqalgan. Ona tili ishtirokisiz chet tilini o'rgatishga intilishlarni to'g'ri metod, induktiv metod, tabiiy metod kabi atamalar bilan yuritila boshlangan. Ushbu metodlardan ko'zlanadigan asosiy maqsad chet tilni amaliy jihatdan o'rgatishdir. Ona tilini o'rganish shart -sharoitlari bu metodda o'zgarishsiz qabul qilina bergan. To'g'ri metodning zamonaviy ko'rinishlaridan ikkitasi - audiolingual va audiovizual metodlari ko'p tarqalgan. Audiolingual metodning asoschilari (mashxur Amerika metodistlari Chariz Karpenter Friz va Robert Lado) fikrlariga binoan chet til amaliy va ta'limiy maqsadda o'rganiladi. Til materiallaridan chet til jumalari (nutq namunalari)ni tanlash va o'rgatishga muhim o'rin beriladi. Nutq faoliyati turlarini o'rganish tartibi quyidagicha kechadi: tinglab tushunish, gapirish, - o'qish - yozuv. Og'zaki nutq chet tilda aloqa vositasi sifatida, yozma nutq esa og'zaki nutq materiali asosida o'rgatiladi. Muallimlar audiolingual metodning bir qancha ijobiy xossalarini maktab tajribasidan biladilar. Chunonchi, nutq namunalarining til o'rgatish birligi darajasiga qo'lanilishi, og'zaki nutqning ilgarilashi, og'zaki nutqning materialida o'qish va yozuvning o'rgatilishi V-VII sinflarda tegishli o'zgarishlar bilan qabul qilingan. Audiolingual metodning ayrim qonuniyatlari bizning

sharoitga to'g'ri kelmasligi maktab darsliklariga hisobga olingan. Masalan: nutq namunalari ong ishtirokisiz va hech qanday qoidalar berilmasdan o'rgatish undagi g'ayri ilmiy ko'rsatmalardir. Aktiv va passiv til materialini farqlagan holda ularning o'zlashtirishiga, befarq qarashadi. Bu ham noto'g'ri metodik yo'l-yo'riqdir. Audiolingual metoddan qator jihatlari bilan farq qiladigan audiovizual metod nomoyondalari (P.Guberina, P.Rivan) metodik ko'rsatmalariga binoan leksik materialni an'analariga alohida e'tibor berilgan.

Muhokama va natijalar

Chet til o'qitish metodikasi didaktika bilan uyg'un, o'zaro bog'langan holda rivojlanib kelgan. Barcha o'quv fanlarining o'qitish nazariyalari didaktika faniga asoslanishi, undan ilmiy ozuqa olishi shubhasiz barchamizga ma'lum. Chet til o'qitish ham didaktikaga asoslanadi. Didaktika ta'limining umumiy nazariyasi, metodika muayyan o'quv predmetini o'qitish ilmi, lingvodidaktika tillarni o'qitish umumiy nazariyasi, lingvometodika aniq bir tilni o'qitish ilmi sifatida qaraladi. "Metod" atamasi bilim, malaka, ko'nikmani egallash, o'quvchilarda dunyoqarashni shakllantirish va bilish imkoniyatlarini yaratish yo'lidagi o'qituvchi-pedagog va talabaning ish usuli ma'nolarini bildiradi. Ushbu tushuncha son-sanoqsiz ta'riflarga ega. Chet tillar o'qitilishida metodlarni tatbiq etish uzoq davrlardan boshlangan, prinsiplar esa nisbatan yangiroq metodik atamalardir. Tarixan metodlar to'rt guruhga birlashtirilib, ularning nomlariga "tarjima", "to'g'ri", "qiyosiy", "aralash" deb atash qabul qilingan. Metodlar tarixi atoqli metodist prof. I.V.Raxmanov tomonidan chuqur o'rganilgan. Tarjima metodi asosan ikki ko'rinishda bo'lib, grammatika-tarjima va matn-tarjima metodlari nomi bilan yuritiladi. Grammatika-tarjima metodi nuqtayi nazaridan chet til umumta'limiy maqsadda o'rganilgan. Grammatik mashqlar til o'rganuvchining mantiqiy tafakkurini o'stirish maqsadida bajarilgan. Grammatik bilimlarni bayon etish ta'limning asosiy maqsadi deb qabul qilingan. Bu metodning asosiy prinsiplari quyidagilar: 1. Til o'rganish yozma nutqqa asoslangan. 2. O'rganish predmeti qilib grammatika olingan, leksika ham unga tobe ravishda tanlangan. Grammatik mashqlar bajarish asosiy ish usuli bo'lgan. 3. Oldin, grammatik qoida yod olingan, so'ng esa qoidalar asosida gaplar tuzish tavsiya qilingan. 4. Grammatik shakl va so'zlarning ma'nosi so'zma-so'z tarjima vositasida ochib berilgan. 5. So'zma-so'z tarjima va quruq yodlash yo'li bilan til materiali o'zlashtirilgan. 6. So'zlarni kontekstdan tashqarida, yakka yodlash bilan chegaralanilgan.

Xulosa

Chet til o'rganish ko'p qirrali ta'limot bo'lib, bu jarayonda inson murakkab psixologik o'zgarishlarni boshdan kechiradi. Jumladan ona tili bilan chet tilini taqqoslash jarayoni yuzaga keladi. Bu jarayonda o'rgatishning turli metod va texnologiyalaridan foydalaniladi. Zamonaviy pedagogik texnologiyalar yordamida chet til bilan ona tilini taqqoslab o'rgatish samarali natija beradi. Chet til o'rgatish uning metodikasiga oid bilimlarga ega bo'lishni taqozo etadi. Metodika va texnologiyalar chet til o'rganish jarayonida muhim ahamiyat kasb etadi. Darsni tashkil qilishda metodika fanining turli usullari mavjud. Chet til o'qitish metodikasida keng qo'llaniladigan metodlar: kommunikativ didaktika metodi, madaniyatlararo muloqotni tashkil qilish metodi va mashqni tashkil qilish metodi hisoblanadi. Uchala metod bir biri bilanchambarchas bog'liq va birbirini to'ldiradi. Metodika fani didaktika fani bilan bog'liq bo'lganligi sababli, chet til o'rganish mobaynida kommunikativlikka asoslaniladi va kommunikativ didaktika metodi yuzaga keladi.

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METHODS ON HOW TO WRITE E-MAILS AND LETTERS EFFECTIVELY IN DIFFERENT PURPOSES AND SITUATION

O'. Mansurov¹

Abstract:

Crafting a message to an instructor, advisor, or university administrator is often most impactful through a well-written letter or email. This guidance aims to assist you in composing an effective communication, providing tips on proper etiquette when reaching out to professors, advisors, or other university faculty or staff.

Key words: clarity, conciseness, politeness, structure, tone, purpose, formality, grammar, relevance, courtesy, complaint letter.

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Writing letters is a timeless form of communication that allows individuals to convey thoughts, sentiments, and information in a personalized and thoughtful manner. Whether you're penning a formal business letter, expressing gratitude, or reconnecting with a friend, mastering the art of letter writing involves understanding proper structure, tone, and etiquette. In this guide, we'll explore the essential elements of crafting effective letters, offering tips and examples to enhance your written communication skills.

Here we can familiarize with the structure of letters:

1. Address and Salutation:

Begin your letter with the recipient's address, followed by the date. Use a formal salutation, such as "Dear Mr. Smith" or "Dear Professor Johnson," depending on the relationship and context.

