



HOZIRGI GLOBALLASHUV JARAYONIDA TIL VA ADABIYOTNING GUMANISTIK ROLI

XALQARO ILMIY-AMALIY ANJUMAN MATERIALLARI

HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE CONTEMPORARY GLOBALIZATION

MATERIALS OF INTERNATIONAL SCIENTIFIC
CONFERENCE



LANGUAGE

LITERATURE

GLOBALIZATION

SAMARQAND / SAMARKAND
19-20 APRIL 2024

**International Scientific and Practical Conference
HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE
CONTEMPORARY GLOBALIZATION**

April 19-20, 2024, Samarkand, Uzbekistan
Conference Proceedings

**JA Inkwell Publishing House
Arizona, USA**

**“HOZIRGI GLOBALLASHUV JARAYONIDA TIL VA
ADABIYOTNING GUMANISTIK ROLI” MAVZUSIDAGI XALQARO
ILMIY-AMALIY ANJUMAN
MATERIALLARI
2024-yil 19-20-aprel**

**CONFERENCE PROCEEDINGS
OF THE INTERNATIONAL SCIENTIFIC AND PRACTICAL
CONFERENCE “HUMANISTIC ROLE OF LANGUAGE AND
LITERATURE IN THE CONTEMPORARY GLOBALIZATION”
April 19-20, 2024**

**СБОРНИК МАТЕРИАЛОВ
МЕЖДУНАРОДНОЙ НАУЧНО-ПРАКТИЧЕСКОЙ
КОНФЕРЕНЦИИ “ГУМАНИСТИЧЕСКАЯ РОЛЬ ЯЗЫКА И
ЛИТЕРАТУРЫ В СОВРЕМЕННОЙ ГЛОБАЛИЗАЦИИ”
19-20 апреля 2024 г.**

**INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE
HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE
CONTEMPORARY GLOBALIZATION**

Humanistic Role of Language and Literature in the Contemporary Globalization. Conference Proceedings. JA Inkwell Publishing, April 19-20, 2024, Samarkand, Uzbekistan. 643 pp.

Uzb: “Hozirgi globallashuv jarayonida til va adabiyotning gumanistik roli” mavzusidagi xalqaro ilmiy-amaliy konferensiya materiallar to‘plami, 2024-yil 19-20-aprel - S.: JA Inkwell Publishing, 2024. – 643 b.

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INTERNATIONAL SCIENTIFIC AND PRACTICAL CONFERENCE HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE CONTEMPORARY GLOBALIZATION

ANJUMAN ISHTIROKCHILARIGA QUTLOV

Assalomu alaykum, hurmatli mehmonlar, konferensiya ishtirokchilari!

Barchamizga yaxshi ma'lumki, har bir davlatning barqaror taraqqiyoti hamda til va adabiyot rivojlanishi inson omiliga, xususan, tillararo muloqot, madaniyatga bog'liq. Shu nuqtai nazardan, har birimiz o'z ona tilimizga e'tiborli bo'lishimiz, uni ardoqlashimiz, kelajak avlodga nafosat va nazokatli tilimizni butun go'zalliklari bilan yetkazishimiz lozim. Bugun O'zbekistonda yoshlarning til o'rganishlari va uni hayotga tatbiq etishlari uchun zarur barcha sharoitlar yaratilmoqda. O'zbekiston Respublikasi Prezidenti Sh.Mirziyoyev haqli ta'kidlaganidek: «Adabiyot, san'at va madaniyat yashasa, millat va xalq, butun insoniyat bezavol yashaydi».

Davlatimiz rahbarining bevosita tashabbuslari bilan O'zbekistonning buyuk kelajagini ta'minlash borasida katta marralar sari intilmoqdamiz. Dunyo miqyosida o'ta murakkab bir vaziyat bo'lib turgan zamonda har birimiz bo'layotgan islohotlar borasida o'z ulushimizni qo'shish sari shijoat qilishimiz lozimdir. Mamlakatimizda ilm-fanni rivojlantirishga bo'lgan e'tibor tobora ortib bormoqda. Oliy ta'lim muassasalarida yoshlarga chuqur zamonaviy bilim berish, ularni xalqaro miqyosda raqobatbardosh kadr bo'lib yetishishlari uchun zarur shart-sharoitlar yaratish, buning uchun esa oliy ta'lim muassasalarida faoliyat ko'rsatayotgan professor-o'qituvchilar ham o'z ustida tinimsiz ishlashlari, izlanishlari zarur masalalardan biri ekanligi ta'kidlanib kelinmoqda.

Shuni alohida qayd etish lozimki, hozirgi globallashuv asrida xususan, ijtimoiy-madaniy makonda til va adabiyot sohalarini rivojlantirish, adabiy til me'yorlarini o'rganish, biror bir xorijiy til o'rganish jarayonida, inson o'sha xalqning tarixi, turmush tarzi va madaniyatini mukammal o'zlashtirishi, yoshlarning badiiy asardan ma'naviy lazzat olishi, o'zining zavqini keltirgan tasviriy unsurlarni, madaniy saviyasini yuksaltirishi katta imkoniyatlar eshigini ochishi mumkin. Ya'ni, yoshlarimiz ilm o'rganishda, izlanishda to'xtamay yuksak maqsadlar sari olg'a qadam tashlashlari lozim. Zero yoshlar - davlat kelajagidir!

Shunday bo'lsa-da, biz xotirjamlikka berilmasligimiz, zamonaviy yechimlar, uslub va metodlar ustida doimo izlanishimiz, bosh qotirishimiz zarurligini ham unutmashligimiz lozim.

Shu sabab, bugungi konferensiya dasturi madaniyatlar va tillararo muloqot, tarjima, ingliz tili va adabiyotni o'qitish sohasi, filologik va lingvistik mutaxassislari XXI asrda til o'qitishning dolzarb muammolarini muvaffaqiyatli hal qilishlariga keng imkon yaratadi.

Ayni vaqtda bu sohada ham oldimizda ko'pgina dolzarb va muhim vazifalar turganini ham qayd etish zarur. Xususan, hozirga qadar jahon adabiyotidan ona tilimizga tarjima qilingan aksariyat asarlar vosita tillar orqali amalga oshirilgan va bu hol bugungi kunda ham davom etmoqda. Yosh tarjimonlarimiz asliyat tilini yaxshi bilsalar-da, ko'p hollarda ularda badiiy mahorat yetishmayapti. Xuddi shunday holatni o'zbek adabiyoti namunalarini boshqa tillarga tarjima qilish sohasida ham kuzatish mumkin.

Mazkur konferensiya aynan adabiy nashrlar o'rtasida hamkorlikni kuchaytirish, o'zaro bordi-keldilarni yo'lga qo'yishga doir amaliy takliflar ishlab chiqishga xizmat qiladi, deb ishonaman.

Ushbu xalqaro anjuman institutning tashabbusi bo'lib, biz tadqiqotchilarni, soha mutaxassislarni mamlakatda adabiyot va ta'limdagi, umuminsoniylik va milliylik siyosati borasidagi islohotlarni muvaffaqiyatli qilish, dolzarb masalalarni hal qilishning samarali usullarini ishlab chiqishga taklif etmoqdamiz. Biz uchun muloqot, tajriba almashish va hamkorlik muhim.

Muhtaram hamkasblar! So'zinning yakunida, Anjumanni tashkil qilgan "Ingliz tili va adabiyoti" kafedrasiga ijodiy yutuqlar, baxt va omad, konferensiya ishtirokchilariga muvaffaqiyat tilayman. E'tiboringiz uchun minnatdorman!

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

**XXI ASRDA TIL O‘QITISHNING DOLZARB
MUAMMOLARI**

**ACTUAL PROBLEMS OF TEACHING
LANGUAGE IN XXI CENTURY’S CONDITIONS**

**АКТУАЛЬНЫЕ ПРОБЛЕМЫ
ПРЕПОДАВАНИЯ ЯЗЫКА В УСЛОВИЯХ XXI
ВЕКА**

SECTION I

ACTUAL PROBLEMS OF TEACHING LANGUAGE IN XXI CENTURY'S CONDITIONS

CHALLENGES IN LANGUAGE TEACHING IN THE 21ST CENTURY, THE INFLUENCE OF ARTIFICIAL INTELLIGENCE ON LANGUAGE LEARNING AND TEACHING

A. Morales Tenorio¹, A. Ismoilov²

Abstract:

Nowadays, language teaching faces countless challenges and opportunities. Globalization, technological advancements and changing societal needs have reshaped the approach to teaching and learning. Furthermore, the recent emergence and advancement of artificial intelligence (AI) has introduced new possibilities for language acquisition and instruction, as well as potential areas of opportunity. This article aims to explore current issues in language teaching in the 21st century, with a particular focus on the influence of AI on language learning. By examining the intersection of these two domains, we seek to gain insights into the evolving dynamics of language education and the potential for AI to reshape traditional teaching.

Key words: language teaching, globalization, technological advances, artificial intelligence, language learning, AI applications, and chatbots

doi: <https://doi.org/10.2024/y667y942>

The term "artificial intelligence" (AI) is not new since its history dates back to the 1950s when Alan Turing proposed in his book *Computing Machinery and Intelligence* "Whether machines can think intelligently, and how we could determine whether a machine is capable of exhibiting true intelligence (Turing, 1950)." Over more than 70 years, AI has experienced periods of advancement and stagnation, but in recent decades, it has gained momentum due to technological advances since they have made it accessible to the majority of the population.

Currently, the use of technology and the massive integration of AI in various sectors, such as health, education and transportation, pose challenges in terms of regulation and governance, especially for young people, as for them, it represents a way of accessing information of any kind quickly and efficiently, This poses a series of challenges that require attention and innovative solutions.

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In the field of education, especially in language teaching, the integration of technology as a learning tool has been considered essential since the 1980s, when the use of language laboratories became popular due to the accessibility of personal computers. This brought endless opportunities in educational matters; in the case of language teaching, it allowed the development of specific linguistic skills such as auditory and verbal, increasing the overall experience of students by allowing them access to different accents and regionalisms specific to each language.

However, the emergence and popularity of artificial intelligence tools such as ChatGPT, have caused an interdependence among students, although AI provides teaching and learning resources, it lacks personalization and the ability to adapt to the needs of students, which can limit effectiveness in language learning and generate codependency on AI itself to generate texts, answer questions and translate.

Excessive dependence on AI in students goes beyond just generating texts or translating since it can produce several cognitive risks, such as problem-solving considering that they may obtain information immediately, normally without analyzing it, students may tend to not solve problems on their own, which could limit their ability to think critically and find creative solutions, Miller proposes (1956) in his information processing theory that “ Humans actively process the information they receive from the environment. and that learning occurs through interaction with this information.” According to this theory and if applied to the field of education, students participate in cognitive processes such as attention, perception, memory and thinking while interacting with information. Excessive dependence on AIs could limit these active interactions, turning them into passive recipients of information instead of active participants in the learning process.

This echoes Piaget's (1966) cognitive learning theory which focuses on how individuals acquire and process information, focusing on processes such as memory, thinking and reasoning. According to this theory, learning is an active process in which students construct their own knowledge by interacting with information and relating it to their previous experiences. That is, accepting the information provided by AI without the use of critical thinking would compromise their own learning process.

These theories show that excessive dependence, without regulation or pedagogical guidance on AI, could hinder the cognitive development of students by limiting their active participation in the learning process, their ability to construct knowledge in a meaningful way, and their interaction with others.

Despite the aforementioned challenges, the regulated use of AI brings with it a significant number of opportunities for both students and teachers, since it reduces the time of tutorial planning and, development of evaluation questionnaires and rubrics.

According to Blanka's Klimova and Dr Prodhan Mahbub Ibna Seraj's (2023) article “The use of chatbots in university EFL settings: Research trends and pedagogical implications”. The use of AI-based chatbots has had various effects on students' performance in learning different linguistic skills since an improvement has been demonstrated in terms of intonation, emphasis and fluency, as increased participation of students in developing better oral expression skills inside and outside the classroom and it was observed that those with more basic linguistic skills benefited more from the use of chatbots.

The same study mentions the implementation of AI chatbots in the classroom as a tool for both teachers and students in the learning and teaching of different linguistic skills, they provide a student-controlled environment by incorporating dialogue, voice recognition, and comprehension of natural language that have helped improve conversational skills, these tools have been used to evaluate the linguistic skills of students within the Common European Framework of Reference (CEFR).

In conclusion, the use of artificial intelligence is transforming the educational landscape, especially in the field of language learning. Some studies have shown a significant impact on the development of students' language skills, improving fluency, pronunciation and classroom participation. In addition, they offer new opportunities for exposure and practice for both teachers and students, creating a more dynamic and participatory learning environment. However, clear policies are required regarding the use and limitations of its application in classrooms.

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THE IMPORTANCE OF THE MIND MAPPING METHODOLOGY IN THE DEVELOPMENT OF WRITTEN SPEECH SKILLS

Z. Abdinazarova¹

Abstract:

The main aim of this article is to highlight the importance of mind mapping method in order to write accurately and effectively in the process of teaching foreign languages. It is crucial to mention that learning mind mapping technic offers a great chance to overcome various difficulties which learners tend to encounter in writing an essay. Literally, mind mapping strategy has a potential value to enhance student' writing ability and improve their confidence while writing.

Key words: mind mapping, learning, writing, brainstorming, ideas, grammar, vocabulary, topic

doi: <https://doi.org/10.2024/a2m94233>

It true that writing is always considered one of the challenging and tricky task to acquire valuable knowledge in learning particular language in terms of English. Because of the fact that it requires not only cognitive and intellectual skills but also strong linguistic knowledge. Nevertheless, having basic writing proficiency creates an opportunity to communicate with others satisfactorily together with using writing skill helps students to reflect on their experiences and learn from them as well as plays an undeniably crucial role to have different national and international certificates by writing article or scientific work. As it mentioned before, it is stated as the most demanding skill to be mastered as it contains a plethora of skills and structures.

It is clear that writing is believed as an important skill in learning English as a foreign language. It is an effective method to present one's own ideas and also thoughts. In this regard, Raimes (1983) states that writing is a crucial skill for students because of several reasons. Firstly, writing is used to enhance learners' grammatical and lingual knowledge along with the level of vocabulary, idioms and collocations. Secondly, it provides an opportunity for students in order to apply certain languages they have gained or learned. Third, writing encourages students to express their opinions in correct word choices and sentence structure which is related to grammar and lexical resource. Therefore, writing process requires not only physical activity but also mental ability. That's why students should pay attention more how to generate ideas, how to make sentence in a correct way and they take into consideration word choice which is appropriate for particular sentence. Regardless of these writing-related problems or difficulties more and more students have a strong inclination to acquire this knowledge with strong desire by using different types of methods during writing

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an essay or other range of works. Mind mapping strategy is regarded as one of the most beneficial and productive method which students have a great deal of advantages by applying it in every practical and theoretical writing tasks in certain educational field. Mind mapping techniques could assist learners to increase their productivity and help to manage their time effectively. It is clear that it is a much better way to learn indeed, and a faster way for someone who spends a ridiculous amount of time writing down notes in lengthy texts. Mind mapping method gives a useful assistance to save time who realizes how much time he or she has wasted to write. Mind mapping is a kind of process that present students' thoughts and ideas in a visual concept. By utilizing this method, learners have a tendency to learn how to structure information, analyzing ideas and create an additional opinion which is based on main topic. In addition to this it helps them organize and structure a solid framework on their classes making it straightforward to become proficient the subject and presentation.

It is obvious that mind mapping is really essential for students who are not able to store a great deal of information in their brain and who do not recollect all information that is mentioned in the paragraphs. In this regard, Hazel Wagner reported that mind mapping is a beneficial technique by which learners can take notes about situation and this condition help their brain to store necessary reports despite of unnecessary information. Hazel shares her work on mind mapping and what it can do for understanding, memorization, and retention also. Literally, this method assists students' memory due to the fact that it contains simple and brief ideas or thoughts which outline about whole situation. Learners are manage to link words by using synonyms, antonyms, idioms and collations and create a sentence by the help of these key words. It includes single words or phrases rather than whole paragraphs or sentences. Organizing mind maps help students in order to explore different perspectives and create a rich network by linking various interconnected ideas. Encourage students to use a number of details and examples as well as it help to represent ideas by using visual presentations. For example, these presentations involve symbols, pictures, lines, icons and also colors which allows ideas to be united under one theme. Organizing a mind map involves structuring information in a way that reflects relationships and hierarchies. Students choose one topic and branch out with topic-related ideas and subtopics. They should follow group related ideas and maintain a logical flow between sentences and regularly review and revise to ensure clarity. Mind mapping method helps students to enhance cohesion and coherence in their writing and plays a pivotal role to see the overall structure of written speech.

At its essence, Mind mapping is considered as a visual representation of thoughts and ideas, allowing learners to organize information in a hierarchical and interconnected manner. In the realm of written speech skills, this methodology serves as a powerful catalyst, offering a range of advantages which contribute to the refinement of one's ability to convey ideas effectively. Furthermore, Mind mapping fosters creativity and idea generation. When faced with the task of crafting a written speech, students often come across the challenge of brainstorming and organizing their thoughts cohesively. Mind mapping provides a structured yet flexible framework for this process, allowing for the exploration of different ideas and their connections. The visual nature of Mind maps encourages a free-flowing exchange of thoughts, enabling the generation of creative innovative content.

There are numerous benefits of using mind mapping method in the improvement of written speech. Mind mapping strategy can improve the writing process in various ways:

1. To boost learners' creativity: Learners stimulate creativity by allowing free association of ideas and non-linear thinking, leading to special and innovative perspectives. They tend to create lines and images which are related to theme and approach the given task with creativity and passion. This method helps learners to enhance their creativity and imagination skills.

2. Efficient planning: Mind mapping breaks down complex topics into branches enables efficient planning, making it easier to develop a well-structured and coherent piece of work.

3. Memory aid: This method helps to create visual associations and aids memory as well as making it easier to recall information and maintain consistency in the writing. Mind mapping helps learners to store information without harming brain process. It is because it contains only simple words or collations which are really easy to remember in a hectic time.

4. The enhancement of collaboration: Mind maps can be discussed or shared collaboratively without any challenging difficulties compared to long sentences or big paragraphs. It can gives assistance in order to foster group work and enables collective brainstorming for writing projects. Every students are able to add their own thoughts and ideas whatever they want and discuss together with a team.

5. Quick overview: Mind mapping technique proves learners a quick overview of the entire structure, and helping students see the big picture before delving into details.

6. Enhancing productivity: Mind mapping method will deliver a serious boost to students' productivity in writing process. It helps to have better and more creative solution about situation which they held while writing. It assists to retain key information rather than remembering the whole texts.

Generally, Mind mapping is a versatile and effective method that enhances students' creativity, organization, collaboration ability and overall cognitive processes. By using mind mapping methodology in the improvement of written speech skills can create a great chance to enhance learners' writing ability and their productivity in writing process.

All in all, using different types of methods in written speech can be very beneficial to improve students' writing ability. By the way, mind mapping strategy is a kind of alternative method in teaching written speech skills. Considering the results of research, it is effective to assist learners to organize and generate ideas before they start writing an essay or some kind of writing based works.

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ORAL COMMUNICATION DEVELOPMENT THROUGH ACQUISITION ACTIVITIES

S. Abdiyev¹

Abstract:

This article describes how to improve oral communication in classroom through acquisition activities. Here is given stages and important factors of activities and how to use them in teaching young learners. So, our research will focus on these areas with the purpose of finding out the way optimizing the teaching effectiveness of acquisition activities.

Key words: acquisition activities, interaction activities, pair working, teaching strategies, evaluation, dialoguing in achievement

doi: <https://doi.org/10.2024/64v7w026>

The core of the Natural Approach classroom is a series of acquisition activities. By activity we mean a broad range of events which have a purpose other than conscious grammar practice. Thus, we refer to activities as opposed to audiolingual drills or cognitive learning exercises. For acquisition to take place, the topics used in each activity must be intrinsically interesting or meaningful so that the students' attention is focused on the content of the utterances instead of the form. It is also through acquisition activities that the instructor will introduce new vocabulary, provide the comprehensible input the students will utilize for acquisition, create opportunities for student oral production, and instill a sense of group belonging and cohesion which will contribute to lower affective filters.

Provide comprehensible input

In the early stages the most important function of the activities is to provide comprehensible input, and indeed in a sense, the main task is to develop listening skills. Output in the target language is necessarily and plays only a minor role in furthering the acquisition process. Oral production plays a more important role. In the first place, we wish to give the students ample opportunity to actualize their acquired competence: it is affectively satisfying to most students when they realize that their ability to express themselves in the target language is increasing. Secondly, as the students are able to generate more and more of the target language, this production serves as comprehensible input for the other students in the class. Indeed, in this section, in many of the activities which we will describe, the student talks a great deal.

It is an open question whether this sort of "interlanguage talk" is helpful or harmful for language acquisition. We know of no empirical studies which have investigated this question directly. However, our experience is that interlanguage does a great deal more good than harm, as long as it is not the only input the

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students are exposed to. It is comprehensible, it is communicative, and in many cases, for many students it contains examples of.

The purpose of the activity

Each activity focuses on a particular topic and/or situation, i.e., what students in the class did last night, how to order food in a restaurant, how to apologize, how to refuse a request, what they ate for breakfast, what they like to watch on television, and so forth. The students will normally be aware of this focus. The activity may also often (but not always) have a specific form or structure which will tend to be used repeatedly in that particular activity. The purpose of the activity, however, is to supply comprehensible input, not to teach a specific structure. Most students, in fact, will probably not realize what the grammatical content of any given activity is. This is probably to their advantage, since conscious concentration on structure and form may prevent focusing on the message and may thus impede acquisition.

One of the major points of is that comprehensible input stimulates natural language acquisition. In order for input to serve as a basis for the acquisition process, we must ensure that there is: (1) a focus on transmission of relevant information and (2) a means of facilitating comprehension. It is quite possible, for example, to provide utterances which have some semantic content, but which do not communicate anything of importance. Suppose an instructor says, Roger is going to the store to buy a loaf of bread. Such a sentence carries meaning, but it may not communicate anything unless we know who Roger is and are concerned about his trip and its purpose. If the instructor merely wishes to use such a sentence as an example of the progressive tense in English, the utterance will be of little value as input for language acquisition.

Transmission of information

To draw students' attention away from the linguistic form of an utterance, we need to go beyond a simple meaning and focus on transmission of relevant information. This requirement implies that what is talked about needs to be truly interesting. Discussing topics that are of interest to the students is not just a frill; it is essential if language acquisition is to take place. No matter how "meaningful" we try to make grammar exercises, by their very nature they will not qualify as optimal input for language acquisition since they are not being used for real communication.

A second way to help ensure optimal input for language acquisition is to provide means for aiding comprehension. As we discussed earlier, care-takers help children's comprehension by limiting the topic to the "here and now." This provides extra-linguistic support and gives children an idea of what adults are talking about, allowing them to understand language that is a little beyond their current level of competence. Similarly, the language instructor can provide second language acquirers, children or adults, with extra-linguistic support. This is one of the reasons for the use of pictures and other realia. Good visuals are more than an interesting adjunct; they are an integral part of the equipment needed to encourage language acquisition, especially at the beginning level.

Instructors who discuss totally unfamiliar topics, people, or places, place a huge burden on the student trying to cope with comprehending messages in a new language. The students also have an active role to play in ensuring comprehensible input: when the listeners do not understand, they need to know how to regulate the input. Every language has ways of asking for clarification, asking speakers to repeat, to slow down, to explain. If such tools of communication are taught early, students will have some means of managing

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their own input. An added advantage of being able to use these aspects of conversational competence is that they help make it possible to converse with speakers of the target language outside the classroom.