2. Introduction:

Start with a friendly opening that sets the tone for your letter. Clearly state the purpose of your correspondence to guide the reader.

3. Body Paragraphs:

Organize your thoughts into clear and concise paragraphs. Each paragraph should focus on a specific idea or topic. Use transitional phrases to maintain a smooth flow between paragraphs.

4. Tone and Language:

Choose a tone that suits the nature of your letter, whether it's formal, informal, professional, or personal. Be mindful of your language, aiming for clarity and avoiding unnecessary jargon.

5. Details and Examples:

Provide relevant details and examples to support your main points. This helps in conveying your message effectively and makes your letter more engaging.

6. Politeness and Respect:

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Maintain a respectful and polite tone throughout. Express appreciation when necessary, and avoid language that may be perceived as offensive or confrontational.

7. Conclusion:

Summarize your main points and restate the purpose of your letter in the conclusion. End on a positive note, and include any necessary next steps or requests.

8. Closing and Signature:

Choose an appropriate closing, such as "Sincerely" or "Best regards," followed by your signature. If the letter is formal, leave space for your handwritten signature if sending a physical copy.

9. Proofreading:

Before finalizing, carefully proofread your letter for grammatical errors, spelling mistakes, and overall coherence. A well-edited letter enhances your credibility and professionalism.

10. Formatting and Presentation:

Pay attention to the overall formatting of your letter. Use a legible font and proper spacing to ensure a clean and professional appearance.

Letter-writing tips know your reader. Use a tone appropriate for that individual and language or terminology they are likely to understand.

- Choose the right format
- Be concise
- Keep it short
- Write to the reader
- Proofread
- Formal example: academic recommendation letter.
- Informal example: congratulatory letter.

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GLOBAL KONTEKSTDA TIL O'QITISHDAGI STRATEGIYALAR VA INNOVATSIYALAR

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Annotatsiya:

Mazkur maqola xalqaro kontekstda til ta'limi sohasidagi yangi o'zgarishlarni taqdim etadi. Strategiya va innovatsiyalarning muhim roli va o'rni muhokama qilinadi.

Kalit so'zlar: global, til ta'limi, strategiyalar, innovatsiyalar, til yutuqlari va kamchiliklari.

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Kirish

Bugungi rivojlanib borayotgan zamonda har bir sohada yangilanishlar va rivojlanishlar yuz bermoqda. Va albatta, bu kabi yuksalishlar inson va uning ongi ishlab chiqqan mexanizmlar tomonidan amalga oshirilmoqda. Jumladan hozirgi kunda har bir davlat o'zining tilini rivojlantirishga, uni sayqallashga va boyitishga harakat qilmoqda. Shuni aytib o'tish joizki, ayrim tillar rivojlanib havodek tez tarqalayotgan bo'lsa, ba'zilar esa umuman muomaladan chiqmoqda, o'lik tillarga aylanmoqda. Ingliz tili misolida so'z yuritadigan bo'lsak, bu tilning ravnaqi va yutuqlari. ko'paymoqda. Bir og'iz so'z bilan aytganda: havo tiliga aylandi. Ijtimoiy tarmoqlarning, dunyo tan olgan kompaniya va saytlarning asosiy tili bu ingliz tiliga aylandi.

Asosiy qism

Global kontekst o'z o'rni va mavqeiga ega bo'ldi. Hozirgi til ta'lim taraqqiyoti yangi yo'nalish innovatsiya va innovatsion pedagogikani maydonga olib chiqdi. Innovatsiya o'zi nima? Innovatsiya (inglizcha. innovationas kiritilgan yangilik, ixtiro) 1) texnika va texnologiya avlodlarini almashtirishni ta'minlash uchun iqtisodiyotga sarflangan mablag'lar; 2) ilmiy-texnika yutuqlari va ilg'or tajribalarga asoslangan texnika, texnologiya, boshqarish va mehnatni tashkil etish kabi sohalaridagi yangiliklar, shuningdek, ularning turli sohalar va faoliyat doiralarida qo'llanilishidir. "Innovatsion pedagogika termini va unga xos bo'lgan tadqiqotlar G'arbiy Yevropa va Amerika Qo'shma Shtatlarida 60- yillarda paydo bo'ldi. Yangilik kiritishning sotsial-psixologik aspekti amerikalik innovatik E Rodjers tomonidan ishlab chiqilgan. U yangilik kiritish jarayoni qatnashchilarining toifa (tip) lari tasnifini, uning yangilikka bo'lgan munosabatini, uni idrok qilishga shayligini idrok etadi. So'z isboti bilan. deganlaridek innovatsiyalar til ta'limida ham muhim rol o'ynayotganiga guvohmiz. Misol uchun, kimdir yangi tilni o'rganmoqchi bo'lsa bir qator qulayliklar mavjud. Tillarni uyda o'tirgan holatda ham o'rgnish onlayn va oflayn tizimlarning rivojlanganligi mobil aloqa vositalaridan ham bepul o'rganish imkoniyatiga egamiz Bu esa birgina til o'rganib bo'lib, dunyoni sayohat qilishga

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va pul topishga imkon yaratadi. Inson yangi til o'rgangani sayin uning fikrlash qobiliyati dunyoqarashi keng bo'ladi. Omma orasida o'zini yo'qotib qo'ymaydi.

Til ta'limida ham bir qator strategiyalar qo'llanilmoqda. Strategiya bu biron yutuq maqsadga erishishda tuzilgan va u asosida harakat qilinadigan Reja va qoidalar to'plamidir. Hududida ta'lim, haqida gap bor o'qitish va o'qitish strategiyalari ta'lim jarayonini takomillashtirishga yordam beradigan texnikalar to'plamiga murojaat qilish. Masalan, kontentni tashkil qilish strategiyasi haqida gapirish, xulosa qilish yoki konturni tuzish kabi turli xil usullardan foydalangan holda vazifa oldida qanday harakat qilish haqida gapirish mumkin. So'nggi yillarda til ta'limi rivojida yangi axborot texnologiyalaridan foydalanish masalasi tobora ko'tarilmoqda. Bu nafaqat texnik vositalar balki o'qitishning yangi usullari va shakllari, o'quv jarayoniga yangicha yondashuvdir. Chet tillarning asosiy maqsadi maktab o'quvchilarining kommunikativ madaniyatini shakllantirish va rivojlantirish, chet tilini amaliy o'zlashtirishga o'rgatishdir. Texnologiyalarning eng ilhomlantiruvchi jihati - bu butun dunyodagi tomoshabinlarni qamrab olish qobiliyatidir. Tilni o'rganishda bu mahalliy o'qituvchilarni jalb qilish va talabalar ona tilida so'zlashuvchilar tomonidan o'qitiladigan kurslarga kirish - bu to'g'ri immersiyani ta'minlash demakdir. Til ta'limini onlayn ravishda qabul qilish deyarli har kimga ushbu kurs va uning manbalaridan foydalanish imkoniyatini beradigan eshikni ochadi. Ta'lim markazlaridagi tillarni o'rganish texnologiyasi kelajak emas, balki hozirgi ta'limdir. Sinfda yangi texnologiyalardan foydalanish tilni o'zlashtirish yoki unga ega bo'lish uchun mukammal qo'shimcha bo'ldi va texnologik qo'llab-quvvatlash bilan birga ingliz tili kurslari o'qishda muvaffaqiyat qozonishni istagan talabalar uchun eng samarali

Xulosa

Bundan tashqari muvaffaqiyatli o'qituvchilarni tayyorlashda ham texnologiyalar ko'proq foyda keltiradi. Aslida, muvaffaqiyatli o'qituvchilar - bular shaxslararo va shaxslararo munosabatlarning yuqori darajalariga ega va ular bolalar bilan tanishish uchun real imkoniyatlarga ega, qaerda bo'lishidan qat'i nazar va ularning so'zlarini chin dildan eshitish. Bundan tashqari, muvaffaqiyatli o'qituvchilarga ega bo'lishi kerak, o'qitiladigan materialni va uning kamtarligini, sevimli shaxsiyatini va ularning o'zaro munosabatini chuqur anglash va ularning o'quvchilari bilan aloqa qilish va ularga bo'lgan hurmat. Bundan tashqari, muvaffaqiyatli ingliz tili o'qituvchilari mavjud texnologiyalardan maksimal darajada foydalanishlari kerak, o'quv xonalari va shuningdek, o'z o'quvchilari uchun Internetdan yuklab olingan qiziqarli materiallardan foydalanadilar.

Global kontekstda tilning lug'at boyligi va rivojlanishida mamlakat fuqarolarining o'rni beqiyosdir. Til qachon rivojlanadi? Qancha ko'p inson o'rgansa va etibor bo'lganida rivojlanadi, sayqallanadi

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PEDAGOGIKA UCHUN 45 DAQIQANING AHAMIYATI

R. Sherbutayeva¹

Annotatsiya:

Ushbu ilmiy maqolada pedagogik jihatlar va dars jarayoniga kiritilishi kutilayotgan yangi tizim, hamda pedagog o'qituvchilarning asosiy vazifalari va yuqori sinf o'quvchilari uchun oliy ta'limga boshlang'ich tayyorlov yoritilgan.

Kalit so'zlar: darslik vaqti sestemasi, xramatik ranglar, pedagog va pedagogika samarali natija kutilayotgan darslik sestemasi.

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Yuqori sinf bolalari shaxs bo'lib, jamoa bo'lib shakllanadi. Ayni o'sha paytda ularning o'zlari o'rgangan muhitdan ajratib qo'ymaslik kerak. Bu yoshlarning ruhiyatiga salbiy ta'sir qilishi mumkin. Shu bois ta'lim jarayonining uzluksizligini ta'minlash, o'quv dasturlarini takomillashtirish zarur.

Shavkat Mirziyoyev

Kirish

Inson hayotida ilm olishni avvalo oiladan so'ngra bog'cha hamda maktab dargohlaridan boshlaydi. Yutboshimizning ta'lim ta'lim to'g'risidagi so'zlari bejiz emas. Ilm o'rganish va dunyoviy bilimlar sohibi bo'lib yetishish davri shubxasiz malakali pedagoglar bilan bog'liq. Ushbu maqolam mazmunida, 45 daqiqadan iborat dars jarayonining o'quvchi hayotidagi muhim o'rni va uning ta'sirini yoritmoqchiman. Har bir pedagog uchun dars jarayonidagi muhim jihatlarni aytib o'tadigan bo'lsak, avvalo kuchli psixologiya, dars jarayonidagi har qanday vaziatni nazorat qila olish uchun yetarli malaka, hamda ta'lim berayotgan sohasi va fani bo'yicha yetarli bilim, shuningdek o'rgatayotgan darsligini atroflicha tushintira olishi uchun ko'rgazmali qurollar talab etiladi. Pedagogning o'quvchilar bilan o'zaro muloqotiga to'xtaladigan bo'lsak, o'qituvchining nutqi va so'z boyligi dars jarayonida hamda o'quvchilarni darsga jalb qilishda asosiy omil hisoblanadi, ayniqsa xorijiy tillar: ingliz, rus, nemis, xitoy va hokazolarda.

Ma'lumot o'rnida aytib o'tishimiz joizki, o'qituvchining o'z prezentatsiyasida hamda dars jarayonini yanada sifatli va qiziqarli bo'lib otishi uchun tayyorlagan ko'rgazmali qurollarida xramatik ya'ni yorqin yorqin ranglardan foydalanishi maqsadga muvofiq bo'ladi. Agarda o'qituvchida yuqorida aytib o'tilgan malak, bilim va shu kabi jihatlar bo'lsa-yu, ammo o'quvchiga o'gatish va darsga jalb qilish va o'quvchi qiziqishini orttirish mahorati bo'lmasa, afsuski bu layoqatsizlik va vaqtni behuda sarflash bo'ladi xolos.[1]

Pedagog so'zining asl ma'no va mazmuni haqida batafsil tushincha. Pedagogika so'zi qadimiy atama bo'lib (geakcha –paid – bola ,gogos – yetakchi) “bola yetaklovchi” degan ma'noni bildiruvchi grekcha “paydogogos” so'zidan kelib chiqqan. Pedagogika fan sifatida bola tarbiyasining nazariy asoslari bilan shug'ullangan. Zamonaviy pedagog bolalar bilan birgalikda kattalarning ham o'quv-trbiyaviy, madaniy hamda ma'naviy-ma'rifiy tarbiyasi bilan

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shug'ullanishni ko'zda tutadi. O'zbekiston Respublikasida Pedagoglarga barkamol shaxs ma'naviyatni shakllantirishning asosiy vositasi sifatida yondoshiladi.

Pedagog tarbiya jarayonining qonuniyatlari, tarkibi va uni tashkil etish mexanizmlarini tadqiq etadi, tarbiyaviy va o'quv ishlarining mazmuni, tamoillari, ularni tashkil etish shakl, usul hamda yo'sinlarini belgilab beradi. Shuningdek pedagogikada ta'lim va tarbiya jarayonlarining qaysi jihatlarini o'rganishdan kelib chiqadigan bir qancha bo'lim va sohalar mavjud. Masalan o'qitishning maqsadi, vazifalari, tamoillari, usullari bilan shug'ullanishdir. Umumiy qilib aytadigan bo'lsak shaxsni tarbiyalash, o'qitish va shakllantirish Pedagogning asosiy funksiyasidir.

Muhokama va natijalar

Ma'lumki, dars jarayoni 45 daqiqadan iborat bo'lib, ushbu vaqt mobayni ayrim bo'limlarni o'z ichiga oladi: dars boshlanishi, dars jarayoni, ya'ni o'tilgan mavzu uchun berilgan vazifalarni so'rash va baholash, hamda joriy mavzuni tushintirish va yana uyga vazifa va mustaqil bajarish uchun vazifalar berishdir. Shuningdek, yuqorida sanab o'tilgan bo'limlarni pedagog o'qituvchi bir dars mobaynida, ya'ni 45 daqiqani ichida amalga oshirishi lozim. Ammo ushbu bo'limlar o'quvchi bilan ko'proq ishlashga yetarli deb hisoblay olmayman.

Ehtimol, 45 daqiqalik dars sestimasi uzoq yillardan buyon o'rta ta'lim maktablarining an'anasidir, lekin kun sayin rivojlanayotgan zamon talabi va texnologiya inqilobini o'rganish uchun ushbu odatiy vaqt birligini uzaytirish maqsadga muvofiq bo'lar edi, ya'ni, 45 daqiqani 55 daqiqaga uzaytirish. Biroq psixologlar nazariyasiga yondoshgan holda bu 55 daqiqalik dars jarayonni boshlang'ich yoki o'rta sinf o'quvchilari uchun emas aksincha yuqori, ya'ni 9,10 va 11- sinf o'quvchilarining odatiy darsligini o'zlashtirish uchun belgilangan vaqt sifatida e'tirof etilsa samarali darslik sestimasi yuzaga kelar edi. Aynan yuqori sinf darslik vaqtini uzaytirishimizdan maqsad shuki, boshlang'ich va o'rta sinf o'quvchi bolalari har 35 yoki 40 daqiqadan so'ng ular shug'ullanayotgan mashg'ulotni tuxtatgan holda tanaffus qilishlari va oz bo'lsada miya faoliyatiga dam berishlari olim va mutaxassis psixologlar tomonidan e'tirof etilgan.