It is also important that the difficulty level of the content of the activity be properly adjusted. If students encounter too much new vocabulary and structure in an activity, they tend to spend their time translating instead of participating in conversation. In terms of the theory, it is the instructor's job to make sure that the language of the activity is not far beyond the students' current level

Conclusion

Finally, the instructor must have some idea as to whether the students understand what is being discussed. It is not necessary to check whether every sentence is understood, nor is it necessary that every sentence be understood. In fact, it would be highly undesirable, as constant checking for comprehension would certainly get in the way of the information exchange that is at the core of the acquisition. A variety of techniques to check comprehension are possible, ranging from directly asking the students whether they understand to merely noting whether their verbal and non-verbal responses indicate comprehension. Clearly the more involved the students are in the activity, the easier it will be to ascertain whether they understand the instructor's and each other's input.

The effectiveness of any acquisition activity can be measured by the interest it evokes in the students to comment on or ask questions about the topics which have been treated. In fact, this spin-off in the form of additional interaction is the most valuable aspect of these activities since real communication normally takes place in these 'follow-ups.'

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INTERACTIVE METHODS FOR SCHOOL CHILDREN IN EFL CLASSES

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Abstract:

Interactive teaching methods have gained significant attention and popularity in English as a Foreign Language (EFL) classes, particularly when it comes to school children. This article aims to inform about interactive methods used in EFL classes for school children, highlighting their effectiveness in promoting engagement, motivation, and language learning. The traditional teacher-centered approach in language education often undermines students' active participation and limits their opportunities to practice and develop language skills. Conversely, interactive methods aim to involve students in the learning process through various activities that stimulate interaction and communication. Firstly, this article discusses the importance of incorporating interactive methods in EFL classes for school children. These methods create a student-centered environment that fosters collaborative learning, encourages critical thinking, and builds confidence in language use. Moreover, incorporating interactive methods in EFL classes can enhance students' motivation and enjoyment, which ultimately results in better language acquisition. Next, the article provides an overview of various interactive techniques commonly used in classes. This includes the use of technology, such as whiteboards, online educational platforms, and educational apps, which offer an engaging and interactive learning experience. Additionally cooperative learning strategies, role play, discussion-based activities, and hands-on projects are explored. These methods also support the development of social and emotional skills by facilitating collaboration and effective communication among students. It can significantly contribute to the success of language education by creating a dynamic and enriching learning environment for school children.

Key words: interactive methods, storytelling, drama, role playing, technology-based methods, games and puzzles, collaborative projects

doi: <https://doi.org/10.2024/9tt9hk75>

Introduction

In the pedagogical field, interaction is an important word for teachers. The best way to learn a language is interacting with others, and the main role of the teacher is to be a facilitator of this process. Although it may seem so, asking many questions in a class does not guarantee successful interaction. Among other aspects, the teacher should take into consideration the age, the level, the amount of hours per week of English lessons, cultural aspects, etc., in order to prepare and successfully carry out an effective lesson. Therefore, interactive material is a resource through which students learn by means of interaction; where the learner is an active participant instead of a passive one (Punta Arenas,

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December 2014)'Interactive methods for school children in English as a Foreign Language classes have become increasingly popular in recent years. These methods aim to promote active participation and engagement among students, making the learning experience more enjoyable and effective. By using interactive techniques, teachers can create a dynamic and immersive learning environment that enhances language acquisition and retention. There are several reasons why interactive methods are beneficial for school children in EFL classes. For example, interactive techniques, such as games, group activities and technology-based tools, capture children's interest and keep them engaged in the learning process. This can make the classes more motivating, fostering a positive attitude towards learning. In addition, through activities such as role-playing, discussions, and language games, students can improve their speaking, listening, reading, and writing skills. Interactive methods encourage active participation from all students in the class. They promote collaboration, communication, and social interaction, allowing students to learn from their peers and build confidence in using English. These kinds of techniques also promote a multi-sensory learning experience, which helps students retain information better. Various techniques, such as, gestures, and manipulatives, can aid comprehension and memory recall. Interactive methods provide opportunities for students to explore and appreciate different cultures and perspectives. Through collaborative projects, discussions, and multimedia resources, students can broaden their horizons and develop intercultural competence.

Methods

Learning a new language can be challenging, but incorporating interactive methods into English as a Foreign Language EFL classes can make process more engaging, and effective for school children. These interactive methods not only enhance language skills, but also foster creativity critical thinking, and team work. In this article we will explore some of the most effective interactive methods that teachers can use to create a dynamic and engaging learning environment. There are number of interesting techniques such as role playing, games and puzzles, storytelling and story-based activities, collaborative projects, multimedia and technology, that can encourage children to learn foreign languages.

Among these techniques one of the most popular ones is technology-based methods. 'The role of technology in education is increasing significantly due to the opportunities it presents to students to interact with a varied kind of content in English which could not be earlier (Ibrahim Yasar Kazu 2021)'. Online language learning platforms often incorporate multimedia elements sch as videos, audio recordings, and interactive exercises. These platforms allow learners to practice listening, speaking, reading, and writing skills in a dynamic and engaging way. Furthermore, there are many language learning apps available that use multimedia elements to teach vocabulary, grammar, and pronunciation. These apps often include features like flashcards, interactive quizzes, and speech recognition technology to facilitate learning. Technology-based language learning can be gamified through the use of educational games and online quizzes, making the learning process more enjoyable and motivating for children's. It is important for teachers to integrate these multimedia and technology tools effectively into EFL classes, combining them with traditional teaching methods to create a balanced and comprehensive language learning

environment. 'For more than two decades, the attention of educators on the role of technology in foreign/second language process of instruction has increased. In recent times, the use of technology-based learning has delivered valuable and powerful ways with amelioration of educational materials for literature learning and teaching from both teachers and scholars of EFL (Gilakjani, 2012; Mohammed, 2012; Sa'd, 2014; Sadeghi, 2013; Ibrahim Yasar Kazu, 2021)'. 'This study's main goal is to explore how students' interactions, communication, knowledge construction, and peer collaboration impacted their writing ability in the context of shifting from teacher-centered instruction to a student-centered model using digital technology and advancement (Tran Thi My Linh, Nguyen Thi Thanh Ha, 2021)'.

Role playing and drama role playing also can greatly enhance foreign language learning by providing students with opportunities to actively engage in the language and practice real-life communication skills. 'There are several broad reasons for using role play as a teaching strategy for learning language. It is a major strategy in the communicative approach and has many advantages, as it can encourage forms of social interaction that provide an important stimulus to use the language in real life and challenge learners' existing beliefs. It is a particularly useful strategy in learning vocabulary, where learners are required to increase their knowledge of vocabulary and understanding by reading, researching, selecting and organizing relevant materials, analyzing and synthesizing information, and discussing / arguing / debating different issues (Thuraya A. Alabsi 2016)'. Role playing involves verbal communication, allowing children to practice speaking and listening in a meaningful context. By assuming different roles and engaging in conversations, students can improve their pronunciation, fluency, and understanding of the language. Role playing allows students to portray characters from different cultural backgrounds. This helps children gain insights into the cultural norms, customs, and behaviors associated with the language they are learning, promoting a deeper understanding of the target culture. It is required students to think on their feet, adapt to situations, and use language creatively to resolve conflicts or achieve goals. This fosters critical thinking skills and encourages students to think in their target language.

Another interactive method that can make EFL classes interesting are games and puzzles. They provide an opportunity for students to practice language skills in a relaxed and enjoyable setting. 'It is shown the game is one of the fundamental learning activities. The games should be regarded as supplementary activities. Games are serious devices by which we can create an interesting activity (I. Kostikova, 2017)'. Word games, crossword puzzles, board games, and memory matching games can help children learn and retain vocabulary and develop their reading and writing skills. Technology-based games and apps can also be incorporated into EFL classes to make learning more interactive and personalized. However, it is important to balance game-based activities with other language learning methods to ensure a well-rounded learning experience.

Storytelling and story-based activities can be highly beneficial for EFL classes. 'Storytelling is the oldest teaching method. It has been transmitted to new civilization through tales from generation to generation. It has conveyed cultural values to the new owner. It represents a bridge that blends the new and the old. As a language teaching method, storytelling is assumed to promote other skills such as listening and speaking (Emine Bala 2015)'. Because stories provide

a context in which students can immerse themselves, making the language learning experience more meaningful and relevant. Children can learn vocabulary, grammar, and language structures in a natural and authentic way, as they are exposed to language in meaningful contexts. Stories offer comprehensible input, which means language is presented in a way that students can understand, even if they do not understand every word. The context of the story helps students grasp the meaning, which aids in building their language proficiency and understanding. Stories capture students' attention and spark their imagination. They create a sense of intrigue and curiosity. Students are more likely to be engaged in language activities when they involve storytelling.

Collaborative projects also encourage teamwork, collaboration, and problem-solving skills while incorporating language learning. For example, students can work together to create mini-play, design a poster about famous English-speaking country, or prepare a group presentation about a topic of their interest. By engaging in these activities, children enhance their language skills, as well as gain valuable life skills such as communication, cooperation, and time management. Furthermore, collaborative projects often involve providing feedback and corrections to each other's work. This can be immensely helpful for language learners, as they receive input from multiple perspectives, allowing them to identify and correct their mistakes more effectively. 'The approach definitely reduces the pressure of learning and fosters collaborative relations among learners, which can find an extension in real life situations as they move from academic environments to work and professional environments. Teachers too feel they are doing justice to their job if real-life learning takes place. In any case, with the advent of technology into education, teachers understand that they now have to play the role of facilitators to their learners. However, the demands of conventional syllabi cannot be denied (Ameen Alahdal, 2019)'.

Conclusion

English as a Foreign Language (EFL) classes are designed to help students develop their proficiency in the English language. However, traditional teaching methods can often be dry and unengaging for young learners. To make the learning process more effective and enjoyable, interactive methods are being increasingly utilized in EFL classes for school children. They play a vital role for school children, fostering engagement, motivation, and language acquisition. Incorporating games, multimedia resources, collaborative projects, role playing, and technology can transform the learning experience into an interactive adventure. When students actively participate, communicate, and engage with the language in meaningful ways, their confidence and proficiency in English will grow by leaps and bounds. 'Teaching without interaction is not effective. The interaction has been treated as one of the most important characteristics of education, training and more generally of learning. So, the interactive teaching is very important pedagogical practice in teaching and technology put the emphasis on the intercourse, communication, interaction, discussion between teachers and students as well as the positivity of teachers and students in the teaching and learning process (Yentri Anggeraini, 2018)'. By implementing these interactive methods, teachers can create an environment where school children thrive, develop a love for English, and build essential language skills that will benefit them throughout their lives.

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DEFINITIONS OF TECHNOLOGY AND TECHNOLOGY INTEGRATION

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Abstract:

This thesis provides the definitions of technology and technology integration which were said by famous scholars.

Key words: technology, integration, classroom activities, language acquisition, language skills, assignments

doi: <https://doi.org/10.2024/htymc937>

Introduction

In and out of the classroom, the use of technology has become an integral aspect of the learning process. Almost every language lesson makes use of technology in some way. Language has been helped and improved by the use of technology learning. Teachers can adjust classroom activities thanks to technology, they improve the process of language acquisition. Technology advances at a rapid pace as a tool to assist teachers in facilitating language learning for their learners.

Main part

Language is one of the significant elements that affects international communication activities. Students utilize different parts of English language skills such as listening, speaking, reading, and writing for their proficiency and communication (Grabe& Stoller, 2002). In addition, Ahmadi (2017) stated that one of the important elements for learning is the method that instructors use in their classes to facilitate language learning process. According to Becker (2000), computers are regarded as an important instructional instrument in language classes in which teachers have convenient access, are sufficiently prepared, and have some freedom in the curriculum. Computer technology is regarded by a lot of teachers to be a significant part of providing a high -quality education.

According to Bull and Ma (2001), technology provides offers unlimited resources to language learners. Harmer (2007) and Gençlter (2015) emphasized and teachers should encourage learners to find appropriate activities through using computer technology in order to be successful in language learning.

Technology has always been an important part of teaching and learning environment. It is an essential part of the teachers' profession through which they can use it to facilitate learners' learning. When we talk about technology in teaching and learning, the word 'integration' is used. With technology being part of our everyday lives, it is time to rethink the idea of integrating technology into the curriculum and aim to embed technology into teaching to support the learning process. That is to say, technology becomes an integral part of the learning experience and a significant issue for teachers, from the beginning of

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preparing learning experiences through to teaching and learning process (Eady& Lockyer, 2013).

Solanki and Shyamlee¹ (2012) and Pourhosein Gilakjani (2017) supported the view that language teaching method has been changed due to technology. The researchers continued that the application of technology helps learners learn on the basis of their interests. It also satisfies both visual and auditory senses of the learners. According to Lam and Lawrence (2002), technology assists learners in adjusting their own learning process and they can have access to a lot of information that their teachers are not able to provide.

Technology has been defined by different researchers. According to İŞMAN (2012), it is the practical use of knowledge particularly in a specific area and is a way of doing a task especially using technical processes, methods, or knowledge. The usage of technology includes not only machines (computer hardware) and instruments, but also involves structured relations with other humans, machines, and the environment (İŞMAN, 2012).

According to Hennessy, Ruthven, and Brindley (2005), technology integration is defined in terms of how teachers use technology to perform familiar activities more effectively and how this usage can re -shape these activities. Dockstader (2008) defined technology integration as the use of technology to improve the educational environment. It supports the classroom teaching through creating opportunities for learners to complete assignments on the computer rather than the normal pencil and paper.

Furthermore, Tomlison (2009) say that computer -based activities provide learners rapid information and appropriate materials. They continue that internet materials motivate learners to learn more [35]. In addition, Larsen - Freeman and Anderson (2011) supported the view that technology provides teaching resources and brings learning experience to the learners' world. Through using technology, many authentic materials can be provided to learners and they can be motivated in learning language.

Dawson, Cavanaugh, and Ritzhaupt (2008) maintained that using technology can create a learning atmosphere centered around the learner rather than the teacher that in turn creates positive changes. They emphasized that by using computer technology, language class becomes an active place full of meaningful tasks where the learners are responsible for their learning. Drayton, Falk, Stroud, Hobbs, and Hammerman (2010) argued that using computer technology indicates a true learning experience that enhances learners' responsibilities. Technology encourages learners to learn individually and to acquire responsible behaviors. The independent use of technologies gives learners self-direction.

Conclusion

To sum up, technology is becoming more prevalent in education around the world, and it is having an increasingly significant impact on the design and delivery of language learning programs. Today's language teachers are required to know how to incorporate technology into their classrooms, as well as how to help students use media and the internet to boost their learning of all four skills. As a result, technology presents both new challenges and opportunities for both teachers and students.

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RAISING THE INTEREST OF YOUNG LEARNERS FOR LINGUISTIC SKILLS

P. Begbudieva¹, A. Roziboyev²

Abstract:

This article emphasizes the importance of implementing new strategies to enhance the popularity of linguistic skills among the increasing number of young people, who are the future leaders. It highlights the crucial role of teachers' expertise and their instructional approaches tailored to students' learning abilities, ages, and other pertinent factors.

Key words: methods, modern technologies, internet, mindset, presidential decree, teachers' skills, linguistic skills, knowledge, languages, classes, professional education, English, brain work, grey matter, white matter., bilingual people

doi: <https://doi.org/10.2024/bnkeny27>

Primarily, it's essential to note that there are approximately 6,500 languages worldwide, with English being the most prominent due to its dominance in international trade and politics. Lenneberg's theory underscores the significance of language acquisition between ages two and puberty, aligning with the brain's lateralization process. Recent neurological studies suggest varying time frames for lateralization, with most occurring before puberty [1]. Thus, it advocates for proactive teaching of linguistic skills during school years, serving as the cornerstone for future development, with adolescence offering a smoother path for skill refinement. Following the upheaval of the first two world wars, the global landscape shifted, with American businesses expanding trade worldwide, akin to Great Britain in the previous century, further cementing English as the lingua franca of global commerce.[4] This widespread use of English as a second language can be attributed to its global importance. To attain proficiency in English or integrate it as a second language resembling it to a mother tongue, we must raise a new generation with a strong linguistic foundation and a robust mindset, facilitated by the expertise of dedicated teachers. However, although English is the most popular language among people nowadays, it is recommendable that people do not have to stick to learning only English as the importance of other languages, from Portuguese to Chinese, is also abundant.

Then, to talk about the benefit of acquisition of linguistic skills, it is not only advantageous physically, when they are talking to some foreigner, but it is helpful for their brain work, as well. For instance, according to research held by Cambridge university, everyone's brain is made up of neurons, which have a cell body, and dendrites, which are the connections between neurons. This is what

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we call “grey matter.” Bilingual people have more of these neurons and dendrites compared to people who speak only one language. This means that their grey matter is denser. Bilingualism also has an impact on white matter – that is, a system of nerve fibres which connect all four lobes of the brain. This system coordinates communication between the different brain regions, helping your brain to learn and function. Bilingual adults have increased white matter integrity compared to adults who only speak one language. Their second language experience actually boosts their brain’s reserves [5].

Numerous campaigns were launched in Uzbekistan to enhance the development of foreign languages following the decree issued by the first President of Uzbekistan, Islom Karimov, on December 10, 2012, aimed at improving the education system for international languages. Furthermore, incumbent President Shavkat Mirziyoyev, on the 6th may in 2020, made a video selector about developing the system for teaching international languages in Uzbekistan.

Sh. Mirziyoyev stated, “The time has come to establish a new system for teaching foreign languages in our country, which will be a solid foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on, graduates of schools, lyceums, colleges and universities must know at least two foreign languages perfectly. strict demand should become the main criterion for the activity of the head of every educational institution” [3]. After such attention for language learning by the head of the country, every youngster should acquire a linguistic skill and develop it every day. After so many events, so many works that are being carried out nowadays, it will be shame if they do not learn other languages besides their own.

Nevertheless, teachers’ skills and their knowledge are also second to none in the improvement of child’s language-learning process. If a teacher has little or no experience in teaching and is perhaps now in a teacher education program, he/she may feel they cannot yet describe their own approach to learners. On the other hand, he/she might just surprise themselves at the intuitions they already have about pedagogical foundations [2]. Thus, it is better to be well-prepared for teachers before starting giving a lesson at educational places since under any circumstances, let it be excitement, nervousness, they can provide complete information about a practical topic. Currently, the government in Uzbekistan is establishing various classes for teachers to enhance their skills and professionalism in their respective fields. For example, language teaching teacher are being sent to universities in other regions around the country in every 5 years to strengthen their language. Furthermore, the decree of the head of state “On measures to support public education scientific-research services and introduction of professional development” [3] PD-4963 on the radical renewal of qualification control is introducing a new procedure in the field. That is, the current regulation, public education, that is, the involvement of teachers in training courses every 5 years. Now they will be able to improve their qualification level not once every 5 years, but every year, if possible - every day.

For this purpose, “continuing professional education” is introduced, considering the qualification of public education every year. According to the previous procedure, only 20 teachers were involved in the auxiliary qualification every year, but according to the new procedure, 100% of the teachers were involved in the qualification every year. Previously, 144 hours were taught in

qualification courses once every 5 years, but according to the new rules, teachers should be involved in at least 36 hours of studies every year [3].

In summary, in today's dynamic world, acquiring proficiency in language learning, offers significant advantages. Moreover, there is a constant need for educators who excel in their profession.

Furthermore, I firmly believe that if the upcoming generation possess a decent linguistic skill and build their life deploying this skill in different aspects of life, we can confidently entrust the future of our nation into their capable hands.

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DEVELOPMENT OF STUDENTS' MONOLOGUE SPEECH EXPRESSION SKILLS

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Abstract:

Monologue speech is, as is known, the speech of one person expressing in a more or less detailed form his thoughts, intentions, assessment of events, etc. One of the tasks put forward by the program is teaching monologue speech. The goal of training is to develop monologue speech skills, which are understood as the ability to express one's thoughts orally in a communicatively motivated, logically consistent and coherent manner, sufficiently complete and linguistically correct. This position seems erroneous, since it is this aspect of training that disciplines thinking, teaches one to think logically and, accordingly, construct one's statement in such a way as to convey one's thoughts to the listener.

Key words: thoughts, views, beliefs, actions, preventing action, emotional-evaluative issue

doi: <https://doi.org/10.2024/sk5tx649>

A monologue is a form of speech when it is built by one person, independently determining the structure, composition and linguistic means. Monologue speech can be reproductive and productive in nature. Reproductive speech is not communicative. Students are given the task of developing students' unprepared productive speech [1]. Monologue speech, like dialogical speech, must be situationally conditioned and, as psychologists say, motivated. The student should have a desire, an intention to communicate something to those listening. The situation is the starting point for the monologue, then it seems to break away from it, forming its own environment - context. Therefore, it is customary to say about a monologue that it is contextual, in contrast to dialogue and polylogue, which are closely dependent on the situation. Due to the contextual nature of monologue speech, special requirements are placed on it: it must be understandable "from itself," i.e. without the help of linguistic means, which often play a large role in situational dialogical speech. As is known, monologue speech has the following communicative functions [2]:

- informative (communication of new information in the form of knowledge about objects and phenomena of the surrounding reality, description of events, actions, states);
- influencing (convincing someone of the correctness of certain thoughts, views, beliefs, actions; inducing action or preventing action);
- emotional-evaluative [3].

For students, the most relevant is the informative function of monologue speech. Each of the above functions of monologue speech is characterized by its

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own linguistic means of expression and special psychological stimuli. It requires the speaker to be able to coherently and consistently express his thoughts, to express them in a clear and distinct form. When mastering monologue speech, the difficulties become significantly more complicated due to the fact that students do not have fluency in the linguistic means that the speaker needs to express thoughts.

Timely mastery of coherent speech is one of the conditions for the formation of a full-fledged personality and preparation for studying. By speech we understand the process of transmitting information. Speech is not only a means of communication, but also a tool of thinking. To formulate speech, 5 components are needed: motive, thought, which is improved in the word, internal speech directed at oneself, semantization, that is, structuring the meaning in grammatically formulated meanings of words [3]. And finally, external speech arises. There are two types of speech expression: oral and written speech.

Oral speech is divided into affective speech (This includes exclamations, speech clichés. In this form there is no motive and stage of thought.), oral dialogical and oral monologue speech. Oral monologue speech has a motive, a thought that arises in the speaker. Monologue as a long-term form of influence on the listener was first identified by L.P. Yakubinsky. S.L. Rubinstein prefers the term “connected speech” to the term “monologue speech” [4]. The author calls semantic relations in speech design speech context, and speech - contextual or coherent. He makes an important conclusion about the need for special training in the basic types of coherent monologue speech.

In search of new forms of work, a creative group was created in our educational institution to test the original methods of T.A. Tkachenko [5]. At this time, we hold consultations in all groups. The material for the study of coherent speech is designed for age based on program requirements and special techniques. T.B. In her program, at the stage of forming coherent monologue speech of students, Filicheva highlights lexical and grammatical work, learning to independently describe objects, learning to tell stories, memorizing poems, learning to retell texts. The main manifestation of speech is the student’s attempt to express a thought.