Shuningdek, 55 daqiqalik dars jarayon sestemasi uchun nega aynan yuqori sinflarni tanlaganimizning asosiy sababi, oliy ta'lim sestemasiga tayyorlash, chunki kollej, insitut, universitet va shular kabi oliy ta'lim dargohlaridagi darslar jarayoni 80 yoki 90 daqiqadan iborat hamda ular shunday dars sestimasida ta'lim olishadi. Keling biz ta'lim tizimiga kiritmoqchi bo'lgan 55 daqiqalik dars jarayoni yuqori sinf o'quvchilari uchun boshlang'ich tayyorgarlik, shuningdek ular tanlagan sohasini mukammal va atroflicha o'rganishlari uchun ushbu uzaytirilgan vaqt qisman yetarli bo'ladi deb hisoblayman. Shu bilan birga yuqorida ta'rif etilgan dars jarayonida olib boriladigan, bo'limlardan tashqari, dunyoqarsh, e'tiqod, ezgulik, adolat, o'quvchining yetuk shaxsga aylanishi kabi nazariy va amaliy ko'nikmalar o'rgatiladi.

Hozrgi davr Yangi O'zbekiston davri hisoblandi va biz yoshlar, butun o'zbek millati yurtimiz ravnaqi uchun Yurtboshimiz ishonchini oqlash uchun harakatni o'zimizning ilm dargohlarimizdan boshlashimiz zarur.

Xulosa qilib aytadigan bo'lsam, Yurtimizni olamga tanitish, o'zimizning yetuk loyihalsrimiz bilan mamlakattimizga a'lo natijalar keltirish va yurt bayrog'ini ko'klarga ko'tarish biz yoshlarning qo'lida. Ushbu tarqqiyotlar millat farzandiga ta'lim tarbiya beruvchi pedagog, o'qituvchilarimizning mehnatlari asosidadir.

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ВЛАСТЕЛИН ВРЕМЕНИ ИЛИ ПУТЬ К УСПЕХУ*Р. Акмалова¹, С. Жахонгирова²**(Научный руководитель: Искандарова Лилия Бахтияровна)***Аннотация:**

Как часто студенты испытывают стресс из-за слишком большого количества работы и недостатка времени? Почему некоторым хватает времени сделать все, а другим нет? Как научиться контролировать время, а не наоборот?

Ключевые слова: тайм-менеджмент, продуктивность, задачи, производительность, планирование, навыки, приоритеты, делегирование задач, декомпозиция, SMART цели.

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Тайм-менеджмент – это метод продуктивного и эффективного использования нашего времени. организация и планирование того, как разделить свое время между различными задачами. Это технология, позволяющая использовать невозможное время жизни в соответствии с целями и ценностями [1;11]. Благодаря хорошим навыкам тайм-менеджмента у нас будет время сделать все необходимое, не беспокоясь об этом, работать продуктивно и расставлять приоритеты во времени, чтобы сначала решить срочные или важные задачи, а затем заняться несрочными, но все же важными делами. Таким образом, мы можем сосредоточить наше время и энергию на наиболее важных вещах. В конечном итоге мы будем работать умнее, а не усерднее, чтобы повысить производительность.

Навыки тайм-менеджмента необходимы, потому что они помогают нам разумно использовать время и перестать тратить его зря. Мы становимся более сосредоточенными и продуктивными, когда сами отвечаем за то, как используем свое время. Производительность ведет к прибыльности, т.е. к положительным результатам в работе студента. Таким образом, хорошее управление временем может увеличить нашу прибыль (знания и рейтинг). Преимущества эффективного тайм-менеджмента огромны:

- 1.Меньше стресса и беспокойства
- 2.Баланс между работой и личной жизнью студента
- 3.Повышенное внимание
- 4.Более высокий уровень производительности
- 5.Больше свободного времени
- 6.Делает вещи простыми и легкими
- 7.Меньше отвлекающих факторов
- 8.Больше энергии и мотивации

Хорошее управление временем начинается с правильного набора навыков. Мы не сможем лучше управлять своим временем, если не разовьем необходимые навыки тайм-менеджмента. Для формирования этих навыков

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требуется время, Навыки у всех разные. Необходимо найти то, что лучше всего соответствует нашей черте характера.

Давайте проанализируем основные навыки тайм-менеджмента и способы их развития.

Эффективное управление временем не достигается случайно. Это требует тщательного планирования. Разработка стратегии, для которой важны задачи, последовательности задач, ведение календаря, встреч, подготовки к занятиям, планов проектов и т. д. может помочь нам выверить ход дня и не сбиться с пути. Составляем график и строго следуем ему [3;331]. Создаем ежедневный или еженедельный график, в котором описываем свои задачи и обязательства. Определяем время, необходимое для каждой задачи, и назначаем конкретные временные интервалы. Прикладываем сознательные усилия, чтобы как можно точнее придерживаться своего графика, чтобы сохранить организованность и концентрацию.

Нам необходимо подумать, что необходимо сделать, и расставить приоритеты для наиболее важных задач. Определить важность списка приоритетов, а не списка дел. Воздержимся от составления списка всех задач, которые необходимо выполнить. Вместо этого создадим список задач на основе приоритета и отметим элементы по мере их выполнения. Это помогает вызвать чувство выполненного долга и мотивацию. Лучший способ развить навыки планирования — использовать инструменты календаря, такие как календарь Google.

Ранний час — золотое время. Начнем свой день пораньше, чтобы максимально использовать возможности дня. Большинство успешных людей встают рано утром и делают небольшую зарядку перед тем, как отправиться на работу или учебу. Если мы начнем рано, у нас будет достаточно времени, чтобы подумать и спланировать день. Рано утром мы более спокойны, креативны и рассудительны. Это означает, что у нас есть все необходимое для повышения продуктивности.

Займемся декомпозицией задачи. Сосредоточимся на том, чего мы хотим, и построим более мелкие цели, ведущие к желаемой цели. Сгруппируем все связанные задачи в более мелкие группы, которыми легко управлять и решать. Таким образом, мы сможем лучше визуализировать и предпринять шаги для достижения своей цели.

Способность принимать правильные решения в пределах 24 часов суток относительно времени является одним из важнейших навыков тайм-менеджмента. Расставим приоритеты и решим, какие задачи решать в первую очередь и от каких дел отказаться. Это наша Практика принятия решений

Научимся делегированию задач или правильному управлению задачами.

Вообще делегирование — это передача части обязанностей или некоторых задач от руководителя к специалисту. Управленец отдает часть своих полномочий, чтобы сосредоточиться на каком-то сложном и важном задании. Например, если правильно делегировать свои полномочия, можно масштабировать бизнес и вырастить ценных специалистов внутри компании. Если не передавать задачи вообще или делать это неправильно, руководитель рано или поздно окажется перегружен — у него не будет времени и сил, чтобы заниматься развитием бизнеса. Мы должны быть максимально эффективной версией себя.

Поставим перед собой SMART-цели, которые являются конкретными, измеримыми, достижимыми, реалистичными и гарантированными в течение определенного периода времени. Конкретно указываем результаты, которых мы хотим достичь, и выделяем время, необходимое для достижения этого результата.

Установим реалистичные сроки выполнения задач, будь то личные или рабочие, и придерживаемся их. Обязательно устанавливаем реалистичные сроки, учитывая сложность и важность каждой задачи. Стараемся установить крайний срок до наступления установленной даты, чтобы справиться с другими задачами, которые могут помешать.

Промедление влияет на продуктивность и приводит к потере времени и энергии. Мы склонны откладывать дела на потом, когда увязли в чем-то или нам скучно. Разобьем сложные задачи на более мелкие действия, чтобы оставаться вовлеченными и не сбиться с пути.

Время — наш самый ценный актив, и хорошее управление временем означает умение говорить «нет» задачам, которые не являются нашим приоритетом. Если мы скажем «нет» вовремя, мы сэконоим время, чтобы сосредоточиться на более важных вещах. Научимся устанавливать для себя границы, чтобы не откусывать больше, чем можем прожевать. Избегаем ненужных перерывов и отвлечений. Защитим свое время, сведя к минимуму бесполезные действия, такие как чрезмерный просмотр социальных сетей. Тайм-менеджмент — это искусство, которым можно овладеть, и ему можно научиться [4;7].

Все, что нас отвлекает — электронные письма, текстовые сообщения, социальные сети — может заставить нас потерять концентрацию и стать менее продуктивным. Устраним или минимизируем эти отвлекающие факторы и возьмем свое время под контроль, чтобы успеть сделать больше работы.

Боремся со стрессом так как он может повлиять на нашу продуктивность. Мы часто испытываем стресс, когда берем на себя больше работы, чем можем выполнить. Крайне важно определить, что работает для нас, когда дело доходит до управления реакцией на стресс. Найдем эффективные способы борьбы со стрессом: сделаем перерыв, прочитаем любимую книгу, поиграем, займемся спортом, помедитируем, уделим время нашему хобби, посмотрим фильм или просто послушаем хорошую музыки.

Избегаем многозадачности, ведь это снижает нашу производительность. Просто не выполняем несколько задач одновременно. Сосредоточимся на выполнении одной задачи и далее переходим к следующей.

Следуем правилу 20 минут. Готовимся к решению важной задачи и отведем этому ровно 20 минут. Сосредотачиваемся исключительно на задаче и стараемся изо всех сил, пока не пройдут 20 минут. Далее, либо откладываем задачу, либо завершаем ее. Повторяем до полного выполнения задачи.

Мозг может просто вскипеть от поставленной задачи. Нужна его перезагрузка. Сделаем перерыв, чтобы в дальнейшем быть креативным и сконцентрированным на решении проблемы. В решении долгосрочных задач, уставшие взрослые обычно уходят в отпуск. Здесь можно следовать рекомендациям Глеба Архангельского о том, “как не превратиться в загнанную лошадь” [2;17]. Создаем систему и старательно следуем ей.

Подберем максимально полезный метод, технику. Объединим все это в систему и следуем ей.

Учимся на своем опыте. Занимаемся самоанализом, чтобы оценить, как мы распределяем свое время, и определяем области, в которых мы можем добиться улучшений. Оцениваем свою продуктивность и выявляем любые повторяющиеся действия или привычки, отнимающие время. Используем этот самоанализ, чтобы скорректировать свой подход и постоянно совершенствуем свои навыки управления временем.

Помним, что улучшение навыков тайм-менеджмента — это непрерывный процесс, требующий самодисциплины. Последовательно реализуя эти стратегии, мы сможем более эффективно достигать своих целей.

Заключение

Рассмотренные практические навыки тайм-менеджмента ведут к успешной студенческой жизни, поскольку мы сможем сосредоточиться и достичь своих целей за меньшее время. Используя эти стратегии регулярно, мы можем извлечь из них максимальную выгоду. Практикуя повседневную расстановку приоритетов задач и их организацию, мы сможем построить здоровые отношения со временем, что является ключом к успешной и более полноценной жизни.

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BOLALAR ADABIYOTIDA TAOM MAVZUSI

M. Xamidova¹*Annotatsiya:*

Ushbu maqolada bolalar adabiyotida taom mavzuning ahamiyati haqida gapirilgan. Rivoyatlar va ertaklar yoshlikdan ovqatlanishga nisbatan sog'lom munosabatni shakllantirishga yordam berishi, umumiy ovqatlanish va oshpazlik bilimlari haqidagi ertaklar orqali bolalar millatlar va madaniyatlararo farqlarni to'g'ri qabul qilish va dunyo lazzatli hamda xilma-xil ekanligini tushunishlari haqidagi fikrlar mavjud.

Kalit so'zlar: bolalar adabiyoti, millatlar va madaniyatlararo farq, rivoyat, ertak, pazandachilik, sehrli sarguzashtlar.

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Kirish

Bolalar adabiyotining maqsadi o'zining maftunkor ertaklari va undagi injiq hamda jajji qahramonlari bilan yoshlar ongini tarbiya qilishdir. Oziq-ovqat va tanovul qilish mavzusi bilan qorishgan tarzda to'qilgan bolalar hikoyalari nafaqat bolalar tasavvurini uyg'otadi, balki ularga madaniyat, salomatlik (sog'lom turmush tarzi) va topganini baham ko'rishdagi quvonch haqida ham qimmatli saboqlarni beradi. Keling, bolalar adabiyoti va undagi taom mavzusi asnosida boyitilgan ajoyib dunyoni kashf qilaylik.

Adabiyotlar tahlili va metodologiya

Pazandachilik va sehrli sarguzashtlar

Bolalar kitoblarida ko'pincha o'quvchilarni fantastik olamlarga olib boradigan pazandalik sarguzashtlari mavjud. Roald Dahlning "Charli va shokolad fabrikasi" ("Charliye and the Chocolate Factory" by Roald Dahl) nomli klassik ertakni olaylik unda Charli Baket ismli juda paqir oilaning farzandi bo'lib, u Villi Vonkaning sehrli shokolad fabrikasini kezish uchun oltin chipta yutib oladi. Hikoya fantastik va mo'jizaviy sehrli voqealarga to'ldirilgan. Shirinliklarning hayoliy dunyosini namoyish etiladi. Doktor Seussning "Yashil tuxum va dudlangan go'sht" ("Greyen Eggs and Ham" by Dr. Seuss) ajoyib kitobida esa Sam-I-Am bosh qahramonni yangi narsalarni sinab ko'rishga ishontirish maqsadida turli xil noodatiy yashil taomlarni, jumladan, yashil tuxum va dudlangan cho'chqa go'shti(ham)ni asarga olib kiradi. O'ynoqi qofiyalar va xayoliy taomlar uni taomning yoqimli kashfiyotiga aylantiradi.

Bu hikoyalar nafaqat o'quvchiga zavq bag'ishlaydi, balki oshxonaning rang-barang va mazali dunyosiga qiziqish va hayrat tuyg'usini ham uyg'otadi.