According to the communicative purpose, the following monologue statements are distinguished [6]:

Monologue-message; monologue-description; monologue-reasoning; monologue-narration; monologue-persuasion. All these statements presuppose the possession of a complex monologue skill of coherent presentation of thoughts, facts, events, manifested, in particular, in the mastery of connecting elements of sentences - adverbs of time, cause-and-effect, adverbs expressing sequence, as well as combining speech patterns known to students in accordance with the goals and the conditions of communication, in particular, the choice of the appropriate word order in sentences, conjunctions and allied words [7]. The influencing function of monologue speech manifests itself especially clearly in the monologue - motivation. Bearing in mind the low, but communicatively sufficient level of mastery of monologue skills, monologue statements are of greatest relevance: description and communication of students about themselves, about their interests, about their hometown, about their family, about everything that can be interesting to an imaginary (or real) native speaker peer. As for teaching monologue speech, planned and systematic training begins in the elementary grades and continues throughout all school years. An educational monologue at the initial stage of training is a simple and

very short, logically structured statement containing one or more speech samples. Students should be able to speak logically and consistently without prior preparation in accordance with the learning situation, make oral reports on a topic, and convey in their own words the main content of what they listened to or read within the language material. Students are required to be able not only to report facts, but also to express their attitude to what is presented. The volume of the statement is at least 15 phrases, correctly formulated linguistically" [8].

When determining the types of monologue exercises, the following criteria must be taken into account:

1. type of monologue (message, narration, description, reasoning);
2. coherence and logic in the presentation of thoughts and structural and compositional completeness of the statement [9];
3. volume (completeness) of the statement - the degree of disclosure of the topic and the number of sentences;
4. the degree of combination of linguistic (lexical and grammatical) means (i.e. the nature of speech creativity);
5. lexico-grammatical (including syntactic) correctness [10].

Methodologically important are, firstly, the nature of the supports with the help of which exercises are performed when teaching monologue speech, and the purpose of the utterance, secondly. Such supports can be:

- 1) visibility,
- 2) text,
- 3) situation,
- 4) topic (fragment of a topic), problem. This sequence is observed mainly only at the initial stage, then the order of using supports changes; at the middle stage it can be as follows [11]:

- 1) situation,
- 2) visibility,
- 3) text,
- 4) topic; at the senior stage:
 - 1) text,
 - 2) speech situations,
 - 3) visibility (a series of paintings, a movie),
 - 4) topic problem [12].

When forming contextual speech, the main support is written or oral text. To develop the compositional and structural components of monologue skills, an exemplary, "standard" text with a clear structure, consisting of three parts - an introduction (beginning), the main part and a conclusion, can be used. In this case, it is possible to use a special sample scheme for constructing a monologue. Particular difficulties in mastering coherent monologue speech include choosing the order of words in a sentence in a coherent monologue statement and setting the correct logical stress in phrases. As established in the linguistic literature, in a monologue text, the first member of a new sentence often plays the role of a link with the previous context. The function of a connecting element in a sentence, as already mentioned, can be performed by virtually all members of the sentence, especially often this function is performed by all minor members of the sentence - circumstance of time and reason.

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TEACHING CRITICAL THINKING SKILLS - "NON-STANDARD TECHNIQUES" OR NON-TRIVIAL PROBLEM SOLVING?

A. Diyarova¹

Abstract:

The mastery of critical thinking is not at all about the externals, but about the nature of the interaction between teacher and students. It is the nature of the students' activities that is the determining factor in the development of critical thinking. The purpose of this article is to examine this issue in detail. The article also suggests some methodological recommendations for teachers to develop students' critical thinking: creating problem situations in the learning process; solving non-trivial problem tasks; familiarizing students with the principles, strategies and procedures of critical thinking; creating choice situations (problem methods); organizing a dialogue in the process of solving problem tasks (interactive forms of teaching); writing students' reasoning with subsequent reflection; recognizing students' right to make mistakes and modelling situations of corrections.

Key words: critical thinking, critical thinking development methodology, critical thinking development theory

doi: <https://doi.org/10.2024/hxe15e41>

"Critical thinking" is a very popular and much discussed topic, but very often the development of critical thinking is understood as a set of exotic methods of work, overlooking the deep essence of this phenomenon. In the minds of many teachers and methodologists, critical thinking appears as a kind of "equilibrium" of the educational process with the use of exotic teaching methods: "cinquain", "thick and thin questions", "cluster", "balls", etc. The use of these extravagant methods is noteworthy. It should be noted that the use of these extravagant techniques often turns into an end in itself. The most important essential characteristics of critical thinking (non-trivial problem solving, scientific approach, contextualization) are overlooked. And most importantly, the activities that ensure the development of critical thinking are overlooked.

It is quite common to see publications in methodological journals and on Internet resources with a rather simplistic interpretation of critical thinking. The understanding of this complex phenomenon is limited to an uncomplicated set of "acrobatic" techniques of work in the classroom. It should be noted that this is a very simplistic perception that discredits a rather useful pedagogical innovation. In this case, among other things, the essence of critical thinking is distorted. In addition, there is confusion about the tools of critical thinking.

The problem of development of critical thinking of students is actively developed by educators. Critical thinking is seen as a scientific approach to solve a wide range of problems, from every day to professional. Scientific thinking is

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usually associated with science as a field of research aimed at producing new knowledge about nature, society and thinking. While critical thinking is considered to be the practical application of a scientific approach to solve routine, professional and personal problems. It can be argued that for the Western pragmatic worldview, the concept of critical thinking has become a tool for improving the traditional practical thinking of its citizens, which began to fail under the conditions of rapid changes in the second part of twentieth century.

The founder of this pedagogical innovation professor of Columbia University and Montclair State College (USA) M. Lipman claimed: "Education has always had two fundamentally important goals - the transfer of knowledge and the cultivation of wisdom" [4 p. 1]. It should be noted that wisdom is understood in the philosophical sense - self-criticism of the mind, eternal forward movement [1, p. 273]; not just broad knowledge, but above all the ability to reason. According to M. Lipman, in stable traditional societies the first of these goals prevailed, in modern information society the advantage is given to flexibility and ingenuity rather than knowledge. He regarded his concept of education as inquiry as a harmonious combination of two fundamentally important goals for education - the transfer of knowledge and research to establish the truth. M. Lipman noted: "Scientists apply scientific methods to investigate problematic situations, students should do the same if we want to teach them to think for themselves" [5]. In his opinion, "when the problem is not probed independently, not included in some interests and motivations, the so-called education turns into a charade and parody" [5]. His words sound like a slogan for teachers: "The learning process in the classroom should be oriented to the process of scientific research". M. Lipman considered critical thinking as an urgent necessity for life in the modern world, because this complex skill allows to correctly solve a wide range of practical problems in any professional activity (architect, lawyer, doctor, etc.), in human relationships (situations of moral choice), in scientific activity, in everyday life [4, p. 2], etc. Consequently, critical thinking was considered by the founder of this pedagogical innovation as teaching the ability to reason.

Critical thinking is a means of teaching students a scientific approach to solving practical problems. It is based on hypothesis generation, testing, considering alternatives, proving and justifying. The term "critical thinking" implies that its subject must be convinced of the logical perfection, factual validity and value of any knowledge. This type of thinking is considered as an antipode of dogmatic (template) thinking. Undoubtedly, the introduction of training focused on the development of critical thinking is an urgent methodological problem of modern education. The 21st century will be a time when it is the mental abilities of individuals, rather than natural resources, capital and technology, that will determine the decisive line between success and failure, between leaders and slaves [7]. The ability to think critically ensures scientific, technological and social progress and is the key to democracy, and education plays a paramount role in its development. This fact has been recognized by philosophers, economists, educators [6, pp. 64-65].

The pedagogical innovation "critical thinking" came to us from the USA, where reflexive principles have been actively introduced into the educational process since the second half of the last century. In addition to M. Lipman, the scientific works of such critical thinking researchers as D. Kluster, D. Halpern, A. Crawford, C. Meredith, S. Matthews, R. Paul, R. Sternberg, D. Steele, C. Temple, etc. are widely known. Critical thinking is an extremely popular topic today. Populism walks side by side with popularity, so there is an urgent need

for answers to fundamental questions. What should be understood by critical thinking and how to organize work on its development? Why do we need to develop critical thinking at all? What should be the interaction between teacher and students to create conditions for the development of critical thinking? Without what kind of activity is critical thinking impossible to develop, and what can be safely dispensed without damaging the mental development of students? These are the main questions to be considered. Let us briefly summarize the theoretical foundations of critical thinking development.

As V. Davidov argued, a theory is a comprehensively developed and concretized concept, and a concept is an abstract beginning of theory building [2, p. 320]. In order to introduce critical thinking into pedagogical practice, it is necessary to first define the theory: what are the essential features of critical thinking?

The main functions of theory are description, explanation, foresight and practical application [1, p. 452]. Therefore, the theory should describe critical thinking (properties, structure); explain (what function does it fulfil? how does it develop?); anticipate (what conditions will ensure its full development?). Thus, it is necessary to answer the following questions: 1) what properties does critical thinking have? 2) what does it consist of (what is its structure)? 3) in what cases is it used? 4) what conditions ensure its development? 5) what levels is it characterized by or what stages does it go through in its development?

Only in the case of clear and coherent answers to these questions we will be able to develop and implement a teaching methodology aimed at the development of critical thinking of students. In order to organize training in critical thinking, first of all, it is necessary to create a "theoretical construct". In other words, a certain structure with a clear description of its features.

Let's consider the answer to the second question: what does critical thinking consist of? In the process of cognition, thinking has several levels: 1) general thinking; 2) object thinking (historical, mathematical, etc.); 3) critical thinking. Each subsequent level includes the previous one: 1) general thinking is a general process of information processing; 2) subject thinking is a process of information processing on a certain subject with the help of scientific cognition methods, enriched with subject and methodological knowledge; 3) critical thinking is a process of control over the course of general and subject thinking, their improvement. Critical thinking consists of certain attitudes of the researcher, orienting him/her to take into account the context, breadth of coverage of factual information, etc., as well as procedures aimed at ensuring logical perfection, factual validity and value appropriateness of reasoning.

The next question is: When is critical thinking used? This type of thinking is needed to solve extraordinary practical problems. When we are faced with real problems that cannot be solved with existing knowledge and skills, then we engage the principles, strategies, and procedures of critical thinking. This occurs during problem solving, inference, probabilistic evaluation, and decision making. F. Stancato noted that critical thinking is the formulation of judgments regarding the truthfulness and reality of statements or solutions to problems [8].

And finally, the last questions are: what conditions ensure the development of critical thinking, what stages does it go through in its development? The most important condition for the development of critical thinking is the creation of problem situations in the learning process. It is problem solving that provides mastery of the principles, strategies and procedures of critical thinking. J.

Dewey, M. Lipman, D. Kluster, D. Halpern, F. Stancato, N. Daoud, Z. Husin and other authoritative researchers spoke about the need to solve problems. The need for critical thinking arises when we are faced with complex choice situations that require careful deliberation and evaluation. A characteristic feature of this type of thinking is that the reasoning process is non-standard, non-standardized, and there is no ready-made solution. This means that the consequence of learning through critical thinking is the personal changes of students, i.e. their development: they reorganize their experience, master new knowledge and ways of solving problem tasks. From making simple assessment judgments and elementary argumentation, students move to a responsible way of thinking – the ability to carry out multi-factor analysis. Such analysis allows to identify substantial links in the system of social relations and to influence it appropriately. Multi-factor analysis involves identifying as many factors and conditions as possible that influence the course of the process. It also assesses the degree of influence of these factors and determines the significant factor and neglected ones. Subsequently, conditions are determined under which the initially negligible factor gains significance, and the originally significant one loses it.

It should be noted that empathy is a prerequisite for the development of critical thinking. It is the problem of learning that provides the internal motivation of the educational activity; encourages the teacher to introduce the students to the rules of critical thinking; requires the use of problem learning methods and interactive classes; and also focuses on the written presentation of solutions to problems and the organization of understanding of these solutions. All these conditions in the complex ensure the development of critical thinking in the process of learning [3].

In conclusion, to develop critical thinking it is necessary: to create problem situations in the learning process; to propose non-trivial problem problems; to introduce students to the principles, strategies and procedures of critical thought; to regularly create situations of choice (problem methods); to organize dialogue in the process of solving problem problems (interactive forms of learning); to provide a written presentation of students' reasoning with subsequent reflection; and finally, to give students the right to error and to model situations of correction of errors. Under such conditions of learning, the thinking of the students will become conscious, independent, reflexive, reasoned, controlled and self-organized, i.e. will develop thinking of second order (or high order, according to J. Piaget), which is called critical thinking.

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**HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE CONTEMPORARY
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TRADITIONAL-BASED LEARNING VERSUS PHENOMENON-BASED LEARNING

N. Dushanova¹

Abstract:

Currently, it has been observed that students mostly wait for the instructions of teachers. A teacher explains the planned topic and correspondingly he or she gives questions to clarify whether students understood the topic. After that students will be asked to find additional information regarding the topic. The whole process will be based on rote memorization of facts which will hardly make students go further to investigate the topic. It is also observed that after studying the topic, students tend to forget the learned material and hardly apply it in their everyday life. The current article compares the traditional learning methods with the Phenomenon-based learning approach by demonstrating the limitations and strengths of the two approaches. It also presents Bloom's Taxonomy to evaluate learners' knowledge and skills.

Key words: phenomenon-based learning, cognitive skills, Bloom's Taxonomy, knowledge construction, contextualization

doi: <https://doi.org/10.2024/h02rm708>

Concerning the physical environment of learning, it may not go beyond the borders of a traditional classroom. As the research paper intends to investigate the implementation of phenomenon-based learning for EFL students to develop their cognitive and research skills, it will be logical to provide a content comparison of the two approaches further. According to the syllabus of the 2023-2024 academic year for integrated language skills, students are supposed to acquire an overall forty-two topics in the first term. The second term involves thirty-six topics. All the themes are planned to be carried out in the traditional classroom. Further, three of the topics involved in Integrated Language Skills will be presented:

1.	Urbanization and climate change
2.	The world around us
3.	Our endangered world

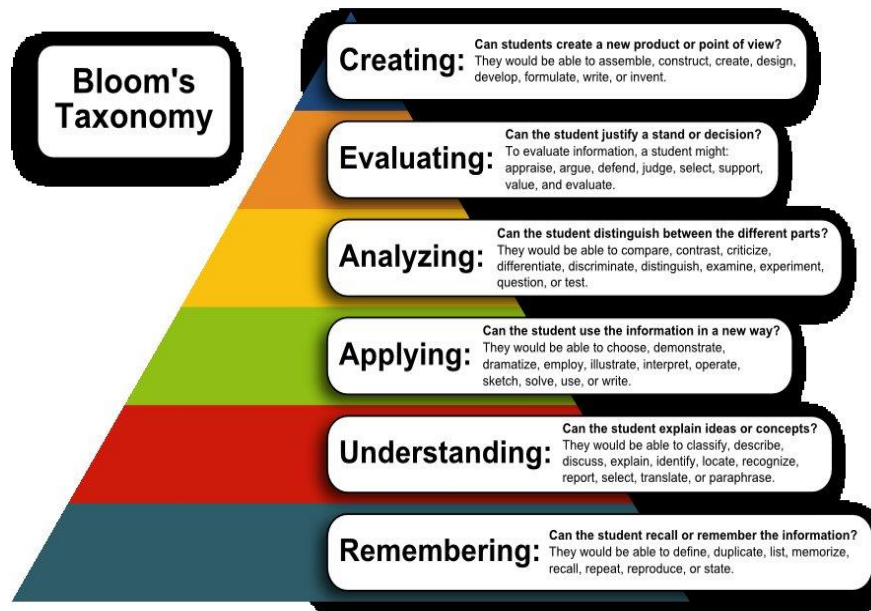
For each topic, two hours are allocated for class teaching. All three themes will be presented in a classroom devoid of topic relevancy. There appears a reasonable question. If the theme concerns Urbanisation and climate change, why should it be carried out in a classroom that has no relevance to the intended topic? Will this physical environment encourage students to be interested in investigating those topics further?

Another matter of concern is its objectives. In integrated language skills, the main objectives involve the development of learners' language skills, both receptive and productive skills, and the acquisition of lesson material. However,

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excelling in all these skills may not be enough to trigger learners to develop cognitive skills(reasoning, perception, analytical thinking, memory, verbal, problem solving) and research skills (task definition, information seeking, location /access, use of information, synthesis, evaluation) as well as XXI century skills(learning and innovation skills, digital literacy skills, career and life skills) which can be considered to be prerequisites of students' future career life.

According to Bloom's taxonomy, the levels of thinking should involve six steps.



In traditional lessons designed for the development of language skills, a teacher is regarded as a provider of information, whereas students are seen as listeners and respondents. In most cases, it is the responsibility of teachers to maintain the attention of students, by delivering the main points of the lesson of the lesson, and manifesting the topic through textbooks and lectures as a static body of knowledge [Lee, 2020]. A traditional language skills development lesson commences with the objective of the lesson being presented by the teacher. Further, the teacher presents the topic vocabulary and content relevant to the topic to help students a clear picture of the topic. The students then engage in an activity to help reinforce the topic content with a gradual set of activities usually created by the textbook company or the teacher. The students follow these directions and complete a worksheet with questions that may include matching definitions with appropriate vocabulary, explaining what happened in each step of the activity, or regurgitating facts learned from the teacher or reading the textbook [Mancuso: 2017]. Through this process, students do, indeed, learn topic information, but the topic may not always make sense [Capps & Crawford: 2013].

For the last few years, the theme explanation has started to involve more hands-on activities. Hands-on theme explanation frequently attracts students to do collaborative, fast-moving, and quick-thinking activities in the classroom. Many language skills development lessons such as the Integrated Language Skills course in Higher Education have adopted complete curricula of hands-on activities to effectively substitute the use of theme-based textbooks. The hands-on activities provide students with opportunities to apply the presented vocabulary or content in an activity with a specific time framework. After that, students can be assigned to find additional material pertinent to the topic or

learn the explained topic in which students are required to memorize the specific vocabulary or content.

Despite these new hands-on programs being full of fun and informative and having the student learners more involved, they were once again not made applicable to the real world [Moscovici & Nelson: 1998]. Educational research has shown that both the traditional programs with lectures (i.e., presenting facts while students listen) and traditional hands-on cookbook labs (which are defined as labs that contain explicit instructions in a step-by-step procedure that choreograph each action taken by the learner; e.g., “do this,” “measure that,” “record this,” “come to this answer,.”) revealed that in many programs are not the most effective ways for students to learn and to retain what they are taught [Symeonidis & Schwarz:2016].

Involving students in inquiry-based learning can be an effective way of facilitating their learning experience. This approach not only helps them acquire knowledge about a particular topic but also helps them develop reasoning and critical thinking skills. Through inquiry-based learning, students learn how to tackle problems by asking meaningful questions and using well-thought-out procedures to evaluate and generate solutions. [Krajcik:2014].

Considering the assessment process, students' language skills, such as speaking and writing are assessed based on the extent of theoretical knowledge they remember. Again three levels of Bloom's taxonomy can be covered, including to a great extent remembering, understanding, to the least extent applying it in new situations. The assessment process gives little or no attention to the progress of higher-order thinking skills.

However, Phenomenon-based learning is completely different in content. It is asked not only to understand the presented phenomena but to perceive and act concerning the world. Moreover, students can see, feel, observe, and experience the phenomenon to be investigated as well as it is possible to use scientific information to explain. This process will, in turn, trigger their interest in the topic by stimulating them to ask questions. The process of exploration and investigation is seen as the essence of phenomenon-based learning. Students can be involved in collaborative, communicative, critical thinking, and problem-solving environments. Here, not the teachers but students will ask questions and ultimately be considered to be self-drivers of their knowledge. This approach pays attention to the student's understanding of a phenomenon – an observable event – while using various methods and perspectives that overlap to make sense of this phenomenon [Wakil: 2019].

Phenomenon-based teaching is based on the constructivism theory introduced by Piaget in 1969. According to constructivism, learners are active in building knowledge as they try to make sense of their experiences. This theory is closely linked to elementary students' learning through relevant phenomena. Constructivism suggests that learners create new knowledge based on their past experiences and prior knowledge, which shapes their interpretations and experiences of the world around them. Ertmer and Newby [2013] further argue that humans' creating knowledge and meaning is an essential part of learning instead of simply acquiring it.

The concept of phenomenon-based learning traces back to Vygotsky's social constructivism learning theory. As per this theory, learners create knowledge by drawing on their experiences. Learning is a collaborative process, and all aspects of the student are interlinked. Vygotsky believed that learning involves co-constructing the meaning of both content and practices with the help of others,

including teachers and peers. His theory stresses the importance of social interaction in cognitive development, highlighting the community's central role in meaning-making.

Unlike the traditional education model, where teachers are the sole providers of information, Vygotsky's theory calls for active learning. It proposes a classroom environment where teachers and students work together to facilitate meaning construction, fostering learning. Ultimately, these theories suggest that students learn most efficiently by actively creating their experiences and socially constructing knowledge in groups while engaging in questioning.

Several specific components align with the use of phenomena in the classroom, based on various theories. These components include actively constructing knowledge while building background, providing meaningful learning in a collaborative setting, and offering relevant, real-world applications.

The main objective of phenomenon-based learning is students' wish to figure out what is happening with the phenomena by not only giving low-order questions, such as what, who, and when, but also high-order questions, including why, how, or what if. Students will be able to answer why they need to know the topic. They also try to explain what is going on with the phenomenon. All those explanations are elaborated and evidence-based accounts that require young learners to draw upon a wide range of science concepts and to engage in multiple investigations to construct narratives and representations for the target phenomenon.

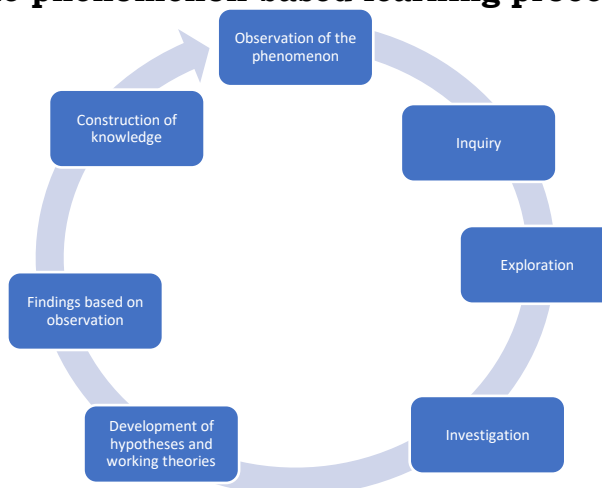
Figure 1.

Traditional lesson vs Phenomenon-based learning lesson

Traditional language skills development instruction	Phenomenon-based learning language classroom
Introduction of the topic	Introduction of the phenomenon in the real context through observable environment
Explanation	Search to find answers
Questions are given mostly by teachers	Questions are given mostly by students
Fact memorization	Knowledge construction
A teacher is the source of information	Engagement in multiple investigations to construct narratives and representations
Students listen and respond	Explanations are evidence-based accounts

Figure 2.

The phenomenon-based learning process



From Figure 2, it is clear that the phenomenon-based learning process involves seven steps. The first step commences with the observation of the target phenomenon which naturally awakens learners' curiosity and intrinsic interest to investigate it. The curiosity and interest are reflected in learners' questions either formed in low-order question forms (when, who, where) or higher-order question forms (what, why, how, what if). The natural questioning process will ultimately lead to the exploration and investigation of the phenomenon thereby learners can observe, analyze, and evaluate it. Based on observation, analyses, and evaluation, it is possible to make findings of their own finally having the content of their knowledge construction. Rather than relying on others' knowledge, they will be able to construct their knowledge and become knowledge owners. The appreciation of this knowledge is higher than others' knowledge.