Turli xillik va inklyuziya

Bolalar adabiyotidagi taomlar uchun xilma-xillik va inklyuzivlikni joriy qilish kuchli quroldir. Turli xil oshxonalar va urf-odatlarini adabiyot orqali bola ongiga singdirish, yosh kitobxonlarga turli madaniyatlarning boyligini qadrlash va xurmat qilishni o'rgatadi. Masalan, Erik Karlning "Juda och ipakqurti" ("The

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Very Hungry Caterpillar” by Eric Carle) nomli suratli kitobda bosh qahramon, ipakqurti, o’zgarish sari sayohatida turli xil ovqatlar bilan ovqatlanadi. Jonli illyustratsiyalar va oddiy hikoyalar uni turli xil ovqat turlarini ta’ib ko’rishga va qiziqarli hayotni ko’rishga imkon beradi.

Umumiy ovqatlanish va oshpazlik urf-odatlarini haqidagi ertaklar orqali bolalar millatlar va madaniyatlararo farqlarni to’g’ri qabul qilish va dunyo lazzeatli hamda xilma-xil ekanligini tushunadilar.

O’yin usulida sog’lom odatlarni shakllantirish

Oziq-ovqatlarni bolalar adabiyotiga kiritish orqali sog’lom ovqatlanish odatlari haqida ham bolalarga qimmatli saboqlar berish imkoniyatini beradi. Hikoyalarda to’yimli ovqat tanovul qilish, bog’larni va shunga o’xshash yegulik ko’p joylarni barpo qilish yoki ovqat bilan ijobiy munosabatni rag’batlantiradigan pazandalik ishlarini boshlashi mumkin. Masalan, Judi Barrettning "Go’shtli bulut" ("Cloudy with a Chance of Meatballs" by Judi Barrett) hikoyasini olaylik. Bu hayoliy hikoyada ajaoyib shahar bo’lib, unda yomg’ir kabi osmondan oziq-ovqat tushishi haqida hikoya qilinadi. Kitobda spagetti tornadolaridan tortib to krep bulutlarigacha, jamiki eng yaxshi narsalarning haddan tashqari ko’p bo’lishi oqibatlarini haqida ertak to’qilgan. Ushbu rivoyatlar va ertaklarda yoshlikdan ovqatlanishga nisbatan sog’lom munosabatni shakllantirishga yordam beradi.

Baham ko’rish va saxiylik

Oziq-ovqat ko’pincha baham ko’rish va saxiylikni ta’kidlaydigan hikoyalarda markaziy mavzudir. Do’sklar bilan ovqatlanish yoki qo’shnisi uchun nimadir pishirish quvonchi bo’ladimi, bu rivoyatlar bolalarga mehr-oqibat va xayr-ehsonning muhimligini o’rgatadi. Laura Numeroffning "Agar siz sichqonchaga yemak bersangiz" ("If You Give a Mouse a Cookie" by Laura Numeroff) kitobida sichqonchaga yemak berilganda sodir bo’ladigan voqealar ketma-ketligini yoritilib boradi. Hikoya sichqonchaning iltimoslari bilan rivojlanib borar ekan, unda oziq-ovqat va do’slik mavzusi atrofida hazil va yoqimli hikoya yaratadi. Oziq-ovqat ob’ekti orqali bolalar baham ko’rish nafaqat tanani, balki ruhni ham oziqlantirishini bilib oladilar.

Taom tayyorlash ijodkorligi

Oziq-ovqatlarni o’z ichiga olgan bolalar adabiyoti ijodkorlik va tasavvurni uyg’otadi. Doktor Seussning hayoliy ziyofatlaridan tortib, Roald Dalning hikoyalaridagi injiq reseptlargacha, bu ertaklar yosh ongni qutidan tashqarida fikrlashga undaydi. Lyuis Kerrollning "Alisaning mo’jizalar mamlakatidagi sarguzashtlari" ("Alice’s Adventures in Wonderland" by Lewis Carroll) asarida Alisa turli xil qiziqarli va o’ziga xos injiq taomlar va ichimliklarga duch keladi, masalan, "Meni yeng" tortlari va "Meni iching" eliksiri kabi. Hikoya o’zining xayoliy va syurreal elementlari, shu jumladan Mad Hatter tomonidan uyushtirilgan ajoyib choy bazmi bilan mashhurdir. Adabiyot va taomning uyg’unligida bolalarni o’zlaridagi oshpazlik san’atini kashf qilishlari, taomlarni tayyorlash jarayonini hikoya qilish orqali uni pishirishga bo’lgan ishtiyoqlarini ham kuchaytirishlari mumkin.

Xulosa

Bolalar adabiyoti va taomlari o’zaro bog’langan sehrli olamda yosh kitobxonlar nafaqat hikoya qilish quvonchini, balki madaniy xilma-xillik, sog’lom odatlar, saxiylik va ijodkorlikning ahamiyatini ham kashf etadilar. Bu rivoyatlar dunyoni yaxlit idrok etish uchun asos bo’lib, kelajak avlodning nafaqat tanasini, balki rivojlanayotgan ongini ham oziqlantiradi. So’z sehrini taom jozibasi bilan

uyg'unlashtirgan ajoyib hikoyalardan bahramand bo'lib, biz tasavvur va xarakterni oziqlantiradigan sayohatga chiqamiz.

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METHODS OF TEACHING ENGLISH AS A FOREIGN LANGUAGE

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Abstract:

The article discusses the theoretical foundations of using teaching methods in the educational process to increase the effectiveness of teaching English as a foreign language. The project method and the method of motivation also allow to optimally solve many problems related to learning a foreign language by playing during the lesson. Here, the authors try to reveal the relevance of the above methods, especially their effectiveness in teaching English as a foreign language, and focus on the practical side of using this methodology.

Key words: project method, presentations, motivation, students' independent work.

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Learning a foreign language opens up an amazing future for everyone. Indeed, the largest language in the world is English. In this age of technology, most of the Internet is in English. The basis of the world globalization process is also the English language. In addition, we all know that English should be used at work, in financial institutions, tourism, transport, airlines, education and other areas of society.

It is clear that no one avoids learning the language, given the demands of today, because there is no doubt that learning English has become an important goal for the citizens of our country. For example, it was believed that a citizen who knows the language could find a well-paid job, travel without a language barrier and, in general, radically change his life. That is why many citizens, regardless of age, choose ways to quickly learn English and are forced to attend various language courses. This problem could be easily solved if the methodology of teaching English was widespread in the state language and it was given great importance at the pre-school, secondary and tertiary levels of the education system.

Currently, in the context of globalization and digitalization, teaching English as a foreign language in secondary educational institutions of the Kyrgyz Republic has its own characteristics. In this regard, methodological recommendations for English teachers, of course, are a guide in their teaching activities.

To increase the effectiveness of teaching English as a foreign language, you can turn to the project method (method - J. Dewey) (project method Polat E.S.). The main essence of the project method is that the student discovers new facts, understands and accepts new concepts from the teacher, and not from the

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teacher, when receiving information, so the role of the teacher here changes when using the project method: he moves from the status of an instructor to a more competent colleague, mentor.

The use of new forms of learning, when used correctly, allows us to ensure high quality education. Thus, the use of the principles of the project method in the process of teaching English as a foreign language does not have a complex impact on students, since it combines the following components: conceptual, illustrative, teaching, control parts, etc. Here, game components can facilitate the understanding and assimilation of the presented material. [1]

The goal of teaching English as a foreign language is the communicative activity of students, that is, practical knowledge of a foreign language. Project activities allow students to act as an author, creator, increase their creative potential, not only expand their general horizons, but also expand their knowledge of the language.

Thus, the popularity of the project method in teaching English as a foreign language is due to the fact that, due to its didactic nature, it allows solving the following problems:

- work on your own knowledge, use it to recognize and solve practical problems;
- walk in the information space,
- it is necessary to analyze the information received, since in the course of any cognitive, experimental or applied, creative activity, students use a complex of intellectual skills and abilities.