The phenomenon-based classroom is considered to be a learner-centered, interdisciplinary instructional approach that is based on student inquiry and problem-solving. There are five primary characteristics of phenomenon-based learning [Symeonidis & Schwarz: 2016]:

1. **Real-world implementation:** The real world is the foundation of phenomenon-based learning. This is always the starting point and is repeated at every stage [NSTA: 2014]. Students and teachers choose to focus on real-world phenomena; such as why elderly people do choose to live in nursing homes. In the classroom, they may give their hypotheses. To check this, they are brought to retired houses where they can check their hypotheses for correctness and ask other interested questions. In this case, they can form their knowledge based on the exposure to the real-world implementation.

Students can learn a phenomenon that interests them and use scientific inquiry and problem-solving skills to understand it and demystify it (Silander, 2015).

2. **Desire to give questions:** Phenomenon-based learning may stimulate students' curiosity, and so students are encouraged to ask questions that interest them [Bendici: 2019; Mancuso: 2017]. This is very similar to the Socratic Method. The Socratic Method incorporates other preferred methods of instruction such as the case method, lecture, and small groups [Plato & Saunders: 1987]. The Socratic Method, as defined by the American Heritage Dictionary of English Language, is a pedagogical technique that involves the teacher asking a series of questions instead of giving direct information. The goal is to help students arrive at the desired knowledge by answering these questions or gaining a deeper understanding of the limits of their knowledge. This approach is similar to Phenomenal-based learning, which focuses on inspiring students to make observations and ask questions by prioritizing "how" over "why." [Inouye:2020].

3. **Contextualization:** Phenomenon-based learning builds pertinent connections between curriculum theory and the real world, but it also serves to link the various, separate subjects that students learn in Higher Education [Chin & Brown: 2000; Odden & Russ: 2019]. For example, the topic of Art appreciation can combine the subjects of Art, Design, and Psychology with integrated language skills. By allowing students to reflect on themselves, they may be given the task of creating art pieces. Through those artworks regardless of their simplicity, students can present their inner world as well as reflect on it orally or in written versions in which they can develop their language skills. The topic of space travel presented in the Integrated Language Course may also incorporate several subjects into one such as astronomy, physics, mathematics,

and language skills. In this case, the students may be taken to a field trip to NASA where the students can see the phenomenon in a real context. Naturally, they are more inclined to investigate it in an authentic environment rather than in a traditional classroom. Real-world phenomena provide the starting point for learning. Phenomenon-based instruction begins with observing real-world phenomena and leads to a class discussion [Roth: 2014].

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LEXICAL CLASSIFICATION OF LANGUAGE UNITS

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Abstract:

Advancements in various areas of Uzbekistan directly influence the foreign language teaching system. This is evidenced by the country's active involvement in international social, economic, political, scientific, cultural, and humanitarian integrations. In linguistics, particularly lexicology, the topic of lexical items has garnered significant attention from numerous researchers. Numerous studies have been carried out on this subject, with a focus on Uzbek and English languages, exploring the expression, translation, types, characteristics, and functions of lexical items.

Key words: lexical units, language teaching, Uzbek language, English language, expression, translation, types, characteristics, functions, research, studies.

doi: <https://doi.org/10.2024/dh9tef90>

Lexical units are complex linguistic entities characterized by both form and meaning. Phonemes, lacking meaning, are not part of the vocabulary as they serve a differentiating and communicative function. Words and morphemes play a crucial role in communication by serving as readily available units for speakers. Communication is a creative process that involves using fixed language units to produce utterances. Lexical units encompass words, morphemes, fixed expressions like greetings and proverbs, and various word combinations, forming a diverse system within a language. Semantic derivation and word composition are the most productive in established languages.

Analyzing units used for naming, 3 types of verbalizations:

1. lexical - naming is fulfilled with the help of lexical items, words in particular.
2. propositional - when speakers try to name a situation they might use a word-combination or a sentence to name it. «Don't trouble until trouble troubles you».
3. discourse - when a text serves as a name for some usual complex situation, or a series of situations.

Lexical verbalization-the major source for the lexicon thought to discard names created in the form of propositions or discourse units. The range of primary and secondary naming in the naming process leads to differentiation between primary and secondary types of verbalization or naming processes, direct or indirect types of verbalizations.

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Words can take on different forms through inflection, such as changing "sound" to "sounds" to indicate singular and plural. Alternatively, words can be seen as part of a group of related forms (a paradigm), where "sound" and "sounds" are considered variations of the same word. This word may have a standard inflected form (like nominative singular), a shared stem among its forms, or an abstract label. In speech technology, the inflected form of a word is commonly used, while standard dictionaries typically focus on the paradigm definition, represented by a headword like the nominative singular form in written language.

Linguistic textbooks distinguish between several different views of words as lexical units, depending on which kind of lexical sign information is regarded as primary:

- a. The phonological word (based on its conformity to the phonotactic structure of a language).
- b. The prosodic word, based on its conformity to the accentuation and the rhythm patterning of the language.
- c. The orthographic word (for instance, as delimited by spaces or punctuation marks).
- d. The morphological word (based on the indivisibility and fixed internal structure of words).
- e. The syntactic word (based on its distribution in sentences).

The concept of a lexical word is seen as a distinct type rather than just a specific instance within larger language units. In the context of spoken language dictionaries, the primary focus is on the morphological form of words. Each lexical unit is assigned a set of characteristics that define it as a linguistic sign and dictate how the lexicon is structured. In practical terms, the selection of a lexical unit and the prioritization of its properties can impact how easily a lexicon can be accessed, whether through spelling, pronunciation, meaning, syntax, or morphology. Choosing the most appropriate type of lexical unit for a particular purpose is a complex decision driven by practical considerations.

In the field of linguistics, Ferdinand de Saussure distinguished between the essential and distinctive characteristics of language. This branch of science serves as the foundation for various methods of analyzing language, such as opposition, transformation, and component analysis. With the increasing importance of socio-economic and intercultural relationships between different communities, there is a growing emphasis on the use and study of multiple languages. Learning new languages not only facilitates communication but also offers insights into the culture of the respective nations. Consequently, the examination of how language interacts with culture has emerged as a significant and relevant topic. As a result, the field of linguoculturology has emerged as a distinct area of study within linguistics.

Linguoculturology is a field that involves the scientific and practical examination of the national-cultural significance, semantic content, and subtle distinctions within language elements, as well as the interconnection between language and culture. It explores how national culture is expressed through language. By comparing different aspects of reality, linguoculturology aims to identify the common and unique characteristics of events or objects under scrutiny.

In recent years, there has been a growing emphasis on studying the phraseological system of language from various perspectives such as semantic-pragmatic, linguoculturological, and cognitive scientific viewpoints.

Phraseological units, which are linguistic expressions that convey cultural and national mindset information, play a crucial role in this analysis. The cultural aspect of phraseological meaning, including evaluative attitudes, offers insights into the national mentality and ethno cultural characteristics of a society. Overall, phraseology serves as a vibrant reflection of a nation's way of life, culture, education, and national mindset. These linguistic units not only provide valuable information about different cultures but also serve as distinctive language elements that express specific national-cultural characteristics within linguacultural.

Phraseologist linguist L.I. Roizenzon defines "phraseology is a complex and complex reality that expresses one's identity in language activity." V.N. Telia is a phraseological structure of the language - a mirror. It reflects the national-cultural commonality and the understanding of national identity. It is phraseologies that encourage language representatives to understand and comprehend the world.

Linguist V.A. Maslova also said that "phraseological units in their semantic structure express the long-term process of development of folk culture, transmit, seal and record cultural stereotypes, standards, archetypes from generation to generation.

Therefore, it is essential to conduct a thorough examination of the intricate, conceptual-cognitive, and linguaculturological aspects of phraseological units in order to identify their linguaculturological essence and national-cultural characteristics. This research involves a multifaceted methodology that includes component analysis to uncover the linguistic-cultural significance of the constituent lexemes within the semantic framework of phraseology, comparative-typological analysis to identify their similarities and differences, and cross-cultural evaluation methods to ascertain the national-cultural attributes of phrase usage.

Idiomatic expressions are distinguished from ordinary word combinations by their fixed structure and consistent components. These expressions, also known as "phraseological units" or "phraseologisms" in linguistic discourse, serve as direct reflections of a culture and way of life, embodying the "national spirit" of a particular nation. The study of idiomatic expressions falls under the domain of phraseology, a branch of linguistics that delves into the national-cultural essence of a language system. This field is intricately linked to a nation's history and offers insights into the collective mindset of its native speakers. By examining phraseological units, researchers can uncover valuable social-historical insights.

This is why the creation of idiomatic expressions is strongly influenced by factors outside of language. These units can mirror the characteristics of a specific location, its economic and social circumstances, and the culture of a particular nation. They also reflect the history, lifestyle, folk traditions, literature, art, science, and customs that have been handed down through generations. The underlying meaning of idioms represents a wealth of knowledge that remains relevant and becomes apparent during communication, enabling readers or listeners to grasp the intended meaning of a given phraseological unit.

In the meaning of idiomatic expressions different aspects of language can be disclosed: religious-moral, social, mythological, historical, etc. Such language units convey significant knowledge about the world picture and people [Kubryakova E.S., 10].

The history can be most clearly traced on the example of phraseological units with the "proper name" component [Artyomova A.F., Leonovich O.A., 2003; 191]. In English, phraseological units with proper names make up about 2% of the total number [Kuchesheva I.L., 2008; 81]. Proper names in the structure of phraseological units are an important source of information that allows us to get into the secret treasury of the language we are learning. A proper name or an onym – a word (phrase) that serves to distinguish the named object from a number of similar ones. Unlike ordinary words, proper names belong to a vocabulary that does not require translation [Ermolovich D.I., 2001; 43].

Conclusion. Instinctively, the fundamental unit of language is typically considered to be a word. However, this definition is not without its complexities, as the concept of a word is more intricate than it appears, and because idiomatic phrases (lexical phrases) also play a role. A word has its own structure and seems to exist on its own, separate from any specific sentence. The components that make up a word need to be analyzed. The ability of a word to convey multiple meanings presents a significant challenge. There is no universally agreed-upon principle for determining the unity of a word. Accordingly, it is necessary to comprehensively study the issues of complex, conceptual-cognitive and linguoculturological analysis of phraseological units, to determine the linguoculturological nature of phraseological units, national-cultural features of phraseological units. Thus, the character of an idiomatic proper name is determined by many factors: the geographical environment, culture, history, and religion of the people. These are just some examples which describe and disclose history and culture of people. In the modern English and Uzbek languages there are hundreds of similar examples of idiomatic expressions which are closely connected with history, geography, literature, myths and legends, religion and culture. They are very interesting for both lingual-cultural investigations and self-learning and broadening one's outlook as well.

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USE OF SOCIAL MEDIA IN DEVELOPING STUDENTS' GRAMMAR AND COMMUNICATIVE ACADEMIC WRITING COMPETENCE

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Abstract:

Writing is one of the most important language acquisition abilities, and unlike other talents, it takes a lot of practice to become proficient in producing written speech. This article aims to investigate some frequently used social media tools like WhatsApp, Facebook, and Wikis encouraging students to have more opportunities to write academically and practice more effectively than they did before.

Key words: writing ability, social media, grammar knowledge, Wikis, WhatsApp, technology

doi: <https://doi.org/10.2024/33j3r475>

Improving one's academic writing ability is an essential requirement. Students who study English as a second or a foreign one find this skill to be challenging. Consequently, English is taught as a second or foreign language throughout the world. To enhance their writing abilities, teachers and students employ a variety of technology resources. Social media can be helpful to achieve this goal.

The majority of research on the technologies is focused on using social media to help students become better writers as it plays a crucial role in the twenty-first century. The impact social media has had on communication and raising awareness of knowledge in all spheres of human activities is of great interest in current days. Teachers, instructors, and educational practitioners have been drawn to many digital tools to integrate them into the teaching-learning process, particularly when it comes to writing discipline. Various social media platforms, including Facebook, Skype, WhatsApp, Wikis, Twitter, YouTube, and Quizlet have been employed to support the writing process.

To be successful in academic writing one should possess some other language skills leading to an effective construction of academic texts. One of these language skills is grammar knowledge. Grammar knowledge can be acquired through a variety of learning processes, explicitly, implicitly, and based on implemented technology.

Grammar teaching can be defined as "Any instructional technique that draws learners' attention to some specific grammatical form in such a way that it helps them either to understand it meta linguistically and/or process it in comprehension and/or production so that they can internalize it" (Ellis, R., 2006). Dontcheva-Navratilova (2013) defines grammar as "the system of rules and principles underlying the form and meaning of words, word groups, clauses,

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and sentences," and highlights the significance of meaningful communication within language structure. The basic requirement for being a successful communicator is the knowledge of discourse, which goes beyond speech. By examining discourse grammar, researchers and educators can examine how meaning is expressed in context while also taking the communicators' intentions, motivations, and goals into account (Dontcheva-Navratilova, 2013). Increased opportunities for learners to negotiate meaning and the capacity to examine grammar within the framework of broader discourses enable many of the technological affordances for grammar education.

As a result, grammar education is now more firmly centered on assisting students in developing their communicative competence than it was in the past. This calls for assignments that enable students to notice and raise awareness of grammatical forms and their usage. As "the ability to communicate using available L2 technology tools..., the ability to make appropriate linguistic choices in face-to-face, remote, written, and oral modes, and the ability to choose appropriate technologies for communication and language learning," communicative competence can be expanded through employed technology (Chappelle, 2009). The current tendency in language education is to develop creative, completely integrated grammar assignments that make use of intelligent and interactive technologies, regardless of the particular technology employed to teach grammar.

There are many options for learning grammar in context and emphasizing meaning thanks to the development of communicative language teaching (CLT) and technological advancements. Teachers can select asynchronous (available in different time) technologies like discussion boards, e-mail, blogs, listservs, or synchronous (available in real-time) resources like chat, video conferencing, Twitter, or virtual learning environments (Bikowski, D., 2018).

To exemplify, the results of some conducted research show that social media used in teaching helps ESL/EFL students become better writers. According to Shuhaida S. et al. (2014), students who used social media sites performed higher writing competence, however, this learning process requires the teacher's participation and support to the students to use these platforms. Another study by Yeboah J. and Ewur G. (2014) on the use of WhatsApp Messenger and Facebook revealed that using this social media as a learning tool has made it easier for students to communicate more quickly and easily, demonstrating the important function that social media plays as a tool that facilitates learning.

These studies also show that integrating social media platforms into the teaching and learning process led to various degrees of improved student learning. Students can enhance their writing abilities, working group abilities, and critical thinking skills, for instance, by practicing brainstorming and cooperative learning techniques (Shuhaida S. et al., 2014), (Yunus M. and Salehi H., 2015). Studies conducted by (Fattah A., 2015), (Shih R., 2011), and (Yen Y.C. et al., 2015) have generally shown that students' use of social media can have a favorable impact on their learning process and lead to improved performance. The findings also demonstrated how social media use has a major impact on students' writing abilities around the globe in a variety of settings.

Wikis can be a valuable tool for educators to employ in this process in ESL/EFL classes. In addition to social media, some research examines how utilizing Wikis affects students' writing abilities making cooperative work more

effective. Furthermore, utilizing Wikis can aid students in developing their problem-solving skills. These studies demonstrate that students can overcome various obstacles in writing, improving grammar, and other language skills by using this platform. For instance, it is very beneficial in terms of improving word selection, writing style, and language mechanism, all of which contribute to a significant improvement in writing abilities. In addition, one of the most important aspects of learning is having access to information and resources. As a result, Wikis made it easier for students to access the data whenever they needed it and to offer comments on how it was used. Wikis provide students with the chance to develop their autonomy being an essential skill for 21st-century learners (Li X. et al., 2012), (Sun Y., 2010). Finally, by amending their writing comments and seeing the editing of their peers, students can obtain collaborative peer-editing experience using this tool. By experiencing shared knowledge and abilities, students may gain a lot from each other's reflective comments.

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مفهوم تعليمية اللغة العربية و طرق تدريسها في أوزبكستان

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يقصد بمفهوم تعليمية اللغة العربية : هي " الدراسة العلمية لطرائق التدريس وتقنياته، ولأشكال تنظيم حالات التعلم التي يخضع لها المتعلم، بغية الوصول إلى تحقيق الأهداف المنشودة سواء على المستوى العقلي أو الكلمات المفتاحية: مفهوم، تعليمية، طرائق، التدريس، مهارات.

doi: <https://doi.org/10.2024/sz9agm64>

التعلم حالات تنظيم ولأشكال، وتقنياته التدريس لطرائق العلمية الدراسة " هي : العربية اللغة تعليمية بمفهوم يقصد – الحسي أو الإنفعالي أو العقلي المستوى على سواء المنشودة الأهداف تحقيق إلى الوصول بغية، المتعلم لها يخضع التي، أوزبكستان في العالي التعليم بمؤسسات العربية اللغة مهارات تعليم يطرحها التي المسائل في البحث يتضمن كما، الحركي وظائفها في ممارستها من ليتمكن الأوزبكي المتعلم عند اللغوية القدرات تحقيق إلى المهارات هذه وتعليم تدريس يهدف وأن قادرين تجعلهم التي الأربع اللغوية المهارات تحقيق نحو والمتعلم المعلم نشاطات بتوجيه صحيحة ممارسة العملية الطبيعية بواسطتها كتابة أو شفويا الآخرين إلى فكرهم ونقل، قرؤوها أو سمعوها إن فهمها على .

:اللغات تعليمية وتدريب مفاهيم -

بتخصصات لأرتباطها مختلفة بأشكال الخمسينيات بداية في أوروبا بلدان بعض في الأفكار و الرؤى هذه ظهرت لقد، النفسية واللسانيات النفس بعلم ارتبطت وسويسرا وإيطاليا وكندا فرنسا :مثل الأوروبية الدول بعض ففي، توجهاتها مع تتفق صارت هنا ومن التعليم وطرق مناهج في تطورات لحدوث نتيجة وجاءت، التطبيقية للسانيات الرئيسة الفروع أحد فالتعليمية اللغات مجالات لتعدد ومتطورة مستمرة بصقة موجودة

التطبيقية باللسانيات ظهوره اقترن، الظهور قريب علما اللغات تعليمية أن لنا اتضح البحث خلال ومن، التطبيقية المحتويات في فينظر، التعليمية بالعملية يتعلق جديد بكل يهتم فأصبح واهتماماته أهدافه زادت ثم، اللغات تعليم بطرق لأهتمامه العملية نجاح إلى تؤدي التي والوسائل الطرائق يحدد ثم، لها الموضوعة الأهداف مع لتتناسب وينظمها فينقيها والمكونات التعليمية.

المعرفية خاصة المجالات من كثير في عليه القائمين تعاون نتائج فيه نرى ميدان سنجده اللغات تعليمية إلى بالنظر سبق مما ضوء في، أوزبكستان في العربية اللغة تعلم و تعليم كيفية هو تعالجه الذي الموضوع فطبيعة، المختلفة والتخصصية المثمر و المتكامل الجماعي العمل فيه يتجسد واسعا ميدانا لكونها، عديدة علوم و فنون ثمار تجمع اللغات تعليمية أن لنا يتضح الوظيفة، الاتصال نظريات و، التربية وعلوم، اللغوي الإجتماع علم و، اللغوي النفس علم و، اللسانيات معطيات فيه وتتجمع كيفية ثم بينها الترابط من نوع بإيجاد المجردة النظرية المعطيات هذه تكييف إمكانية في متجسدة نجدها للتعليمية الأولى، المهمة هذه عن المترتبة فالمشاكل، تعلمها و اللغة تعليم هو و اختصاصها موضوع لمعالجة تتصدى هي و، منها الإستفادة مع يتعامل لأنه يراعيها أن بالتعليم المشتغل على يجب، نفسية مشاكل هناك بل تعلمها المراد اللغة مستوى في تنحصر لا اللغة تعليمية فنجد، بها ينفرد التي خصوصيته له معين مجتمع داخل، الجسدية و النفسية و، الذهنية أبعاده بكل يعيش إنسان : مثل الأسئلة هذه عن بالإجابة تتكفل

- للمتعليم النفسية و الذهنية الخصائص على للتعرف (من؟) المتعلم -

- تعلمها المراد المعرفية المضامين لتحديد (؟ ماذا) المحتوى -

- التعليم ومقصد أهداف لتحديد (لماذا؟) الأهداف -

- المناسبة التعليمية والوسائل والتقنيات الطرق لاختيار (؟ كيف) الطريقة -

نظاما تمثل التعليمية العملية أن سنجدها بينها الرابطة العلاقة نوعية و المتداخلة المحاور هذه عمل لمحتوى نظرنا وإذا عن نستغني أن يمكن لا بحيث، به ويتأثر الآخر في منها جزء كل يؤثر، جزئيا ترابطا المحاور هذه بين الترابط على يقوم مكانها في لوضعها التعليمية بالعملية المرتبطة المشاكل من كثير حل في كثيرا ويفيدنا سيساعدنا التصور هذا إن أحدها؛

(Oriental) محاضر بجامعة البخاري، أستاذ مشارك بمعهد سمرقند الحكومي للغات الأجنبية، هاشم إسماعيل همام علي ¹ بطشقند

عامة بصفة فالتعليمية، البعض بعضها عن معزولة العناصر هذه تناول عند قاصرة نظرة ننظر أن يمكن ولا، الصحيح الإجرائية المفاهيم من مجموعة المشكلات هذه ترتبط، مختلفة مشكلات تواجه خاصة بصفة اللغات وتعليمية

أن كما، البنية أو بالشكل إهتمامها من أكبر اللغة بوظيفة كبيرا اهتماما تهتم الوظيفة المدرسة إن: نصيرات يقول والثقافية التاريخية السياقات أي، بها المحيطة الظروف عن بمعزل يتم أن لايمكن العربية اللغة تعليم أن تؤكد المدرسة هذه بين التواصلية بالوظيفية علاقتها في الطبيعية اللغة دراسة، ووظيفيا لسانيا اللغات دراسة أساسيات من إن: المتوكل يقول اللغة مستعمل إن. مستخدمها بين التواصل قدرة أي، التواصلية القدرة الوظيفية اللسانيات عليه مطلق وهو، المتخاطبين يمكننا اللغات تدريس وفي، المتخاطبين وبين بينه التواصل تحقيق إلى يهدف، الكلامية الوحدات ويستخدم ينتج وهو الطبيعية، أوزبكستان في العربية اللغة والمتعلمين الدارسين بين تواصلية علاقات إقامة في الوظيفية اللسانيات فكر بعض استثمار التركيز خلال من بوظيفته أي، الوظيفي اللساني للمنظور وفقا التداولي الإستعمالي بنسقه علاقه له نسق اللغة أن من إنطلاقا لهذه معنى نجد وبذلك الحياتي واقعهم في المتعلمون يستثمرها أن أن ويمكن، المتعلمين لحاجات يستجيب الذي التعلم على القدرة وتنمية العملية والممارسة الحياتي واقعه في اللغوية مكتسباته واستخدام توظيف على المتعلم سيساعد الذي التعلم التي المحيط في استثماره يمكن معلومات من تلقاه ما وأن دروس من تعلمه ما بأن يشعر وبذلك؛ يريدتها التي التواصلية فيه يعيش.

اللغة واستعمال فهم من المتعلم تمكن وهو، لغة لأي والمستمر الصحيح التعليم إلى يوصلنا ذلك إن: الدليمي يقول بمهارات لايتعلق لغوي نشاط أي و، استماع تكلم، أو كتابة، أو أو، قراءة من الأربع مهارتها ظروف في الصحيح الإستعمال منها ونفورا كرها لهم يسبب أو، اللغة عن المتعلمين يصرف قد زائد نشاط هو تعلمها غايات أو، الأساسية اللغة

اللغة من أخرى فروع إلى والدارسين الطلاب يصرفون المعلمين بعض نجد أننا حيث، الدليمي إليه مذهب مع أنفق يتعلمونه ما بثقل لأستشاعرهم اللغة تعليم عن الطلاب من الكثير عزوف إلى يؤدي وهذا، الأربع الأساسية المهارات عن بعيدا بتعلم المشتغلين على فيجب، المتعلمين على عكسية نتائج إلى سيؤدي زائد نشاط أي أن نزاعي أن يجب كما، ويدرسونه وتهيئة مساعدة على والعمل الأربع للمهارات اهتمامهم جل يوجهوا أن أوزبكستان في العالي التعليم بمؤسسات العربية لهؤلاء فالأفضل، عنها يتوقفون أو دراستهم في يتأخرون الطلاب تجعل التي الأخرى الفروع عن بالبعد ذهنيها نفسيا المتعلمين. والأدب والبلاغة والنحو كالصرف الأخرى اللغة فنون نحو وتدرجيا تصاعديا التوجه ثم، أولا الأربع المهارات اتقان الطلاب

أولهما، الأجنبية اللغات تعليم برامج تتوخاه هدفا منهما كل يمثل، اللغات تعليم في مفهومين بين نفرق أن علينا يجب المثمر الاتصال من تمكنهم التي المناسبة اللغوية بالمهارات الدارسين تزويد به ويقصد، (الاتصال كفاءة) عليه يطلق ما وهو اللغوية الكفاءة) يسمى ما هو المفهومين هذين وثاني، السابق اللغة مفهوم من انطلاقا وذلك، تعليمها المستهدف اللغة بمتحدثي وتحكم تبسيطها التي والقواعد، اللغة طبيعة فهم على قادرين تجعلهم التي اللغوية بالمهارات الدارسين تزويد به ويقصد، (طبيعة ذا يكون أن ينبغي اللغة فتعليم، ومفاهيم وتركيب ومفردات أصواتا، مكوناتها بها تتميز التي والخصائص، ظواهرها مجتمعاتهم في أغراض من ينشدهم ما تحقيق لهم وتيسر العربية بمتحدثي الاتصال من الدارس تمكن وظيفية عند اللغوية والكفاءة الاتصال كفاءة مفهومي بين كبير وخط تداخل وجدت، م2008 عام أوزبكستان إلى قديمي منذ المعلم إلقاء عند هذا ونلاحظ، مفهوم كل أهداف بين التفريق عدم حيث من، العالي التعليم بمؤسسات العربية اللغة تدريس أهو، موضوعه أهداف - قصد دون - يعلم لا وهو الدرس بعرض يقوم هنا فالمعلم، الدرس قاعة داخل ودروسه لمحاضراته اللغوية بالكفاءة أم الاتصال بكفاءة متعلق

يقول مذكور (بما أن الإتجاهات الحديثة في تعليم اللغة تهتم بالمعنى والفكر، فتعلم اللغة يتضمن التفكير بها و إن الممارسة الواعية للغة هي تلك التي تهتم بالمعنى والفكر، فتعلم اللغة يتضمن التفكير بها، والممارسة الواعية للغة هي التي (تتم في إطار من المعنى وليس في مجرد التدريب الآلي عليها).

من قول مذكور نستنتج أن تعليم اللغة لا ينفصل تماما عن الإلمام بثقافتها والتفكير بها، لذلك على متعلم اللغة العربية أن يلم إلماما كافيا بثقافة اللغة وثقافة المتحدثين بها حتى يسهل عليه التواصل بها معهم، وعلى المتعلم الوعي إلى حد ما بظروف المجتمع العربي وامكاناته وقيمه وتقاليده وهنا نقصد أهل اللغة الأصليين، وعندما يفكر باللغة التي تعلمها يسهل عليه التواصل مع أهلها.

لا بد لمتعلم اللغة من الإهتمام بالممارسة والتطبيق اللغويين؛ حيث أن إتقان أي مهارة لايمكن أن يتم إلا بالممارسة والتدريب، ويكون ذلك داخل غرفة التعليم، ثم الانتقال إلى خارجها عندما يتم ربط دروس اللغة بالحياة، وبموضوعات تلائم النمو العقلي والفكري والثقافي للمتعلم.

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STRATEGIES FOR EFFECTIVE LEARNING VOCABULARY

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Abstract:

The purpose of this literature is to investigate common vocabulary learning strategies and find out how the strategies used to learn vocabulary are connected to the level of vocabulary knowledge and also, the significance of suitable strategies in facilitating proficient vocabulary acquisition. Exploring strategies for effective vocabulary learning highlights the transformative impact on education, reshaping the learning methods for students and teaching approaches for educators. Drawing insights from comprehensive research, this examination emphasizes the benefits of these strategies in fostering student engagement without getting bored, motivation, gaining knowledge, and collaborative learning. It also acknowledges potential challenges and drawbacks, providing insights into how to implement these strategies effectively. In essence, the focus is on the pivotal role these strategies play in enriching the learning journey and helping to students for the linguistic demands of today's world.

Key words: vocabulary, effective learning strategies

doi: <https://doi.org/10.2024/ky3xft20>

Strategies for effective vocabulary learning play a crucial role in enhancing language skills by promoting a deeper understanding of words, their usage, and context. These strategies aid in expanding one's vocabulary, enabling more precise and varied expression. Additionally, they contribute to improved reading comprehension, writing proficiency, and effective communication. By incorporating diverse learning techniques, such as contextual usage, definition of words, mnemonic devices, and regular practice, these strategies actively contribute to the overall development and mastery of language skills. Vocabulary is a fundamental component of language systems, serving as the foundation for language growth. It is recognized as the essential building blocks of language, without which language acquisition cannot occur. While grammar and phonetics are crucial in learning a second language, vocabulary holds even greater significance. It is commonly held that while grammar facilitates communication to some extent, without a vocabulary bank, communication becomes impossible. Consequently, there is a growing focus on enhancing and facilitating vocabulary acquisition through various learning strategies.

Based on the provided text, the decision to implement strategies for effective vocabulary learning likely stemmed from a recognition that traditional methods might not be optimal for non-English major college students. These students may face challenges in acquiring English vocabulary compared to those majoring

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in the language. The text highlights the central focus of the experiment on training vocabulary learning strategies and the investigation into their effectiveness.

It's possible that previous approaches to vocabulary instruction were found to be less effective in helping students retain and apply new words. This could have led researchers to explore alternative methods, such as the ones based on the framework proposed by Chamot and O'Malley (1994). Additionally, the inclusion of recognition and recall items in the vocabulary tests suggests a desire to assess not just rote memorization but also the ability to understand and use the words in context.

The decision to develop and implement vocabulary learning strategies reflects a proactive approach to address potential shortcomings in vocabulary instruction and enhance the language learning experience for non-English major college students.

1. Definition of learning strategies

In China, some researchers have also explored language learning strategies. They believe that learning strategies are methods employed by students to study more effectively. According to the New Standard of National Curriculum (2003) in China, learning strategies are described as the diverse actions and processes students undertake to effectively learn and enhance their English skills.

According to the definitions provided earlier, learning strategies can be understood as a series of methods, tactics, approaches, or particular actions that learners intentionally use to improve their learning. There are two main aspects to learning strategies: first, their goal is to make learning more effective, and second, they involve actions taken by learners, not just their thoughts.

Source	Definition
Stern, 1983	Strategy should primarily be applied to describe broad patterns or fundamental aspects of how language learners approach their learning, while learning techniques refer to particular observable behaviors related to learning.
Weinstein & Mayer, 1986	Learning strategies refer to the behaviors and cognitive activities that learners employ during the learning process, with the goal of shaping how information is encoded in their minds.
Chamot, 1987	Learning strategies encompass the actions and cognitive processes that learners employ during learning, with the goal of impacting how information is encoded.
Rubin, 1987	Learning strategies are described as techniques that can assist in the formation of the language system created by learners while also directly influencing the learning process.
Oxford, 1989	Learning strategies are actions utilized by learners to enhance the effectiveness, self-guidance, and enjoyment of language acquisition.

2. Taxonomy of Vocabulary Learning Strategies (VLS) by Schmitt (1997)

According to Schmitt's (1997) way of organizing things, determination strategies are about how learners can figure out words on their own. There are 9 different ways learners can do this, like guessing from the context or using a

dictionary. This shows that students can find word meanings by themselves without help from others.

Schmitt (1997) also talked about social strategies, which are 8 ways students can ask someone else for help with new words, like asking classmates or teachers. This helps students interact with others to learn language, for example, asking a friend for the meaning of a word or working together in a group. In this method, others, especially teachers, are important for helping students understand new words.

Additionally, memory strategies involve 27 ways of deeply processing information, like connecting new words to similar ones or imagining their meanings based on personal experiences. This helps students remember words better by linking them to what they already know.

On the other hand, cognitive strategies include 9 methods that focus on repeating and mechanical ways of learning vocabulary. Learners might write words many times, keep notebooks, or take notes in class. This strategy is all about repeating things to remember them better.

2.1. Taxonomy of Vocabulary Learning Strategies (VLS) by Schmitt (1997)

Many studies have used the Vocabulary Learning Strategies model. Schmitt (1997) said that how often a word appears is important for remembering it, and Nation (1994) suggested that teaching learners the right strategies is crucial, especially for less common words. So, Schmitt (1997) split his model into two main strategies: finding out what a word means and making sure you remember it, which includes all the different ways to learn vocabulary.

In Schmitt's (1997) model, determination strategies include 9 different methods that learners can use on their own. These ways include things like guessing the meaning from the context or using a dictionary. This shows that students can figure out the meaning of new words by themselves.

Schmitt (1997) also talked about social strategies, which are 8 ways students can ask others for help in understanding new words, like asking classmates or teachers for explanations or working in groups. In this approach, others, especially teachers, are important for helping students understand new words. Lastly, learners can use metacognitive strategies to check and see how they're doing with their learning. This group of 5 different strategies is about students knowing what they want to achieve and how much they know about vocabulary. They can then pick the right way to learn words. Some of the things in this group include using English media like songs and movies, studying words regularly, testing themselves, and practicing remembering words over time. In this way of learning, students make plans, check how they're doing, and keep track of their progress.

Also, past research looked at the types of ways learners learn vocabulary and how often they use them, both for students who are really good at English and those who aren't as good. This information is explained more in the next parts.

High and low proficient learners may employ different strategies when it comes to vocabulary acquisition. Here are some strategies commonly used by each group:

High Proficient Learners:

1. Contextual Guessing: They infer word meanings from the surrounding text or conversation.
2. Word Associations: They link new words with familiar words or concepts to aid memory retention.

3. Use of Resources: They utilize dictionaries, online tools, or language learning apps to explore and understand new vocabulary.

4. Active Engagement: They actively participate in discussions, read extensively, and listen to a variety of materials to encounter new words in context.

5. Flashcards and Mnemonics: They create flashcards or mnemonic devices to reinforce vocabulary retention through repetition and association.

Low Proficient Learners:

1. Rote Memorization: They may rely more on memorizing word lists without understanding the context or usage.

2. Translation: They may translate words directly from their native language to the target language without considering nuances or connotations.

3. Limited Exposure: They may have fewer opportunities for exposure to the target language outside of the classroom.

4. Passive Learning: They may passively wait for vocabulary to be introduced by the teacher rather than actively seeking out new words.

5. Dependency on L1: They may overly rely on their native language as a crutch when encountering unfamiliar vocabulary instead of trying to figure out meanings in the target language.

These are general trends and individual learners may use a combination of strategies from both categories depending on their preferences, learning style, and the specific context in which they are learning.

Evaluation for the Training of Vocabulary Learning Strategies

The examination serves as the assessment tool both before and after the experiment. It comprises recognition (multiple-choice) and recall (fill-in) questions. Each correct answer earns two points out of a total of 100 points from 50 items, mainly drawn from newly introduced lexical items in their English course. In total, 69 valid test papers were collected.

The primary focus of the current thesis experiment is on training vocabulary learning strategies. This aspect investigates the impact of such strategies on English vocabulary acquisition among non-English major college students. Specifically tailored for the experimental class, the vocabulary learning strategies training occurs within their college English course. The control class continues with their usual vocabulary learning methods.

The training model utilized is rooted in the framework for direct language learning strategies instruction by Chamot and O'Malley (1994). Vocabulary learning strategies are chosen based on subjects' questionnaire results. The training incorporates both teacher-directed and learner-centered activities, following the CALLA model, which involves five steps: preparation, presentation, practice, evaluation, and expansion. These steps may iterate, with teachers revisiting earlier phases for clarification or additional instruction.

Initially, both experimental and control groups demonstrate similar vocabulary proficiency levels in the pretest. However, post-training, the experimental group exhibits notable improvements in vocabulary proficiency.

Conclusion

In summary, the examination of vocabulary learning strategies, guided by the research and perspectives of esteemed scholars, reveals a diverse range of methods aimed at enhancing language acquisition and proficiency. Dr. Michael Lessard-Clouston stresses the necessity of employing various strategies, from

context-based inference to direct instruction, to foster strong lexical development in learners.

Expanding on Lessard-Clouston's work, Dr. Isabel Beck emphasizes the importance of explicit vocabulary instruction in classrooms. Her research highlights the effectiveness of systematic, teacher-led lessons in providing students with the necessary vocabulary foundation for academic success.

Additionally, Dr. Paul Nation's research underscores the value of extensive reading in enriching vocabulary. Nation argues that exposure to a wide range of texts, along with focused vocabulary activities, helps cultivate a deep understanding of words and their usage within context.

Dr. Margarita Calderón advocates for the integration of collaborative learning environments into vocabulary instruction. She suggests that peer interaction and cooperative structures enhance linguistic engagement and retention, leading to shared understandings of vocabulary concepts among students. Furthermore, Dr. Diane August emphasizes the importance of culturally responsive pedagogy in vocabulary instruction. By contextualizing learning experiences within students' diverse backgrounds, educators can create inclusive environments conducive to equitable academic outcomes.

In synthesizing the insights of these scholars, it is evident that effective vocabulary instruction requires a holistic approach that goes beyond traditional methods. By utilizing a variety of strategies, educators can empower students to navigate language complexities with confidence. Moving forward, it is essential to heed the collective wisdom of these scholars to shape impactful learning experiences that foster a lifelong love for language mastery.

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INGLIZ TILINI O'QITISHDA ZAMONAVIY AKT DAN FOYDALANISHNING O'ZIGA XOS YO'LLARI

S. Abdurazzoqova¹

Annotatsiya:

Ushbu maqolada chet tilini o'qitishda kompyuter texnologiyalaridan foydalanish xususiyatlariga oid mulohazalar keltirilgan. Asosiy e'tibor axborot texnologiyalaridan nazariy va amaliy foydalanishga va talabalarning mustaqil ishlarida ingliz tilini o'rganish uchun ushbu yondashuvning afzalliklari taqdim etilgan.

Kalit so'zlar: chet tili, ingliz tili, axborot texnologiyalari, mustaqil ish, AKT, til

doi: <https://doi.org/10.2024/ss6k9m97>

Biz XXI asrni axborot va kommunikatsiya texnologiyalari asri deb nomladik. Bu bejizga emas, albatta. Chunki biz bu asrda jamiyatning barcha sohalariga nazar tashlaydigan bo'lsak, yangidan-yangi texnologiyalar, yangidan-yangi vositalar, texnikalar yordamida barcha ishlar sifatli va samaradorli, tez va oson amalga oshirilmoqda. Bugungi kunda zamonaviy kompyuter kommunikatsiya texnologiyalari, nafaqat, ishlab chiqarish, sanoat, qurilish, kosmosni tadqiq qilish va hokazo sohalarda, balki ilmiy, o'quv jarayonlarida ham keng tatbiq qilib kelinmoqda. Hozirgi kunda ta'lim tizimiga masofaviy ta'lim, Internet, Intranet tizimlari atamalari kirib keldi. Hozirgi kunda o'qituvchilar o'quvchilarga ta'lim berishda, ularni o'qitishda zamonaviy axborot kommunikatsiya texnologiyalaridan foydalanib kelmoqda.

Internet – bu jahon kompyuter tarmoqlari majmui bo'lib, zaruriy ma'lumotlarni qidirishda, turli xil axborot manbalaridagi ma'lumotlardan foydalanish imkonini berishda uning tutgan roli beqiyosdir. Chet tilini bilish uchun internet tizimida ko'plab elektron o'quv dasturlari mavjud bo'lib, chet tilini o'qitish jarayonida elektron pochta orqali turli saytlarga a'zo bo'lish orqali tegishli ma'lumotlardan foydalanish ham juda keng tarqalgan.

Multimedia texnologiyalari chet tilidagi nutqni tinglashga imkon beradi, bu, shuningdek, so'zlarni so'zlarga ajratish va so'zlarning talaffuzi va imlosini taqqoslash imkonini beradi. Shuningdek, talabaning aytilgan so'zini yoki iborasini keyingi nazorat va tuzatish uchun yozib olish mumkin. Multimedia texnologiyalari yordamida tovush kartalari foydalanuvchilarga o'z nutqlarini yozib olish va keyin uni so'zlashuvchilarning talaffuzlari bilan solishtirish imkonini beradi.

Kompyuterlarning grafik qobiliyatlari rasm yoki animatsiya ko'rinishidagi har qanday faoliyat turini ifodalashi mumkin. Bu yangi so'z boyligini o'rganishda ayniqsa muhimdir. Grammatika darslarida AKTdan foydalanish har qanday mavzuni o'rganishda juda foydali. To'g'ri joylashtirilgan material, muvaffaqiyatli ishlatilgan ranglar dizayni, jadval va jadvallarni qo'llash o'qituvchilarga o'z

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darslarini yanada qiziqarli va rang-barang tarzda o'tkazishga yordam beradi. Bundan tashqari, AKT yordamida o'rganilgan grammatik ko'nikmalar darajasini boshqarish yanada qiziqarli bo'lishi mumkin.

Biz shunday globallashuv jarayonlarida yashayapmizki, bu jarayonda ingliz tilining tutgan o'rni va ahamiyati kattadir. Ingliz tili Buyuk Britaniya, Kanada, Amerika Qo'shma Shtatlari, Yangi Zelandiya kabi davlatlarning ona tili bo'libgina qolmay, balki dunyoning bir qator rivojlangan davlatlarida ikkinchi til va chet tili sifatida foydalanilmoqda. Shuning uchun ham hozirgi kunda ko'pchilik tomonidan ingliz tili olamshumul, global, jahon tili deb tan olinmoqda. Shuningdek, ingliz tili o'qib-o'rganishda, biznesda va o'zaro hamkorlik maqsadlarida va boshqa bir qator sohalarda haqiqiy manba bo'lib xizmat qilyapti.

Hozirgi kunda ingliz tilining O'zbekistonda egallagan o'rni, ahamiyati va maqomi juda ham yuqori darajada deb ayta olaman. Chunki hozirgi axborot va kommunikatsiya texnologiyalari asrida bu tilni o'rganish zamon talabidir. O'zbekistonning ta'lim muassasalarida chet tillarini o'qitishga katta e'tibor berilmoqda. Mamlakatimizda xorijiy tillarni o'rgatishni ommalashtirishni yangi bosqichga olib chiqish va sohani rivojlantirish uchun tizimli ishlarni tashkil etish, ulg'ayib kelayotgan yosh avlodni har tomonlama barkamol qilib tarbiyalash, buning uchun barcha shart-sharoitlarni yaratish maqsadida Prezidentimiz Shavkat Mirziyoyev raisligida bir qancha qarorlar qabul qilindi. Xususan, Prezidentimiz chet tillarini o'qitish tizimini takomillashtirishga bag'ishlangan videoselektor yig'ilishida 2021-yildan chet tili o'qituvchilariga milliy yoki xalqaro sertifikatga ega bo'lish talabi qo'yilishi haqida ta'kidlangandi. Bu esa biz chet tili o'qituvchilarining yelkasiga ulkan mas'uliyatni yuklaydi. Endi an'anaviy dars metodlari o'rniga yangi AKTdan foydalangan holda interfaol, interaktiv usullar asosida dars jarayonini tashkil qilishimiz lozim. Bu ta'lim davr talabi ham bo'lib, o'qituvchini o'z ustida yana ham ko'proq ishlashga to'g'ri keladi. Ingliz tilini o'qitishda zamonaviy AKT dan foydalanish juda katta natijalarga olib keladi, o'quvchilarning ta'lim olish samaradorligini oshiradi. Bugungi kunda Axborot kommunikatsiya texnologiyalaridan ingliz tilini o'qitishda foydalanish muvaffaqiyatli natijalarga olib kelmoqda. Olim Grabe (2005) AKT o'rganuvchilarda motivatsiyani oshiradigan vositadir deb ta'kidlagan. An'anaviy o'qitish tizimining o'rnini kompyuter texnologiyalaridan foydalanib, xususan, prezentatsiyalar, filmlar, videolar, qo'shiq yoki musiqa kabi vositalardan foydalangan holda zamonaviylashgan dars o'tish usuli egallamoqda. Haqiqatan, bu o'quvchilarning darsga e'tibor bilan, qiziqib qatnashish samaradorligini oshiradi.

"Ko'plab xalqaro olimlar, xuddi Klark va Marker, Kogan, Hovsara, Korrigan, Denemark va Nash, Koehler kabilar ta'lim tizimini yangilash, yaxshilash kerakligi haqida fikr yuritmoqdalar. G. Dudeney va N.Hokli kompyuter xonasining tuzilishi bevosita mashg'ulotlarning turlariga ta'sir qilib, ular o'quvchilarni qay tarzda o'rganishiga, ular o'quvchilarni bir-biri bilan va o'qituvchi bilan munosabatiga ta'sir ko'rsatadi"(Dudeney,Hokli 2008:8) deb ta'kidlashgan.

Olim Richardsning fikriga ko'ra, qachonki material va resurslar talabalarning o'rganish jarayonidagi ehtiyojlari, maqsadlari va o'rganish qulay usullari va strategiyalariga qarab tanlansa, talabalar ulkan hajmdagi haqiqiy til o'rganish materiallari va resurslaridan foyda olishi mumkin (2005). Chindan ham ingliz tilini o'qitish darslarida o'qituvchi har bir talabaga uning darslarni

qay tarzda va qancha darajada o'zlashtirishini hisobga olgan holda darsni tashkil etsa, yaxshi natijalarga erishish mumkin. Chet tili darsining eng muhim xususiyatlaridan biri- o'qituvchi va talaba o'rtasidagi o'zaro munosabatning ahamiyat kasb etishi va an'anaviy chet tili darslarida doimiy muloqotga erishish uchun suhbatdosh yetishmasligidir, chet tilida muloqotlarni amalga oshirish imkoniyatlarining cheklanganligidir. Ushbu qiyinchiliklarni bartaraf etishning eng qulay yo'li chet tili darslarida kompyuterdan foydalanishdir, bu esa darslar jarayonida bir qator an'anaviy bo'lmagan mashqlarni tashkil etish imkoniyatini beradiki, ular vositasida darslarni qiziqarliroq o'tkazish natijasida talabalarning bilim olishga intilish saviyasi bir muncha oshadi.

Chet tili darslarida orfografiya, leksika va grammatikani o'rganishda kompyuterdan foydalanish yaxshi natijalar beradi. Kompyuterdan foydalanish ta'limda talabalarning mustaqil ishining tashkil etilishiga ham katta imkoniyatlar yaratadi. Chet tili darslarida kompyuterdan foydalanish, o'qituvchi faoliyatiga yangi talablarni qo'yish, o'quv jarayonini ilmiy tashkil etishni talab qilish bilan birga o'qituvchining ishini bir muncha yengillashtiradi, darsda samaradorlikning oshishiga sharoit yaratadi.