As in other subjects, subject and profile competencies can be formed through the use of project-based learning as a means of involving students in active cognitive, communicative, practical and other activities to solve various problems. Project-based learning fosters collaboration among students, teachers, parents, and counselors—an opportunity for real educational transformation.

There are different terms and definitions - "project-based learning", "project method", "project", "research project".

"Project teaching" is a pedagogical technology that ensures the organization of cognitive, effective and behavioral activity of students, focused on the result obtained as a result of solving a practical or theoretically important problem, including independent and group activity of students.

"Project method" - integration of knowledge and skills in various fields of science, technology and technology, solving problems using various methods and teaching aids; a way to achieve didactic goals by working through a problem in detail and obtaining a real practical result in one way or another; Pedagogical technology, arising from the needs and interests of children, their age and personal characteristics, encourages independent activity of children and independent creative activity of students.

"Project" is a technology for supporting students' independent activity in solving problems, a set of interrelated activities aimed at achieving unique results in limited time and resources. Types of projects: research, engineering-design, socio-economic, organizational.

"Research works" - create new knowledge aimed at discovering objective regularities of professional knowledge.

Thus, the term "Project" can refer not only to educational activities, but also to various areas, the term "research work" is a type of project work, and the product (result) of engineering design may not exist. [2; 3]

The outcome of project-based learning is social/ meaningful/ scientific/ technological/ entrepreneurial, etc. a specific product of value, as well as changes in the level of formation of basic competencies, established knowledge and universal learning activities.

Student interaction, joint problem solving serves to shape group norms, values and attitudes, and leadership. The project fosters communication, understanding and mutual understanding, cooperation of activities, group and inter-group cooperation, competition and positive competition. Project activity contributes to "Research culture" - problem and goal definition, action planning, information search and working with it, product creation, public speaking skills.

Project work should be structured and there are six main stages of organization:

- Determining the topic and purpose of the project, the final product (identifying the problem, what the children are interested in learning, how the results will be presented);
- Support (table, observation form, dictionary);
- Collecting information (working with sources, encyclopedias, observations, library work, Internet);
- Work with the community (specialists - librarian, doctor, social educator, parents);
- Product presentation (plan, design, presentation, promotion, etc.);
- Reflection and evaluation.

Various projects can be implemented in English lessons: research, creativity, engineering and construction, social. When implementing the project, it is necessary to take into account the language and speech skills of the students. Thus, the following projects can be offered in English lessons.

In most cases, the teacher leads the project, chooses the topic, and creates the team. This approach demotivates the students and the project becomes a teacher's task. The following conditions are necessary for project-based learning to achieve its results.

Create a theme/problem with students, i.e. ask questions so that they are interested in knowing, because the problem is different depending on the age.

Project groups are formed according to the students' choice. The topics in the same project can be different. For example, group 1 studies book genres, group 2 studies book publishing, and group 3 creates a booklet containing short stories written by students.

Students distribute roles, which allows all students to participate. For example, a designer - designs a product; 2 engineers calculate and design what and how the product will be made; accountant calculates expenses; The presenter talks about the product.

Each participant must contribute to the project. Roles in a project may change depending on the objective.

It is necessary to provide support to students in terms of content and language while performing project work. The teacher can give the students a table to fill in, write and explain the new words.

The use of project teaching in English lessons expands students' worldview, enriches vocabulary, develops critical and creative thinking, forms communication skills through practical activities, cooperation skills aimed at researching an issue of interest, and solving problems. Thus, project teaching

not only develops subject knowledge: speaking, listening, and writing skills in English. [6; 7]

Another method of teaching English as a foreign language is the motivational method. The implementation of activities and its results depend on the needs, interests and motivation of the individual. Motivation itself is aimed at goal-oriented activity through the selection and use of means and methods to achieve a specific goal. According to I.A. Zimnya, motivation is a mechanism that initiates any human activity (be it work, communication or learning). Motivation is supported and rewarded with tangible, realistic and incremental end points. Each lesson has a motivational task, and the textbooks indicate ways to improve and make the lesson more interesting, taking into account the specifics of the lesson. Among them, motivation for learning a foreign language remains one of the most important problems. Motivation researchers have shown that student motivation declines with age. The interest of students before starting to study a foreign language is very strong, and it is clear that they are eager to speak a foreign language, express their opinions and sing songs in a foreign language. They want to talk, sing, read with their friends in the language they are learning, and learn about the people of that language. Most students feel like they have entered a wonderful world when learning a foreign language. Basically, all students have a desire to speak a foreign language and learn that language, that is, motivation. Thus, when the learning process begins, most of them lose their desire. This is because the process requires a lot of hard work, and students face many challenges based on it. If there is no achievement, then motivation fades and slows down. How should we keep students interested in the lesson? This issue is balanced by considering the 3 components of teaching, i.e. We can decide by balancing 1. the activity of the student, 2. the teaching aids, 3. the activity of the teacher. Students begin to feel satisfaction by achieving some kind of achievement in their work. Motivation is the subjective world of the student, which is confirmed by the ability to understand his own demand. There is an opportunity to increase the motivation of students in foreign language teaching. It takes place on the basis of the student's interest in the language, and the student must be able to arouse his interest, understand the complexity of the language learning process, and make demands accordingly. And being a teacher just motivates to arouse the interest of that student. Scientists say that a person studies a foreign language under the influence of internal and external motivation.

Let's focus on the examples of P.M Yakobson's type of social motivation. For example: - I want to be a translator because I am good at it. I can earn a lot from this job. - With my knowledge of foreign languages, I will become a translator, because this is a very well-paid job, thanks to this job I can help my parents and support my family and live enough. Let's look at the examples of this type of motivation, but used in a negative sense: - I don't like a foreign language, but my parents say that it is necessary. Because now they are very sorry that they did not learn a foreign language well in time. They want me not to repeat the mistake they made. - I don't like a foreign language, but I have to learn it, because I have to be the leader among my peers.

Playing during the lesson also motivates to communicate in a foreign language and leads to final achievement. In today's teaching, the teacher is required to be able to arouse the motivation of the students to be active by explaining to the students how important the language they are learning is. It should bring the task to be performed closer to real life. Before giving the task to

the students, the teacher should explain specifically how to do it. If it is not clear how to perform the given task, it also reduces the interest of the students. Because if you don't fully understand how to perform the task, there is no guarantee that you will perform it. First of all, it is necessary to clearly and clearly explain how the task is to be performed: Whether it is written, spoken, or read, the teacher should say the most important thing and explain it in a language accessible to the students, not in scientific language. [4; 5]

Thus, the activity of the project method and the method of motivation in learning English as a foreign language has a number of advantages. It does not provide students with ready and unified solutions, encourages them to think independently and creatively, improves self-discipline and self-control skills. It increases students' information culture, initiative and self-esteem. From the students' point of view, this is an opportunity to maximize creative potential.

This is a method that allows us to express our thoughts individually or in a group, to test our strength, to use our knowledge, to make a profit, to show the achieved result in public.