Xususan, ingliz tilini o'qitishda bir qator yangi AKT texnologiyaridan foydalanish zarur. An'anaviy o'qitish tizimidan zamonaviy o'qitish tizimiga o'tish lozim. Talabalarning eshitish mahoratini yaxshilash uchun darslar davomida ingliz tilidagi qo'shiqlarni yoki ertak, qissa, hikoya, ma'lumot shaklidagi treklarni (track) eshittirish, videolar, kinolar ko'rsatish orqali talabalarning eshitish va gapirish mahoratini oshirish kerak. Talabalar prezentatsiyalar tayyorlash orqali mavzu bo'yicha internetdan ma'lumotlar izlab, o'rganib, prezentatsiya tayyorlab, uni o'qituvchi va kursdoshlariga darslarda namoyish qilishi kerak. Kompyuterda mavzu bo'yicha mashqlar bajarish, testlar yechish, o'sha mavzu asosida kompyuter o'yinlari o'ynash talabalarning o'qish samaradorligini va qiziqishini oshiradi.

Talabalarning bilim darajasi har xil bo'lib, an'anaviy darslarda o'qituvchilar talabalarning barchasi bilan muloqot olib borolmaydilar. Bitta talaba bilan savol-javob o'tkazayotganda, boshqalar zerikib qolishi tabiiy holdir. Agar talabalar kompyuterda mavzuni o'qib, mavzudan keyin shu asosida mashqlar ishlasa, yaxshi natija bermasa, yana yaxshi natijaga erishguncha ishlaydi. Buning natijasida talaba yaxshi natijaga erishish uchun mavzuni qayta-qayta o'qib, mashq ishlaydi va kompyuter natijani ko'rsatib beradi. Hozir xilma-xil til o'qitish bloglari yoki ilovalari internetning turli veb saytlari bo'ylab tarqalgan. Misol uchun aytadigan bo'lsak, Kahoot ilovasi hozirgi xorijiy til o'qitadigan o'qituvchilar tomonidan darslarda keng qo'llanilmoqda. Kahoot dasturiga o'qituvchi savollar, topshiriqlar joylashi mumkin va darsda talabalar o'zlarining telefonlaridan yoki kompyuterlaridan bu dasturga kirgan holda bu mashg'ulotlarni bajaradi va natijalari bilan tanishib oladi.

Biz shunday zamonaviy kommunikatsiya texnologiyalari asrida yashayapmizki, bunday davrda zamon bilan hamnafas bo'lib, ingliz tilini o'rganishda qator texnologiyalardan foydalanib, o'rganmog'imiz darkor. Shundagina biz yuksak natijalarga erishib, o'z kasbimizning ustasi bo'lib yetishamiz.

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LATER PATTERNS AND ISSUES IN TEACHING ENGLISH

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Abstract:

This article briefly discusses the latest trends in English language teaching and learning. Also, guidelines for teaching dialects, which have become a worldwide challenge for teaching English to 21st century learners, will be revised.

Key words: effective, engagement, culture, curriculum subjects, performance, meaningful, results, learner-centered, collaborative, and technology-oriented

doi: <https://doi.org/10.2024/dc0z4c47>

English language teaching has been used for decades. The ELT trend that was widely used by educators in the past has disappeared and been replaced by other trends today. This is why language teaching in the 20th century underwent many changes and innovations. Teachers must understand students' needs and barriers to effectively engage them in English language learning. Investigate current ELL concerns and trends, including student engagement, culture, and core curriculum.

Problem with the Core Curriculum

"English language learners may be academically behind their peers," said Patrica, an English as a Second Language teaching candidate. This is due in part to the fact that English language training in general does not focus on key curricular areas such as math, reading, and science. If a student is attempting to learn fundamental English while also learning the particular language related with core curriculum areas, the learner may become overwhelmed. As a result, a new trend in English language education is for teachers to become more actively involved in mentoring students not only in English but also in the context of the core curriculum." While research into the matter is underway, officials in charge of modifying educational regulations are considering including ESL classes into the basic curriculum. Academic achievement of pupils in the core curriculum, for example, is used to evaluate public schools.

Patricia, an American and normal English speaker, says that the most entrancing study hall discussions spin around American culture, like food, occasions, and music. Patricia is right since showing language culture is one of the issues that influences the calling of English language instruction. Subsequently, there is a propensity among EFL educators to encourage them to show culture, which might push policymakers to integrate intercultural skill as a quality teacher trait.

That's what defenders guarantee assuming that understudies are taken part in the way of life, it is easier and more pleasurable to become familiar with

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a language. The language classroom of today is vastly different from the language classroom of the mid to late twentieth century. The emphasis is no longer on grammar, memorization, and note-taking, but on the application of language and cultural understanding in global communication. As children learn to engage with the world around them, utilizing their linguistic and cultural abilities to promote relationships, technology transcends geographic and physical borders.

In conclusion, it is reasonable to reimagine a field that is more learner-centered, collaborative, and technologically driven. Language education trends propel us forward so that our students may communicate with people all around the world in real time.

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CHET TILINI O'RGATISHDA ILG'OR USULLARDAN FOYDALANISH AFZALLIKLARI

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Annotatsiya:

Maqolada chet tilini o'rgatishda ta'limning eng zamonaviy usullaridan foydalanish, ularning samaradorligi, afzalliklari to'g'risida kuzatuvlar natijalari keltirilgan. Shunga asoslanib, talabalarga chet tilini o'rgatishda ilg'or usullaridan foydalanish yo'llari bo'yicha amaliy tavsiyalar bayon qilingan.

Kalit so'zlar: ilg'or usullar, faollik, o'qituvchi va o'quvchi hamkorligi, kichik guruh, jamoada ishlash, muloqot oldi, muloqot qoidalari, kommunikativ usullar

doi: <https://doi.org/10.2024/9rcjta67>

Bugungi kunda rivojlangan mamlakatlarda talabalarining o'quv va ijodiy faolliklarini oshiruvchi, ta'lim-tarbiya jarayonining samaradorligini kafolatlovchi pedagogik texnologiyalarni qo'llashga doir katta tajriba to'plangan bo'lib, bu tajriba asosini interfaol metodlar tashkil etmoqda. Bu kabi metodlar o'z mohiyatiga ko'ra ta'lim oluvchilarda o'quv-bilish faolligini oshirish, ularni kichik guruh va jamoada ishlash, o'rganilayotgan mavzu, muammolar bo'yicha shaxsiy qarashlarini dadil, erkin ifodalash, o'z fikrlarini himoya qilish, dalillar bilan asoslash, tengdoshlarini tinglay olish, g'oyalarni yanada boyitish, bildirilgan mavjud mulohazalar orasidan eng maqbul yechimni tanlab olishga, rag'batlantirish imkoniyatiga egaligi bilan alohida ahamiyat kasb etadi.

Ta'lim va tarbiya jarayonida o'qituvchi (pedagog)lar tomonidan interfaol metodlarning o'rinli, maqsadli, samarali qo'llanilishi ta'lim oluvchi (o'quvchi, talabalar)da muloqotga kirishuvchanlik, jamoaviy faoliyat yuritish, mantiqiy fikrlash, mavjud g'oyalarni sintezlash, tahlil qilish, turli qarashlar orasidagi mantiqiy bog'liqlikni topa olish qobiliyatlarini tarbiyalash uchun keng imkoniyat yaratadi.

Shunga ko'ra, interfaol o'qitish ta'lim jarayonining asosiy ishtirokchilari – domla, talaba va talabalar o'rtasida yuzaga keladigan hamkorlik, qizg'in savol-javoblar, hazil o'yinlar ta'limga qo'yilgan standartlarni bajarilishiga olib keladi.

Chet tillarni o'rganishga (o'qitishda, o'rgatishda) ham, yuqoridagi fikrlardan kelib chiqib, maqsadga ko'ra turli metodlar asosida dars jarayonlari olib borilsa, natija yuqori bo'ladi. O'qituvchining metodik salohiyati qancha yuqori bo'lsa, ya'ni maqsadni to'g'ri qo'yib, unga mos metodni qo'llay olsa, dars maqsadi albatta amalga oshadi va o'quvchilar darsda o'rgangan bilimlaridan, unda orttirgan yangi ko'nikma va malakalardan mamnun bo'ladilar.

Bugungi kunda chet tilini o'rganishning an'anaviy usullarining zaif tomonlari sababli til ko'nikmalarini egallashda bir qancha qiyinchiliklarni yuzaga keltirayotganligi kommunikativ o'yinlardan foydalanib chet tilini o'rganishni talab qilmoqda. Demak, chet tilini o'qitishni isloh qilish va til

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ko'nikmalarini takomillashtirish borasida hali ko'p ish qilish kerak, desak xato bo'lmaydi. Shu sababli, har qanday tilni, chet tilini o'rgatishning ilg'or zamonaviy usullarini qo'llash, ularni muhokama qilish va ulardan o'rinli foydalanish hamda chet tili darslarida shu yo'nalishdagi o'yinlardan foydalanish talabalarni til o'rganishga bo'lgan auditoriya faoliyatiga jalb qilishning eng yaxshi yo'llaridan biri hisoblanadi. Til o'yinlari chet tilini o'rgatishdagi eng qimmatli va samarali usullardan biri sifatida ko'plab g'arb o'qituvchilari tomonidan uzoq vaqt davomida qo'llanilgan [Jack Richards, Harmer, Jeremy, Johnson, K. va b.].

Chet tilini o'rganish o'ziga xos jarayon bo'lib, uning samaradorligi quyidagilarga bog'liq: – chet tilini o'qitish orqali ta'lim mazmunini tashkil qilgan aspektlarni, nutq faoliyati turlari (tinglab tushunish, gapirish, o'qish va yozuv) ni yaxlit va izchillikda lingivistik kompetensiyaning asosi bo'lgan nutqiy kompetensiya tarkibida o'rganish;

- lingivistik nutqiy, til, pragmatik, sotsio-lingivistik va o'quv-kognitiv kompetensiyalarni shakllantirish;

- fanlararo integratsiya (o'quv fanlarining o'zaro aloqadorligi) ni tashkil qilish;

- nutq faoliyati turlari (o'qish, yozish, tinglab tushunish va gapirish) hamda shakllari (og'zaki va yozma nutq) orasidagi o'zaro bog'liqlikni ta'minlash maqsadida rivojlantiruvchi mushtarak tizimni ishlab chiqish;

- talabalarga madaniyatlararo muloqotga xos bo'lgan urf-odatlarini singdirish bilan o'z xalqi madaniyatini chuqur anglab yetishga o'rgatib borishdan iborat.

Zamon talablariga mos holda chet tillarini mukammal o'rganish har bir o'sib kelayotgan yosh uchun juda ham muhim. Chet tillarni bilish orqali yoshlarimiz xorijlik tengdoshlari bilan bimalol ilm-fanda raqobatlasha oladi, jahon sahniga chiqa oladi.

Ta'limdagi ilg'or usullarning o'ziga xos jihatlaridan biri ta'limiy o'yinlar va ularning zamon, kundalik hayotga mos keladigan, interfaol turlari hamda samara berish darajasi hisoblanadi.

Pedagogik jarayondagi o'yin juda dolzarb omil hisoblanadi. Chunki o'yin o'z-o'zini ifodalash, o'z-o'zini belgilash, o'zini o'zi bohalash, o'zini o'zi boshqarishning eng samarali usullaridan biridir. So'nggi o'n besh yil ichida bizning psixologiya va pedagogikamizda bolalar o'yini muammolari bo'yicha individual tadqiqotlar olib borildi. Ular asosan o'yinning eng qadimgi bosqichlariga, o'yinda bolalarning ijtimoiy munosabatlari, intellektual rivojlanishda o'yin ta'sirining ayrim masalalari bilan bog'liq. O'yin - bu murakkab va ko'p qirrali hodisa.

Yuqorida bildirilgan mulohazalardan kelib chiqib, chet tiliga o'rgatish mashg'ulotlarida quyidagi funksiyalarni tanlashni tavsiya qilamiz: 1. Ta'lim funksiyasi - xotira, e'tibor, idrok va h. Umumiy o'quv ko'nikmalari va ko'nikmalarini ishlab chiqish; 2. O'yin-kulgi funksiyasi – o'quvxonalarda qulay muhitni yaratish, mashg'ulotning o'zgarishi. 3. Aloqaviy funksiya - talabalar uyushmasi, hissiy aloqalarni o'rnatish, aloqa ko'nikmalarini shakllantirish. 4. Yengillik funksiyasi - hissiy (jismoniy) kuchlanishni olib tashlash, asab tizimi yaxshilash, qizg'in o'qitish. 5. O'z-o'zini ifoda etish funksiyasi - talabaning o'yindagi ijodiy qobiliyatlarni amalga oshirish. Bu funksiyalar talabadagi til o'rganish istagini, uning bu yo'nalishdagi salohiyatini yanada ochib beradi.

Chet tilini o'rganishga talabalarda muloqot faoliyatini olib borish qobiliyatini shakllantirishda va ularni jonli muloqotda qo'llash, ko'nikma va malakalarni shakllantirishda quyidagi faoliyatlar qo'l kelishi va samara berishligi aniqlandi: 1. Muloqotgacha faoliyat. 2. Muloqot davridagi faoliyat. 3. Muloqotdan keyingi faoliyat. Bunday faoliyatlar har birining o'ziga xos tomoni bo'lib, biri ikkinchisiga xizmat qiladi. Masalan: muloqot oldi faoliyat talabalardan muloqot birliklari - so'z, so'z birikmasi, gap, sodda, qo'shma gaplarning qo'llanilishi haqidagi dastlabki bilimlarni bo'lishini taqozo etadi.

Asosiy e'tibor talabalar kommunikativ faoliyatini o'stirishga xizmat qiluvchi barcha faoliyatlarni o'ziga mujassamlashtirgan kommunikativ o'yinlar orqali talabalar nutqining muloqotga layoqatliligi, muloqot etikasi kabi jihatlarni shakllantiruvchi ko'nikma va malakalar hosil qilishga urinishdir, chunki, bunday bilimlarsiz muloqot olib borishning boshqa faoliyat turlarini amalga oshirib bo'lmaydi. Bunday faoliyatlarni amalga oshirish uchun o'qituvchi talabalardan bir qator til mashqlarini bajarishlarini tavsiya etadi va bunga yetishgandan so'nggina ikkinchi faoliyat turi, ya'ni muloqot davomida olib boriladigan faoliyatni boshlashga kirishadi.

Talabalar muloqot faoliyatini shakllantirishda asosiy omillardan biri obdon o'ylanib tuzilgan kommunikativ o'yinlar tizimidir. Bunday o'yinlar tizimi uch xil o'yinlarni o'z ichiga oladi.

1. Til ko'nikmalarini shakllantiruvchi o'yinlar
2. Nutq ko'nikmalarini rivojlantiruvchi o'yinlar
3. Muloqot ko'nikmalarini shakllantiruvchi, o'stiruvchi o'yinlar.

Har bir o'yin turining o'ziga xos o'rni va kommunikativ faoliyat olib borishda o'ziga xos ahamiyati bor.

Kommunikativ o'yinlar talabalarda muloqot birliklari bo'lgan so'z birikmalari, gaplar (sodda, qo'shma gaplar) ning qurilishi bilan, ularning kesimlarida qo'llaniladigan fe'l shakllarini o'rganish bilan bog'liq bo'lgan barcha faoliyatlarini o'z ichiga oladi. Bu birinchi bosqichda muhim ahamiyatga ega. Demak, talabalar muloqot faoliyatini o'stirishda til mashqlari muloqot oldi faoliyatini olib borishda muhim omil bo'lib sanaladi. Talabalar muloqot faoliyatini o'stirishning ikkinchi bosqichida "muloqot davomidagi faoliyatlar muhim o'rin tutadi.

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INNOVATIVE METHODS OF TEACHING ENGLISH AT PRE-SCHOOL AND IMPORTANCE OF LEARNING FOREIGN LANGUAGES

P. Begbudieva¹, A. Makhsiddinova²

Abstract:

In this article, we illuminate modern ways of educating children in their early ages by using various techniques in order to interact them in a field of learning foreign languages by collecting different data from relevant researches. Because it is so important to find appropriate strategies while conducting lessons and teaching effectively. And significance acquiring knowledge of language for every person is huge, knowing language is a lot more than knowing a couple of words out of the dictionary, it is a lot more than being able to ask where the bathroom is or telling the time of the day.

Key words: innovative methods, teaching, preschool, learning language, games, improves memory

doi: <https://doi.org/10.2024/6aj8jm73>

Parents involve their children to pre-school education in variety fields, especially to learn new language whereas teaching youngsters to something is mostly annoying even in their native language. That's why attracting them to the lesson demand patience and creativity. However extensive investigations show that nowadays there are so many methods such as visual, listening, playing interactive games and etc. to educate them curiously and working with such kind of modern, advanced technologies and finding suitable one, improve effectiveness in language learning. But some people consider learning ability and being multilingual is gifted so all people who want to learn cannot do. Polyglot Tim Doner said, there is no prodigy person, there are just dedicated people. Find your way, work and do. And there is may be question, why learning new language is important? "Learning language helps to improve critical thinking and problem-solving skills and in fact, language learners tend to have bigger brain with better skills than ordinary people. Furthermore, there is a real tie between language and culture, there are so much language can tell you about one culture's mindset-Tim said.

The use of games in teaching helps to maintain interest in the English language, and also makes it easier to assimilate, consolidate and master the lesson material. With the help of game, you can achieve unprecedented success in teaching children. The most elementary education, that is, preschool teaching of languages and other subjects, of course, should begin with game methods. The advantages of this method are that it helps to form a strong attachment

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between the teacher and the child, and also the stimulation of the senses helps the child to know his personality and grow up to be comprehensively developed, and also this method of extraordinary education brings up original-minded children.[1]

Rolling dice.

Here again, you can turn on your imagination. When I started teaching in my school, I just used a square box and later the school bought a big one on Taobao (was rather cheap). On each side, I stuck pictures of words we have learned with kids. This game is suitable for all topics you can think about. For beginners, it can be numbers, colors, body parts, animals and so on with a question What is this? What do you see. For a higher level, kids prepare more questions, for example for body parts you can ask What are these? They are fingers? "How many fingers do you have? "I have 10 fingers? for fruits, it can be What is this?" It is a lemon. "Is it sweet? "No, it is sour.

Maze game

For the summary lessons, we use dice to play a maze game. This needs a bit more preparation and time to play, but it is great for reviewing. You place flashcards one after another on the floor all over the room. You also can add question cards and bombs (cards with additional exercises like stand on one leg or jump to the next card. Kids take turns to roll a die, call the number and move to the next spot to name the flashcard or answer the question.[2]

Teaching through multimedia devices is also common way of teaching children so both teachers and parents use televisions and mobile phones in various purposes such as learning something or just to interact when they are busy and it really works. Watching cartoons and movies is enjoyed by children as well improving their language. "It is really helpful in any kind of language learning because it exposes you to the normal rate of speech and language and maybe more colloquial register than you get in the text book. I think it trains you also to be able to comprehend a lot more " said Tim.

Teaching with interesting things can help teachers to attract student's attention because children are playful therefore, they tend to turn aside during lesson. Training by colorful pictures and connecting all related topics help learn new information by heart since there both visual memory and echoic memory work

Reward their accomplishments

Celebration and rewarding are the best way to encourage students to develop and to be better as well supporting their achievements, often preparing special room to celebrate refresh them to learn. Furthermore, when you celebrate accomplishments, you help students see that they're making progress and moving along the road to fluency. And when you point out their successes, they'll be more motivated to reach for the next goal.

Skype for Real Conversations

Skype real conversation is the program can give real English conversation practice with native speakers without buying ticket. You can ask some of your friends from the ESL world (or even other English-speaking friends and family) to donate an hour or two for Skype conversations with your classroom.[3]

There are also so many simple but interesting ways can be used as additional task during the lesson according to children's interests such as singing songs, dancing, drawing. Using variety of methods and changing them step by step to new one grab students' attention and they will not get bored in lesson.

Learning new languages give opportunity to contact with new people and getting new information about their culture, It broadens also students' mind by knowing their education, art and such kind of limitless fields. And the most notable thing "If you talk to a man in a language he understands, that goes to his head. If you talk to him in his language, that goes to his heart." Nelson Mandella said. It is obviously true maybe we can speak fluently in different languages but unfortunately, we cannot feel this language at all.

The study of foreign languages and cultures leads students to become more responsible and committed global citizens. It reduces the barriers to travel and, therefore, encourages continued exposure to other cultures and allows individuals to interact more fully with others [4]. Much has been written about how many jobs in the future will be automated – with tasks requiring ingenuity and creativity being left to humans. How then to build creative thinking skills in children? One of the surprising ways is by learning a second language. Several studies have demonstrated greater creativity and problem-solving skills amongst bilinguals.

Learning a foreign language helps children see the world through different lenses. The ability to consider multiple viewpoints to a problem is a cornerstone of creative problem solving.

Language education is critical for the workforce of the future and being bilingual can broaden career options. Many jobs in education, healthcare, social work, national security, translation, tourism, and international business require or favor candidates who are bilingual, resulting in more job opportunities for those who can speak a second language. And speaking a foreign language can make it easier to be eligible for jobs, internships and work-study programs in other countries – especially if you have critical skills.

It improves your memory. The more you use your brain to learn new skills, the more your brain's functions work. Learning a new language pushes your brain to get familiar with new grammar and vocabulary rules. It allows you to train your memory to remember new words, make connections between them, and use them in contextual situations. [5]

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IMPROVING STUDENTS' ABILITY TO THINK CRITICALLY AND ANALYTICALLY

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Abstract:

Critical analytical thinking skills are crucial in teaching students. These skills enable students to analyze complex problems, break them down into manageable parts, and develop effective solutions. In teaching, it empowers students to tackle academic problems and real-world problems with confidence. By fostering critical analytical thinking, teachers help students think for themselves, question assumptions, and explore different perspectives. This independence increases their ability to learn independently and adapt to new situations. Critical analytical thinking equips students with the tools to objectively evaluate information, weigh evidence, and make informed decisions. This is important both in academic settings and in everyday life, where people are constantly faced with choices. Developing critical analytical thinking skills in teaching not only improves academic performance, but also equips students with the tools they need to thrive in an increasingly complex and interconnected world.

Key words: analytical thinking, incorporative activity, development of analytical thinking skills, Socratic method, metacognitive skills

doi: <https://doi.org/10.2024/gw3fzf27>

Analytical thinking skills are important in teaching because they enable teachers to critically evaluate information, solve problems, and make informed decisions. Teachers with strong analytical skills are able to identify students' learning gaps and adapt teaching strategies to meet their needs. Able to analyze assessment data to assess student achievement and adjust teaching methods accordingly. Solves complex team management issues by evaluating the effectiveness of training materials and making recommendations for improvement, analyzing root causes and implementing effective solutions. Encourages students to think critically and analytically by posing thought-provoking questions and engaging them in problem-solving activities. Collaborates with colleagues to analyze trends in student performance and develop targeted intervention strategies. By incorporating analytical thinking skills into teaching practice, teachers can better support student learning and develop deeper understanding of subject matter. Critical thinking skills are important in teaching because they enable both teachers and students to effectively analyze, evaluate, and synthesize information. Teachers with strong problem-solving and critical thinking skills are able to identify and solve

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problems in the learning process, adapting their teaching methods to effectively meet the needs of students. By encouraging inquiry, encouraging students to think critically, teachers create curiosity and a desire for deeper understanding, which leads to a richer learning experience. Teachers should assess the reliability and relevance of information before presenting it to students, modeling critical thinking in the process. Encouraging independent thinking, teaching critical thinking encourages students to question assumptions, form their own opinions, and defend their point of view with evidence. Preparing for the future, in a rapidly changing world, critical thinking skills are essential for students to solve complex problems, make informed decisions and make positive contributions to society. Incorporating activities such as debates, problem solving, and analysis of different perspectives into the curriculum helps to develop critical thinking skills in both teachers and students.

Improving students' critical and analytical thinking skills can be achieved through various strategies and approaches. Allow students to question assumptions they feel comfortable with, explore different perspectives and challenge conventional wisdom, and encourage them to ask "why" and "how" to explore topics more deeply. related to motivation. Teaching metacognition helps develop metacognitive skills by encouraging students to reflect on their thought processes. Teach them strategies to monitor their understanding, assess their understanding, and modify their learning approaches accordingly. Problem-Based Learning Engage students in problem-solving activities that require them to analyze information, identify patterns, and develop solutions, and present real-world problems or case studies that require critical thinking skills. Use the Socratic method to encourage critical thinking by asking probing questions that encourage students to clarify their thinking, analyze evidence, and express their own opinions. Encourage active learning experiences such as debates, group discussions, role-playing exercises, and hands-on projects. These activities promote participation, collaboration, and a deeper understanding of the course material. Providing Feedback Offer constructive feedback that focuses on students' critical thinking processes rather than their final answers. Encourage them to justify their opinions, consider alternative points of view, and revise their opinions. It is aimed at developing information literacy, teaching students how to critically evaluate information sources, distinguish between reliable and unreliable sources, and identify bias and misinformation. This equips them with essential skills to manage the vast amount of information available in the digital age. Promoting Divergent Thinking Encourage divergent thinking by presenting open-ended questions and problems with multiple solutions. Encourage students to think creatively, explore unconventional approaches, and consider alternative perspectives. Integration across disciplines Integrate critical thinking skills across disciplines to demonstrate their universal applicability. Show students how to apply critical thinking in foreign language, math, science, literature, history, and other subjects. Model critical thinking by demonstrating a systematic approach to problems, objective analysis of information, and sound decision-making. Share examples of your own critical thinking processes with students.

Benefits of improving students' critical thinking skills. Enhancing students' critical thinking skills has many benefits. Problem-solving skills improve: students learn to analyze situations, identify key issues, and develop effective solutions. Improved decision making, critical thinking helps students evaluate

options and make informed choices based on evidence and logic. Enhanced creativity develops the ability to think outside the box leading to innovative ideas and approaches. Increased Academic Achievement Students who think critically will perform better in a variety of subjects. Communication skills are strengthened. Greater independence results in self-confidence as students learn to question assumptions and make informed judgments. Better Resilience Critical thinkers are better equipped to overcome setbacks and adapt to new situations by effectively evaluating their options. Workforce readiness Employers value critical thinking skills because they are essential for success in the modern workplace, including problem solving, decision making, and innovation. Deeper Understanding Analytical thinking allows students to break down complex information into smaller pieces, leading to deeper understanding of topics. Critically evaluating arguments enables students to more effectively evaluate the validity and reliability of evidence and arguments, leading to stronger judgments and conclusions. By incorporating these strategies into teaching practice, teachers can effectively improve students' critical and analytical thinking skills, and their independence. Enhancing students' critical thinking skills helps them become more adept at problem solving, better decision-making, and able to critically evaluate information, leading to deeper understanding and improved learning outcomes. Enhancing students' analytical thinking skills enables them to critically evaluate information, creatively solve problems, and make informed decisions, contributing to their overall academic and personal development.

In conclusion, by improving students' critical thinking skills, we enable them to analyze information more effectively, make informed decisions, and solve complex problems with confidence. We also equip them with the skills to analyze problems, evaluate evidence and develop innovative solutions, thereby preparing them for success in a rapidly evolving world.

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PROCESS BASED APPROACH IN ESSAY WRITING

Z. Salieva¹

Abstract:

Process writing is an approach to writing, where language learners focus on the process by which they produce their written products rather than on the products themselves. In the end, learners surely need to and are required to complete their products, yet the writing process itself is stressed more.

Key words: process-based approach, writing process, editing, drafting, revising

doi: <https://doi.org/10.2024/fjv6p857>

By focusing on the writing process, learners come to understand themselves more, and find how to work through the writing. They may explore what strategies conform to their style of learning. Brown states that writing is a thinking process, a writer produces a final written product based on their thinking after the writer goes through the thinking process [1,18]. In addition, Brown quotes Elbow [3, 16] as saying that writing should be thought of as an organic, developmental process not as a way to transmit a message but as a way to grow and cook a message.

Kroll (1990) also quotes Applebee (1986) as saying that the process approach “provided a way to think about writing in terms of what the writer does (planning, revising, and the like) instead of in terms of what the final product looks like (patterns of organization, spelling, and grammar)” [2, 96].

In the Process approach, learners are looked upon as central in learning, so that learners’ needs, expectations, goals, learning styles, skills and knowledge are taken into consideration. Through the writing process, learners need to make the most of their abilities such as knowledge and skills by utilizing the appropriate help and cooperation of the teacher and the other learners. It encourages learners to feel free to convey their own thoughts or feelings in written messages by providing them with plenty of time and opportunity to reconsider and revise their writing and at each step seek assistance from outside resources like the instructor.

The writing process usually involves several steps. A typical sequence is comprised of three steps: prewriting, drafting, and, revising. Some sequences, however, use four steps, such as thinking, planning, writing, and editing, while others use five steps, prewriting, drafting, revising, editing, and evaluating. In other words, each writer has a preferred way of approaching the writing process, from simpler to more complex depending on the level of the learners, and the purpose of writing. These steps generally are implemented in sequence, but in process writing the writing process is not necessarily a linear learning process, rather more of a recursive or spiraling process as the learners move around these

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steps, sometimes going forward and retracing their steps. For example, brainstorming, one skill that is important particularly for the prewriting step, can be exercised again and again at different stages if the learner needs new ideas later in the process. Learners can achieve their writing goals through the process in different ways [1, 107].

Currently, the process approach has been generally accepted, and has been widely used, even though many researchers are still doubtful of its effectiveness. Hyland (2003) states that despite considerable research into the writing process, we still do not have a comprehensive idea of how learners go about a writing task or how they learn to write. He goes on to say that it also remains unclear whether an exclusive emphasis on psychological factors in writing will provide the whole picture, either theoretically or pedagogically. It is certain, therefore, that much more research should be completed in order to offer learners better teaching. In reality, classes cannot wait until a perfect approach or method becomes available.

Teachers including myself have to try to find more balanced and eclectic approaches which can motivate the students, and eventually improve their language abilities. For classes, a variety of writing textbooks introduce the process approach, and many writing teachers use the process approach to a varying degree.

The advantage of the process approach is that it is possible to combine several approaches and also incorporate other skills. In order to make the writing class more effective, there are various aspects that teachers may have to consider, such as the proficiency of each student, what the students need or what is necessary for them. For example, some students may need to focus on sentence-level practices, or need to learn how to organize their thoughts, feelings, and opinions logically.

Leki (1992) notes from the research conducted with ESL students that even if students were able to do grammar-based guided compositions, and even if students did have a fairly good grasp of grammar, they still produced peculiar, non-English sounding texts when asked to write more creatively. Grammatical accuracy including spelling, sentence structure, and punctuation does not appear to be enough to master the writing skill. Teachers generally tend to give only vocabulary or sentence level instruction in particular for those who have a low level of proficiency and confidence. Can those students manage so called "free writing"?

The process approach to writing is a teaching strategy that focuses on the recursive and interactive nature of the writing process. It views writing as a complex cognitive activity that involves planning, drafting, reviewing, and revising. The process approach emphasizes the importance of giving students ample time and opportunities to engage in multiple drafts, receive feedback from teachers and peers, and make revisions to their writing. It is a student-centered approach that encourages creativity, critical thinking, and collaboration in the writing process. By using the process approach, students can improve their writing skills, overcome writer's block, and produce more effective and polished written work. This approach can be implemented in various educational settings, from elementary to tertiary institutions, and can be facilitated through teacher-student collaborative assessment, online learning environments, and systematic research-based curricula.

The process approach to writing consists of four stages (Badger & White, 2000):

1. pre-writing
2. drafting
3. revising
4. editing

The main purpose of the pre-writing stage is to provide opportunities for learners to brainstorm ideas on and read around an essay topic. At the drafting stage, learners plan their essay structure and organise their ideas. Then, they start to write the first draft of their essays. At the revising stage, they read their first draft and reorganise their ideas, if necessary. An essay may go through multiple revisions. The final stage is editing. At this stage, learners proof-read their essays, focusing on grammar, punctuation and formatting.

If I say “process” which definition comes to mind?

A document that needs to be in certain format and tells you what to do.

Technical word that has many interpretations depending who uses it.

Technical word for activity with a purpose.

I don't even know what it is.

Whatever your answer was, the reality is that the word “Process” means something different to each individual. It is no wonder that the Phrase “Process-based Approach” is not well understood. To be honest, when we go to different companies as consultants, we have noticed that “Process approach” has taken many shapes and forms in different organizations. So let's try to breaking it down and simplifying it by defining it correctly and showing you the importance of it.

A Process is a something we do to get something done/ completed. A process is an activity that converts an input into an output. Process approach is simply a way of looking at all your activities and thinking of them as sets of inputs and outputs. I like to tell people to think of it as a chain of activities, where one process feeds into the next.

INPUT – PROCESS – OUTPUT

Getting something done – Process

1. We have a need/ want to get it done- this is the TRIGGER.
2. You will need some items to start the activities – this is called INPUT.
3. You will work on it, this is called PROCESS (activities)
4. Once finished with the process you will have a final result, this is called OUTPUT.

As a strong advocate of awareness raising, I believe that learners should be made aware that well-crafted essays cannot be written in one sitting. Also, teachers can introduce the four stages to learners in the classroom.

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РОЛЬ ВИДЕО И АУДИО МАТЕРИАЛОВ ПРИ ОБУЧЕНИИ ИНОСТРАННОМУ ЯЗЫКУ В ШКОЛАХ

А. Степанян¹, А. Худжаева²

Аннотация:

В данной статье рассматривается использование мультимедийных ресурсов в учебном процессе что приносит новые возможности и подходы, улучшая эффективность обучения и стимулируя учащихся к активному общению и развитию речи на иностранном языке.

Ключевые слова: видео, аудио, метод обучения, учебный процесс, средство обучения

doi: <https://doi.org/10.2024/g23ede60>

Первое, что стоит отметить, это возможность видео и аудиоматериалов передать языковую практику аутентичным образом. Учащиеся могут слушать носителей языка, разговаривающих в различных ситуациях, и видеть, как происходит естественная коммуникация на иностранном языке. Это помогает формировать навыки речи, а также понимание реальных диалогов, эмоций и жестов, что является основополагающим для владения языком.

Кроме того, видео и аудио ролики могут активно использоваться для создания атмосферы погружения в языковую среду. Фильмы, видео уроки, аудиокниги и музыка на иностранном языке предоставляют учащимся возможность окунуться в культуру и традиции стран, говорящих на изучаемом языке. Это способствует формированию интереса к языку, его пониманию и освоению, а также помогает понять нюансы менталитета и культурной специфики.

Важно отметить, что видео и аудиоматериалы способствуют вариативности форм обучения. Уроки, созданные на основе мультимедийных ресурсов, могут быть более интерактивными и увлекательными. Они позволяют привлечь внимание учащихся, создать более динамичное обучающее окружение и индивидуализировать подход к каждому ученику.

Наконец, видео и аудиоуроки являются неоценимым инструментом для развития навыков аудирования, понимания иноязычной речи и активного участия в диалоге. С их помощью учащиеся могут тренировать свою способность воспринимать и понимать устную речь на иностранном языке, а также расширять свой словарный запас.

Использование аудио и видеозаписей на уроках французского языка способствует индивидуализации обучения и развитию мотивированности речевой деятельности обучаемых. Специфика аудио и видеоматериалов как средства обучения французского языку в 4 классе средней школы

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обеспечивает общение с реальными предметами, стимулирующими почти подлинную коммуникацию: ученики как бы становятся участниками всех обыгрываемых с их помощью ситуаций, играют определенные роли, решают «настоящие», жизненные проблемы. Создаваемый при этом эффект участия в повседневной жизни страны изучаемого языка не только способствует обучению естественному, живому языку, но и служит мощным стимулом для повышения мотивации учащихся. При использовании видеофильмов на уроках иностранного языка развиваются два вида мотивации: самомотивация, когда фильм интересен сам по себе, и мотивация, которая достигается тем, что ученику будет показано, что он может понять язык, который изучает. Это приносит удовлетворение и придает веру в свои силы и желание к дальнейшему совершенствованию. Необходимо стремиться к тому, чтобы ученики получали удовлетворение от фильма именно через понимание языка, а не только через интересный и занимательный сюжет.

Еще одним достоинством аудио и видео материалов является сила впечатления и эмоционального воздействия на учащихся. Поэтому главное внимание должно быть направлено на формирование учащимися личностного отношения к увиденному. Успешное достижение такой цели возможно лишь при систематическом показе видеофильмов и при методически организованной демонстрации.

Использование видео способствует развитию различных видов психической деятельности, в первую очередь внимания и памяти. Во время просмотра в классе возникает атмосфера совместной познавательной деятельности. В этих условиях даже невнимательный ученик становится внимательным. Для того, чтобы понять содержание фильма, учащимся необходимо приложить определенные усилия. Так непроизвольное внимание переходит в произвольное. А интенсивность внимания оказывает влияние на процесс запоминания. Использование различных каналов поступления информации (слуховой, зрительный, моторное восприятие) положительно влияет на прочность запечатления страноведческого и языкового материала.

Использование видео и аудио материалов на уроке способствует решению следующих задач:

- повышение мотивации учения;
- создание комфортной среды обучения;
- способствует интенсификации обучения;
- повышает активность обучаемых;10
- создает условия для самостоятельной работы учащихся.

Отвечая принципам развивающего обучения, видео и аудио материалы помогает также обучить всем 4 видам речевой деятельности (чтению, говорению, аудированию, письму), формировать лингвистические способности (через языковые и речевые упражнения), создавать ситуации общения и обеспечивать непосредственное восприятие и изучение культуры, истории страны изучаемого языка.

Таким образом, исходя из вышеизложенных можно сделать вывод, что видео и аудиоматериалы играют важную роль в обучении иностранному языку в школах, они способствуют эффективному формированию навыков общения, аудирования и погружения в аутентичную языковую среду. Их грамотное использование совместно с традиционными учебными методиками может улучшить результаты обучения и стимулировать учащихся к активному участию в изучении иностранного языка.

Оптимизация процесса обучения говорению, как и повышение мотивации обучаемых, являются важными задачами преподавателя.

Педагогический интерес к использованию аудио и видеоматериалов возрастает, и причиной этого является, во-первых, природа этих материалов, которая основана на реалиях, современных тенденциях в языке и стране изучаемого языка. Во-вторых, рассматриваемый материал зачастую не создан для обучения, не связан с его процессом, что привлекает внимание учащихся, когда они сталкиваются с тем же клипом знаменитого певца, и это, несомненно, повышает уровень мотивации у обучаемых.

В-третьих, звуковой видеоматериал считается эффективным средством стимулирования спонтанной речи, ценной особенностью которого является органическое сочетание звучащей речи с динамикой внутри кадров, воспроизводящих разнообразные жизненные ситуации, которые помогают созданию речевых образцов, служащих эталоном для речевой деятельности учащегося, и, таким образом, способствуют развитию навыков говорения.

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МЕТОДИЧЕСКИЕ АСПЕКТЫ ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА

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Аннотация:

В статье рассматриваются подходы применяемые в методы применяемые в методике обучения русского языка. Одним из широко распространённым методом является лингводидактика, которая в последние годы проявляется в эффективности образовательного подхода. Анализируются основные приёмы теории обучения языка дидактические и методические методы. В образовательных учреждениях применения данных приёмов связано с развитием, информационных технологий, которое имеет большое значение в развитие личности ученика, интеллектуальных особенностей, и нравственным воспитанием учащихся.

Ключевые слова: лингводидактика, методика, лексика, компетенция, коммуникация

doi: <https://doi.org/10.2024/h6pxp193>

Известно, что, этапы методики преподавания русского языка характеризуется своеобразным подходом, который в лингводидактике называет методом. Метод является стратегией в деятельности преподавателя и ученика, в системе обучения русского языка, в котором применяются технологии преподавания и проявляется в эффективности образовательного процесса. Конечно, в процессе преподавания большое значение имеет личность самого преподавателя, организация учебного занятия и коммуникативность характера, введение лексико-грамматического материала, и умение организовать на уровень активного владения языком. Практика обучения русского языка как иностранного для национальных групп имеет значение методика и лингводидактика [2]. Методика преподавания русского языка как иностранного в группах обучающихся, связана с конкретным проведением языкового материала, где группы можно сегментировать по национальности – различные языковые группы, и от характеристики знания языка - сильная и слабо говорящие учащиеся [1].

Предъявляемый материал для учащихся может нести индуктивный или дедуктивный характер, поэтому на уроках русского языка преподаватель может применять лингводидактические приёмы, к которым относятся лексические и грамматические минимумы для каждого уровня обучения, в этапах проведения урока, применяя различные упражнения, способствовать выработке лингвистических навыков и поднять коммуникативные способности русского языка у учащихся.

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В обучении русского языка самым главным является подход, основные теоретические положения, системы обучения, которые применяются в различных сферах системы обучения. Особое значение в теории обучения языка имеет значение дидактические и методические приёмы. Дидактические приёмы применяются во всех предметах, изучаемых в учебных заведениях, и являются обще положительными, но специфике предметов выбираются конкретные пути обучения [3]. Методические приёмы называются лингводидактическими – связанные с преподаванием русского языка, и применяются как, лингвометодические приёмы на уроках русского языка. В последнее время современное развитие методов преподавания русского языка связано с применением в образовательных процессах дидактических методов, который называется личностно ориентированного. В образовательных учреждениях применения данного подхода связано с развитием информационных технологий, которое имеет большое значение в развитие личности ученика, интеллектуальных способностей, и нравственным воспитанием учащихся. В программе русского языка основой составляющего является системные знания, умения и навыки. На сегодняшний день эти характеристики составляют часть содержания программы, включены такие составляющие как коммуникативность и культуроведческие походы или методы обучения. Особое значение имеет коммуникабельность характера учащихся данный подход развивает коммуникабельность, лёгкость общения.

Культуроведческий характер также имеет особое значение в развитии у учащихся культуру духовного развития в установлении связи между национальными традициями.

При подборе личностно-ориентированного подхода обучения русского обязательного надо обратить внимание на технологии и приёмы обучения. Этот метод взаимосвязан с коммуникативным методом обучения русского языка, процессе обучения русского языка, где учащиеся является субъектом учебного процесса, в ведении диалога, в организации учебных ситуаций. Подход, ориентированный для развития личности направлен для развития личностных характеристик, для познания предметной деятельности, идентификации принципа индивидуализации у учащихся как субъекта учебного процесса. Актуальным является разработка новых путей и методов для развития учащихся и создание новых педагогических технологий. Конечно, в учебном процессе преподаватель старается осуществить индивидуальный подход к каждому учащемуся, выявить особенности учеников. Эффективным считается применение личностно ориентированного подхода, через опосредованные учета характеристики личностных свойств, как темперамент, память и мышление учащихся [2]. Как известно каждый учащийся имеет свой своеобразный психологический характер – темперамент, психологический тип и т.д., и поэтому восприятие материала также имеет разнovidный характер по типу психологических особенностей. По данным экспериментов психологов выявлено, учащиеся имеют различия по возможностям овладения языком. Учащиеся отличающиеся гибкостью поведения, инициативные, общительные психологи называют экстравертами, а других, которые замкнутые, пассивные в общении склонных к самоанализу называют интровертами. Учащиеся с логическими навыками, по данным проведённых экспериментальных данных, овладевают языком 20-30% учащихся. В данном процессе имеет большое значение систематизация языкового

материала, для формирования коммуникативных способностей. По восприятию теоретического материала по овладению языком учащиеся можно делить на лабильные и инертные группы, в которых лабильные к восприятию материала менее связаны с логико – грамматическим аспектом языка, со скоростью выполнения упражнений, инертные хорошо выполняют лингвистические аналитические задачи. Таким образом учащиеся одной группы по-разному справляются с поставленными задачами по овладению языком. Внедрение в учебный процесс новых педагогических технологий учитывает психологические особенности и темпераменты учащихся, как холерики, флегматики, сангвиники и меланхолики. Проведённые исследования показывают, эффективность работы в одинаковых группах психологического типа. В группах противоположного типа как холериков и флегматиков, меланхоликов и сангвиников показали неэффективное сотрудничество. Личностные качества учащихся их индивидуальные особенности являются обязательными условиями успешности усвоения русского языка и овладения им. В методике преподавания русского языка в работах М.Т.Баранова, Е.А. Быстровой, Т.К.Донской [4] и других представлены основные принципы проблемы коммуникативного подхода. Также актуальным является в методике преподавания русского языка использование в учебный процесс различных видов языкового анализа семантической характеристики языкового явления и функциональных особенностей. Данный анализ развивает стилистику и выразительное употребление речи.

Для современной методики преподавания русского языка в учебных заведениях актуальной является проблема правильной организации учебного процесса подбор педагогических технологий обучающихся, нацеленной на формирование навыка постановки речи и контроля, анализировать и корректировать устную речь и письменные высказывания в отношении их соответствия нормам современного русского литературного языка, а также коммуникативной задаче. Систематическая работа в этом направлении будет способствовать развитию у обучающихся устойчивой потребности в совершенствовании правильной речи [3].

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РОЛЬ И МЕТОДИКА ИСПОЛЬЗОВАНИЕ НАГЛЯДНЫХ ПОСОБИЙ НА УРОКАХ ФРАНЦУЗСКОГО ЯЗЫКА В ШКОЛЕ

А. Степанян¹, Х. Норжитова²

Аннотация:

В данной статье рассматриваются вопросы роли использования наглядных пособий на уроках французского языка в школах, который заключается в том, чтобы делать уроки более интересными, понятными и запоминающимися для учеников всех возрастов.

Ключевые слова: наглядные пособия, метод обучения, средства обучения, процесс обучения, наглядность

doi: <https://doi.org/10.2024/r43j8625>

Наглядность увеличивает эффективность обучения, помогает ученику усваивать язык более осмысленно и с большим интересом.

Умение хорошо излагать свой предмет, педагогическое мастерство учителя основаны на умении строить процесс обучения в соответствии с закономерностями этого процесса, с основными дидактическими принципами. Одним из таких принципов является принцип наглядности. Принцип наглядности можно рассматривается не как вспомогательный, а как один из основных принципов в обучении французскому языку. Потому что наглядность так же неотделима от обучения французскому языку, как язык неотделим от реальности.

В методике обучения языкам, наглядность создает условия для чувственного восприятия, привносит вторую действительность в учебно-воспитательный процесс. Закладывать и формировать лексические навыки у учащихся на уроках французского языка необходимо именно в начальной школе, что обеспечит эффективное обучение в старших классах. Эффективным средством формирования лексических навыков у учащихся школы является наглядность, так как у детей преобладает наглядно-образное мышление, и всю информацию дети воспринимают не только на слух, но преимущественно образно.

Значение наглядности характеризуется мобилизацией психической активности учащихся, вызыванием интереса к занятиям языком, расширением объема воспринимаемого материала, снижением утомления, тренированием творческого воображения, а также мобилизует волю, облегчает весь процесс обучения. Так что формирование лексических навыков у школьников на уроках французского языка является актуальной проблемой в настоящее время. В методике обучения французскому языку формирования лексических навыков важна и без овладения ею немислимо общение на языке.