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BOLALAR ADABIYOTIDA OCHKO'ZLIK MOTIVI*M. Xamidova¹**Annotatsiya:*

Ushbu maqola bolalar adabiyoti va unda taom mavzusining dolzarbligi haqida bo'lib, bir qancha misollar asosida tushintirilgan. Bola uchun asosiy tarbiya vositasi bu adabiyotdir. Undagi tarbiya vositasi esa so'zdir. Bola tiliga qanchalik yaqin va tushinarli bo'lsagina, u ham o'qib, ham uqib oladi. Maqolada asosan, "ochko'zlik" va uning oqibatlarini tushinturuvchi adabiyotlar tahlilga tortilgan.

Kalit so'zlar: bolalar adabiyoti, ochko'zlik, ertaklar, tarbiya, oziq-ovqat mavzusi.

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Kirish

Bolalar adabiyoti qadimdan rivojlanib kelayotgan yo'nalishlardan biri bo'lib, undagi qahramonlar doim juda harakatchan. Bolalar dunyoqarashi va o'y-hayollari tasavvur qilib bo'lmaz darajada keng. Bolalar doim o'zlarining ajoyib makonlarida yashaydilar. Bolalar adabiyoti nomli farazlarga boy, qiziqarli olamda ular bilan yelkama-yelka yurganingizda ochko'zlik mavzusi ko'pincha markaziy o'rinni egallaydi va o'quvchilarni haddan tashqari indulgensiyaning oqibatlari va adabiyotning nuanslarini o'rganishga taklif qiladigan qiziqarli nutqni taqdim etadi. Keling, bolalar kitoblaridagi ochko'z nutqining qatlamlarini sahifalarini o'rganaylik va ochaylik.

Adabiyotlar tahlili va metodologiya***Ochko'zlik motivi***

Ko'plab bolalarning sevimli hikoyalarida "Charli va shokolad fabrikasi" asaridagi ochko'z Avgust Gloopdan tortib, "Ochqolgan qurt" ertagidagi to'ymas qurtgacha ishtahasini tiyib bo'lmaydigan qahramonlar tasvirlangan. Bu ertaklar qiziqarli bo'lsada, nazarasiz ochko'zlikning oqibatlari haqida savollar tug'diradi. Ular yosh kitobxonlarni zavqlanish va ortiqcha ovqatlanish o'rtasidagi muvozanatni ko'rib chiqishga undaydi, bu esa o'zini tuta bilish va moderatsiya haqida muhim suhbatlarni keltirib chiqaradi.

Ochko'zlikni rahmdillik bilan tasvirlash

Ogohlantirish ertaklari keng tarqalgan bo'lsa-da, ba'zi bolalar kitoblari ochko'zlik mavzusiga rahmdillik bilan yondashadi. Haddan tashqari indulgensiya bilan kurashayotgan qahramonlar ijobiy o'zgarishlar potensialini ta'kidlab, qutqarilish va o'sishni topishlari mumkin. Ushbu hikoyalar bolalarga o'z-o'zini anglash, chidamlilik va shaxsiy o'zgarish qobiliyati haqida o'rgatadi.

Oziq-ovqat bilan sog'lom munosabatlarni rivojlantirish

Bolalar adabiyoti oziq-ovqat bilan sog'lom munosabatlarni rivojlantirish uchun platforma bo'lib xizmat qiladi. Kattaroq hikoya kontekstida ochko'zlikni taqdim etish orqali yosh o'quvchilar oziq-ovqatning o'z hayotlarida tutgan o'rni haqida nozik tushunchani rivojlantirishlari mumkin. Ushbu yondashuv ochko'zlik konsepsiyasini yo'q qilishga yordam beradi, diqqat bilan ovqatlanish

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va me'yorida ovqatni qadrlash atrofida konstruktiv suhbatlar o'tkazish imkonini beradi.

Albatta, rus bolalar adabiyoti boy an'anaga ega va bu erda oziq-ovqat bilan bog'liq mavzularni o'z ichiga olishi mumkin bo'lgan bir nechta asar misollari:

1. Eduard Uspenskiyning "Cheburashka" asari:

- Cheburashka rus adabiyotining sevimli qahramoni bo'lib, uning sarguzashtlari ko'pincha hazil-mutoyiba, jumladan, ovqat bilan bog'liq vaziyatlarni o'z ichiga oladi.

2. Aleksey Tolstoyning "Shog'om" (Repka):

- Bu mumtoz rus xalq ertagida yerdan tortib olish uchun turli hayvonlar va odamlarning sa'y-harakatlari talab qilinadigan darajada katta bo'lgan ulkan sholg'om haqida hikoya qilinadi. Baham ko'rish va jamoada ishlash mavzusi bu hikoyaning markazidir.

3. Eduard Uspenskiyning "Krokodil Gena" (Timsoh Gena):

- Gena - rus adabiyotida do'stona timsoh. Asosiy e'tibor har doim ham ovqatga qaratilmasa-da, hikoyalar ovqatlanish vaqtidagi tadbirlarni o'z ichiga olishi mumkin.

4. Korney Chukovskiyning "Muxa-Tsokotuxa" ("Chivish-Tsokotuxa"):

- Chukovskiyning injiq she'rlarida ko'pincha turli mavzular ko'tariladi va ba'zilarida ovqat bilan bog'liq mavzular bo'lishi mumkin.

5. Samuil Marshakning "12 oy":

- Rus ertagi asosida Samuil Marshakning ushbu she'ri yilning 12 oyini topish va yig'ish uchun qidiruvga yuborilgan qiz haqida hikoya qiladi. Uning sayohati davomida oziq-ovqat bilan bog'liq mavzularni ko'rishimiz mumkin.

Bu faqat bir nechta misol va siz rus bolalar adabiyotini kutubxonalar, kitob do'konlari yoki onlayn platformalarda o'rganish orqali ko'proq topishingiz mumkin. Esda tutingki, agar siz rus tilidan boshqa tillardagi asarlarni qidirsangiz, ularning mavjudligi tarjimalarga bog'liq bo'lishi mumkin.

Bolalar adabiyoti ko'pincha ochko'zlikni hayotiy saboqlarni o'rgatish uchun hikoya qilish vositasi sifatida ishlatadi. Haddan tashqari indulgensiya vasvasasiga berilib ketgan qahramonlar hikoyalar dunyosidan tashqarida aks-sado beradigan oqibatlarga duch kelishadi. Bu ochko'z boy haqidagi ogohlantiruvchi ertaklarmi yoki "Taomlar yomg'iri" ertagidagi bitmas tuganmas oziq-ovqatning osmondan shunchaki yog'ishi va uning oqibatlarmi, bu hikoyalar nafsning istaklari va uning oqibatlari haqida fikr yuritadi.

Xulosa

Ushbu misollar bolalar adabiyotida oziq-ovqatni o'z ichiga olgan turli xil usullarni ko'rsatadi, uni yosh o'quvchilarni xayoliy va ko'pincha axloqiy hikoyalarga jalb qilish vositasi sifatida ishlatadi.

Bolalar adabiyotidagi ochko'zlik o'quvchilarni xavfsiz va hayoliy makonda istak, ortiqcha va oqibatlarning murakkabligini o'rganishga taklif qiladi. Ushbu hikoyalar sahifalarida bolalar o'zlarining ishtahalari bilan kurashadigan, shaxsiy tanlovlari va harakatlarining ta'siri haqida o'ylashga undaydigan qahramonlarga duch kelishadi. Bolalar adabiyoti bayramini kezar ekanmiz, ochko'zlik nafaqat o'yin-kulgi, balki inson tajribasi haqida qimmatli tushunchalarni ham taqdim etishini va yakuniy sahifa ochilgandan keyin uzoq vaqt davom etadigan fikrlash ziyofatiga xizmat qilishini bilib olamiz.

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