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Надо отметить, что эффективность обучения зависит от степени привлечения к восприятию всех органов чувств человека. Поэтому чем более разнообразны чувственные восприятия учебного материала, тем более прочно он усваивается. Эта закономерность нашла свое выражение в дидактическом принципе наглядности.

Методика использования наглядных пособий включает в себя разнообразные методы и техники. При этом, можно использовать карточки с изображениями, флэш-карты с фотографиями, мультимедийные презентации, и подписями на французском языке, игры с использованием наглядных пособий и т.д. При этом качестве наглядных пособий можно использовать аудио и видео материалы, презентации, анимации и другие интерактивные средства. Также важно учитывать индивидуальные особенности учеников и подбирать наглядные пособия в соответствии с их возрастом, уровнем знаний и интересами. Таким образом, использование наглядных пособий на уроках французского языка позволяет сделать обучение более эффективным и интересным для школьников.

Наглядность увеличивает эффективность обучения, помогает ученику усваивать язык более осмысленно и с большим интересом.

В обучении языку все виды наглядности можно отнести к двум основным:

- языковая наглядность.
- неязыковая наглядность.

Языковая наглядность включает в себя:

- коммуникативно-речевую наглядность – которая характеризуется наглядной демонстрацией коммуникативно-смысловой функции языкового явления в речи (устной и письменной).
- демонстрация языковых явлений в изолированном виде в устной или письменной форме.
- лингвистическая и грамматическая схема наглядности (схемы, таблицы, графики и другое).

К неязыковой наглядности относятся все способы предъявления экстралингвистических факторов окружающей действительности: естественная, изобразительная наглядность (картины, диафильмы, кинофильмы). В зависимости от вида анализатора можно различать следующие виды:

- слуховую.
- зрительную.
- двигательную-моторную

В практике обучения французскому языку в школах имеет место комбинирование различных видов наглядности. В зависимости от цели и методов использования наглядности можно говорить о следующих её функциях:

- презентация языкового материала (в связной речи или в изолированном виде).
- уточнение знания языкового явления.

Создание условий для естественного использования языка как средства обучения, для коммуникативного пользования языковым материалом в устной и письменной речи.

При использовании наглядных методов обучения необходимо соблюдать ряд условий:

- применяемая наглядность должна соответствовать возрасту учащихся;
- наглядность должна использоваться в меру и показывать ее следует постепенно и только в соответствующий момент урока;
- наблюдение должно быть организовано таким образом, чтобы все учащиеся могли хорошо видеть демонстрируемый предмет;
- необходимо четко выделять главное, существенное при показе иллюстраций;
- детально продумывать пояснения, даваемые в ходе демонстрации явлений;
- демонстрируемая наглядность должна быть точно согласована с содержанием материала;
- привлекать самих учеников к нахождению желаемой информации в наглядном пособии или демонстрационном устройстве.

В процессе обучения французскому языку используются различные виды наглядности, а также различные наглядные пособия. Важное место среди них занимает изобразительная наглядность, которая имеет целью дать отображение реального мира (фотографии, рисунки, картины). Учителя на уроке очень часто используют пособия этой группы. Их преимущество в том, что они могут заменить реальный предмет определенными изображениями, потому что показать реальный предмет на занятии часто бывает очень трудно или невозможно (крупные животные, исторические эпизоды). Эта группа наглядных пособий помогают формировать многообразие представлений о Вселенной, о различных сторонах жизни природы и человека.

На всех этапах процесса обучения используются наглядные пособия. Например, при объяснении нового материала, при выполнении домашних заданий, формировании умений и навыков, при закреплении знаний, при проверке усвоения учебного материала. Качество обучения зависит от правильного применения учителем наглядных пособий.

Анализ методической литературы по данному вопросу позволил выделить огромный комплекс наглядных пособий, рекомендуемых для использования в процессе обучения французскому языку. Это различные печатные, экранные, звуковые (аудитивные), экранно-звуковые (аудиовизуальные) средства и пособия. Существует большое количество методических рекомендаций по их использованию. Значительную часть учебного фонда по французскому языку составляют печатные пособия. Они просты в использовании (не требуют аппаратуры), обеспечивают длительное, практически не ограниченное во времени экспонирование того или иного материала, рассчитанного на зрительное восприятие.

Особенно интенсивно и продуктивно наглядность применяется при обучении звуковому составу и лексике французского языка. Умение хорошо излагать свой предмет, педагогическое мастерство учителя основаны на умении строить процесс обучения в соответствии с закономерностями этого процесса, с основными дидактическими принципами. Для усиления наглядности учителя стараются использовать технические средства обучения: магнитофоны, видеоманитофоны, телевизоры и другие аппараты и приборы.

И так, исходя из вышеизложенных можно сделать вывод, что наглядность играет очень важную роль в обучении французского языка. С ее помощью осуществляется закрепление и формирование грамматического материала. С помощью картинок решаются речевые проблемные задачи при

свободном говорении. Но самое главное, то, что при выполнении упражнений с применением наглядности ученики говорят и слушают не потому, что обязаны это делать, а им интересно решать подобные речевые задачи. Наглядность помогает учащимся усваивать языковой материал более осмысленно и с большим интересом. Кроме того, наглядность мобилизует психическую активность учащихся, вызывает интерес к занятиям французского языка, расширяет объем усваиваемого материала, снижает утомление, тренирует творческое воображение, мобилизует волю, облегчает весь процесс изучения французского языка.

Использование наглядности не исключает, а предполагает активную мыслительную деятельность учащихся, в основе которой лежит единство аналитической и синтетической форм мышления. Подобного рода символические наглядности помогают ребенку достаточно быстро вспомнить заученные фразы и небольшие предложения, способствуют формированию всех видов навыков, в том числе грамматических и использовать их в речи, что подтверждает важность использования наглядности в процессе обучения французскому языку.

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ПЕДАГОГИЧЕСКИЕ УСЛОВИЯ РАЗВИТИЯ КОММУНИКАТИВНОЙ КОМПЕТЕНТНОСТИ БУДУЩИХ УЧИТЕЛЕЙ

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Аннотация:

В данной статье описывается взаимосвязь коммуникативной компетентности с личностным и профессиональным развитием, ее структура и компоненты, а также некоторые педагогические условия развития коммуникативной компетентности у будущих учителей.

Ключевые слова: компетенция, коммуникация, компетентность, коммуникативная способность, компонент, условие, технология

doi: <https://doi.org/10.2024/6v4n7k98>

Современные требования к образовательному процессу требуют рассматривать процесс формирования коммуникативной компетентности у будущих учителей как важную составляющую высшего педагогического образования. Это служит формированию коммуникативных компетенций у будущих учителей через развитие мотивационно-ценностной сферы личностного развития, межличностных и межкультурных практических компетенций профессионального общения. Процесс формирования коммуникативной компетентности у будущих учителей требует учета ряда педагогических условий. Прежде всего, гуманизацию педагогического процесса следует рассматривать как основу коммуникативного диалога.

Понятие «коммуникативная компетентность» лингвисты определяют следующим образом: «Следует отметить, что это система речевой этики в различных коммуникативных событиях и ситуациях, формируемая человеком на основе знаний языка и речевой культуры. Эта система включает в себя приобретение коммуникативных ролей (говорящего и слушающего), а также социальных ролей, речевых стратегий и тактик, этики и правил этикета, которые представляют собой принятые в данной культуре способы общения человека с представителями разных социальных групп по разным причинам и в разных ситуациях» [1, с.89].

Также М.Ш.Розметова констатировала, что «коммуникативная компетентность носителей иноязычия – это готовность обучающихся использовать знания, умения и навыки, приобретенные в процессе изучения другого языка, для решения жизненно важных, практических и теоретических задач» [2, стр. 724].

Коммуникативная компетентность имеет уникальную структуру как сложную динамическую систему, включающую следующие логические элементы: предметную (неречевую компетентность); язык (речевая компетентность); социокультурные (знания и опыт в сфере социокультурной деятельности, охватывающие психологию общения); прагматический

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(непосредственно связанный с адресантом (отправителем) и адресатом (получателем) речи с причинами, установками и целями общения в данной ситуации)» [1, с. 106].

Культура общения, лежащая в основе педагогического мастерства, проявляется в процессе общения со студенческим коллективом, родителями, коллегами и руководством. При этом особенно важно взаимодействие педагога со студенческим коллективом. Поэтому педагог стремится эффективно общаться со студентами.

Коммуникативная компетентность – это способность, которая формируется у человека в процессе приобретения социально-коммуникативного опыта, не имея врожденного описания. Коммуникативно-социальный опыт, прежде всего, включает в себя механизм изменения системы межличностных отношений и проявляется в использовании речевых стилей в различных вариантах. В основе такого изменения лежит проявление ролевого общения между участниками. С этой точки зрения уместно выделить следующие компоненты коммуникативной компетентности: когнитивный (связанный со знаниями), эмоциональный и поведенческий.

По мнению В.В.Давидова, когнитивный компонент коммуникативной компетентности связан с тем, насколько хорошо человек знает другого человека и способностью предвидеть поведение собеседника; эмоциональный компонент включает в себя способность присутствовать, сопереживать, трогать, сочувствовать и скорбеть вместе, внимательно относиться к действиям партнера; а поведенческий компонент предполагает овладение вербальными и невербальными средствами социального поведения» [3, с. 240].

По мнению Д.Льюиса, овладение эффективной коммуникативной технологией может быть достигнуто с использованием следующих трех основных средств коммуникативных форм:

1) монологический – человек пытается донести свои мысли до участников диалога посредством коммуникативных действий и воздействий;

2) диалогический – субъекты действуют сообща и стремятся к активности и инициативе;

3) полилогические – это организация междисциплинарного общения, которая обычно имеет характер специфической борьбы за завоевание коммуникативной инициативы, и ее эффективность зависит от того, насколько этот процесс понятен каждому [4, с. 66].

Итак, коммуникативная компетентность базируется на познавательной деятельности и эмоциональном опыте человека и представляет собой его способность определять направление общения в различных ситуациях; это способность человека осуществлять эффективную деятельность вместе с обществом, и она может быть эффективно освоена путем понимания себя и других, качества субъекта межличностного общения и постоянной смены психологических состояний в связи с социальными условиями.

Коммуникативная компетентность имеет комплексную рекомендацию, в которой отражаются лингвистический, организационный, прагматический, социолингвистический, дискурсивный, стратегический, образовательный, профессиональный, речевой, компенсаторный, социокультурный аспекты. Коммуникативная компетентность педагога

включает следующую систему взаимосовместимых компетенций: межличностное восприятие и оценка ситуаций коммуникативного общения (перцептивный компонент); самоанализ и самооценка в процессе коммуникативного общения (рефлексивный компонент); уметь выбирать подходящие и адекватные инструменты межличностного общения; управление процессом общения и динамическое воздействие на поведение обучающегося (этический компонент).

Коммуникативная компетентность может выражаться в выбранном педагогом стиле общения и ролевом статусе в процессе общения, которые обеспечиваются целями ведущего взаимодействия, характеризующимися устойчивыми экспрессивными особенностями, а также коммуникативными действиями в процессе общения. Коммуникативная позиция преподавателя может отражать его специфические требования, которые могут быть реализованы в ходе конкретного коммуникативного стиля взаимодействия, а также его отношение к личности собеседника.

Существует также специфический стиль общения, под которым понимают индивидуальную, устойчивую форму любого коммуникативного поведения, которая может непосредственно проявляться в условиях взаимодействия человека с окружающими его людьми. Обычно смена ролевой ситуации приводит к изменению стиля общения человека. Именно поэтому стиль общения можно рассматривать как особую форму выражения определенной точки зрения.

Одним из главных факторов профессиональной социализации студентов является образовательная среда, которая выступает микросистемой, организующей педагогическую систему. В.А.Левин считает, что образовательная среда представляет собой систему особых, специфических воздействий и условий формирования личности в социокультурных и пространственно-предметных условиях, когда имеются возможности для ее полноценного развития. [5, стр. 365].

Е. В. Бондаревская определяет образовательную среду как «социум, окружающий учащегося, т. е.: природу, городской или сельский ландшафт, материальные и духовные условия жизни, предметы быта и культурные ценности, события семейной и общественной жизни» [6, с.39] .

По мнению Г. Н. Серикова, уникальной особенностью образовательной среды высшего учебного заведения является то, что она помогает обеспечить студентов информацией для их самостоятельного обучения, и это проявляется в процессах индивидуального информационного обмена с другими людьми. Взаимный обмен информацией может осуществляться на основе следующих четырех критериев [7].

Два важных условия развития коммуникативной компетентности у будущих учителей связано с преподаванием психолого-педагогических наук, и можно выделить следующие основные задачи, связанные с этим процессом: помощь учащимся в самосознании; научить их понимать индивидуальные особенности в людях; формирование у студентов навыков обращения с психологическими правилами, обучение их видеть перспективы личностного и профессионального развития.

Третьим и, как мы уже говорили выше, важнейшим условием коммуникативной компетентности является гуманизация педагогического процесса. Гуманизация педагогического процесса, основанная на соблюдении культуры диалогических отношений, требует от учащихся стать равноправными субъектами с учителем. При этом организация

межличностного общения и эффективность воздействия на всестороннее развитие коммуникативных качеств учащихся является необходимым условием педагогической деятельности. Но самый сложный аспект связан с управлением идентификационными данными студентов.

Еще одно условие коммуникативной компетентности связано с составом коммуникативного поведения. По мнению А.А.Леонтьева, «коммуникативное поведение — это не только процесс выражения мнения, форма передачи информации, но и организация речи, которая влияет на характер взаимоотношений, определяет эмоциональную-психологическую среду педагога и общение студентов и методы их работы», то есть подразумевается создание отношений, связанных с особой культурной этикой» [8, с. 41].

Однако любые этические отношения между профессором-преподавателем и студентами могут быть разрешены одним важным условием: «сам педагог имеет гуманистическое мировоззрение и высокий педагогический имидж». Гуманистическое мировоззрение лежит в основе педагогической профессии, а педагогическая этика считается важнейшей ее составляющей.

В заключение следует отметить, что глобализация и информатизация требуют учета необходимых педагогических условий для организации современного процесса высшего педагогического образования на основе коммуникативных технологий и формирования коммуникативной компетентности у будущих учителей.

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ТЕОРИЯ И ПРАКТИКА ПРИМЕНЕНИЯ АУДИОЛИНГВАЛЬНОГО МЕТОДА В ВЫСШЕЙ ШКОЛЕ

Д. Марупова¹

Аннотация:

Данная статья посвящена исследованию аудиолингвального метода преподавания русского языка как иностранного. Рассмотрено содержание понятия «метод обучения» в системе преподавания русского языка как иностранного в высшей школе. Сделан вывод о том, что аудиолингвальный метод должен быть заложен в основу формирования методологии обучения русскому языку как иностранному, а не быть отдельным методом преподавания. Изучена история, сущность, ключевые принципы и критерии эффективного применения аудиолингвального метода преподавания русского языка как иностранного.

Ключевые слова: русский язык как иностранный, методика преподавания РКИ, метод обучения, аудиолингвальный метод, речевой образец

doi: <https://doi.org/10.2024/4ew62897>

Методика преподавания русского языка как иностранного на современном этапе продолжает активно развиваться, создаются эффективные системы обучения, с использованием различных подходов и приемов, совершенствуются средства и формы презентации лексико-грамматического материала, обновляются и дополняются различные форматы учебных материалов и пр. В комплексе, существующие на данный момент системы обучения формируют умения и навыки учащихся в устной и письменной речи. Однако, достижение конечной цели обучения русскому языку как иностранному, «овладеть и владеть языком, а не узнать и знать его» [Костомаров, 1976], зависит от целого спектра факторов, одним из которых является подбор методов или метода преподавания. Сущность и особенности применения аудиолингвального метода преподавания русского языка как иностранного. История метода такова, что в 40-х гг. XX в. Ч. Фриз и Р. Ладо, американские структуралисты и антропологи, занимавшиеся изучением моделей поведения людей в обществе, развили идею прямой методики в рамках аудиолингвального метода. Они делали акцент на том, что процесс овладения языком – это процесс формирования навыков, обеспечивающийся многократным повторением. Авторы также разработали целую систему постепенно усложняющихся упражнений, добавив к разработкам Г. Пальмера в имитации и подстановке упражнения на трансформацию речевых образцов, на расширение структур, вопросно-ответные задания. В целом, метод Ч. Фриза отличается от разработки Г. Пальмера точным определением цели начального этапа обучения языку и

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более точным определением учебного материала, необходимого для достижения данной цели. Данная система была обобщена и введена в практику обучения иностранным языкам российским лингвистом, специалистом в области методики иноязычного образования Е.И. Пассовым. Он предложил разделять все упражнения на коммуникативные и некоммуникативные, т.е. на те, которые отвечают ситуациям общения и формальные.

В целом, аудиолингвальный метод представляет собой метод обучения языку, предусматривающих многократное прослушивание аудиозаписи и проговаривание языковых структур и речевых образцов, что приводит к их автоматизации. В основу метода заложена психологическая теория бихевиоризма и развиваемая на ее принципах концепция овладения языком посредством подражания, образования по аналогии и многократного повторения речевых образцов, которые приводят к формированию коммуникативных методов. Таким образом, основными принципами аудиолингвального метода являются следующие: во-первых, в его основе лежит овладение речевыми навыками, во-вторых, язык реализуется прежде всего в устной форме, в-третьих, автоматизация навыков посредством тренировки многократного повторения речевых образцов и, в-четвертых, навыки автоматизируются до такой степени, чтобы осуществлять их на практике без участия сознания.

Реализация обучения русскому языку как иностранному с использованием аудиолингвального метода будет эффективной и результативной при условии соблюдения следующих условий:

1. Практическая направленность обучения. Реализация данной установки предполагает изучение звуковой системы языка на ограниченном лексическом материале, овладение новыми речевыми образцами по аналогии со старыми, освоение структурных средств языка до уровня автоматизации, знакомство с русской культурой социальной среды.

2. Устное опережение. Любая часть изучаемого материала должна быть усвоена в первую очередь устно.

3. Работа по моделям. Основной целью обучения по моделям является оптимизация навыков студентов конструировать фразу по образцам. Данные навыки формируются в результате многократного повторения моделей и речевых образцов до их полной автоматизации. Таким образом, модель будет считаться усвоенной только тогда, когда студент приобретает умение пользоваться ею, то есть конструировать с ее помощью предложения в соответствии с целями общения.

4. Обучение языку как системе навыков. В данном случае система обучения русскому языку как иностранному направлена на формирование навыков в разных аспектах языка и речевой деятельности. Сами навыки вырабатываются в результате многократного повторения фраз. В первую очередь выделяются наиболее часто употребляемые структуры, которые учащиеся должны запомнить, количество слов при этом минимально, и далее заучиваются диалоги и проводится тренировочная работа по усвоению структур, из которых составлены диалоги. Кроме того, даются обобщающие таблицы, где представлен материал, вводимый в диалогах и упражнениях, а после устного усвоения наступает этап выработки умений и навыков в области чтения и письменной деятельности.

5. Учет родного языка. В соответствии с данным положением, обучение строится с расчетом на особенности родного языка учащихся.

6. Максимальное задействование технических средств обучения. Обучение русскому языку как иностранному по аудиолингвальному методу подразумевает включение в систему занятий технических средств обучения.

Стоит отметить, что по рассматриваемому методу в XX веке были изданы различные пособия. Одно из самых известных – американский учебник «А–LM Russian» (1970). Также можно особо отметить российское пособие Г.С. Мисири «Говорим по-русски» (1986).

На сегодняшний день важным условием развития человечества является информатизация образования. Для развития единой информационно образовательной среды в обществе реализуются организационные материальные предпосылки. Эта среда является своеобразным проводником для изучения основ информационной культуры и создает для реализации содержания образования, модернизации технологии в образовании [Жумагулова, 2014].

Таким образом, информатизация образования – это длительный процесс обновления образовательной системы в целом и на современном этапе все еще существует объективная необходимость по-новому позиционировать информационные технологии в сфере образования и объективно подойти к процессу информатизации.

Внедрение информационных технологий в образовательный процесс ВУЗа предполагает наличие в учреждении современной компьютерной техники, средств коммуникации как технических средств обучения, системного и прикладного ПО, методических разработок по применению новых информационных технологий в учебно-воспитательном процессе. Особо популярными в последнее время стали лингафонные лаборатории, аудитории, оснащенные звукотехнической и проектной аппаратурой, создавая для обучающихся оптимальные слуховые и зрительные условия для индивидуальной и групповой работы по изучению иностранных языков. Лингафонное оборудование предоставляет педагогу возможность реализации одной из важнейших методик преподавания – погружение студентов в искусственно созданную иноязычную среду. Благодаря мультимедийным системам, а также специальным аудио- и видеопрограммам они учатся воспринимать информацию на слух, повторять и отрабатывать произношение, подражая фонетике и интонациям диктора – носителя изучаемого языка. Иными словами, лингафонные классы являются актуальным методом реализации аудиолингвального метода преподавания иностранного языка. Одновременно с этим, принимая во внимание развитие форм и форматов образования, высшая школа становится все более ориентирована на имплементацию дистанционного образования как основного и вспомогательного инструмента оптимизации образовательного процесса ВУЗа. Таким образом, лингафонные лаборатории фактически теряют свою актуальность.

В целом можно говорить о том, что аудиолингвальный метод будет весомым дополнением к общей методологии преподавания русского языка как иностранного. Среди достоинств данного метода можно отметить четкое формулирование целей обучения, определение путей достижения данных целей посредством различных упражнений, овладение грамматикой через модели и речевые образцы, последовательное включение в занятия

страноведческой информации, широкое использование технических средств и разработка специальных упражнений. Однако, в случае использования его автономно, будет сказываться определенный спектр недостатков, например, однообразие речевых упражнений, преобладание механических приемов обучения, бессмысленное запоминание структур, которое может привести к непониманию учащимися цели занятий, а также отсутствие взаимосвязи в обучении основным видам коммуникативной деятельности. Кроме того, аудиолингвальный метод может быть эффективно реализован исключительно в системе очного образовательного процесса, даже при условии инновационного развития различных ИКТ, в т.ч. аудиовизуальных систем, включенных в дистанционные образовательные платформы, замена преподавателя – носителя языка компьютером существенно снижает коммуникативную эффективность изучения любого иностранного языка, в частности, русского, как иностранного.

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КОНТРОЛЬ В ОБУЧЕНИИ ЧТЕНИЮ КАК МЕТОДИЧЕСКАЯ ПРОБЛЕМА

*М. Буранова*¹

Аннотация:

Актуальность проблемы контроля в процессе обучения чтению нельзя недооценивать. Особенно в современном мире, где владение грамотностью играет ключевую роль в успешной адаптации каждого индивида. Методика контроля становится значимым аспектом обучения чтению, поскольку от нее зависит эффективность и результативность всего процесса.

Ключевые слова: контроль, чтение, проблема, метод, мотивация, аспект

doi: <https://doi.org/10.2024/ctxr5c65>

Процесс обучения чтению играет ключевую роль в формировании базовых навыков обучения. Однако, наряду с обширными методическими возможностями, возникают и сложности, связанные с контролем за усвоением материала. Контроль в обучении чтению является важной методической проблемой, требующей внимательного изучения и поиска оптимальных решений.

Одной из основных проблем контроля в обучении чтению является оценка уровня понимания текста. Учитель должен уметь определить, насколько студенты освоили прочитанный материал, и насколько они могут применить полученные знания. Для этого необходимы разнообразные методы оценки, включая устные и письменные формы тестирования, анализ ответов на вопросы, обсуждение содержания текста.

Еще одной проблемой является контроль скорости чтения и уровня его эффективности. Некоторые студенты могут читать слишком медленно, не успевая усвоить достаточное количество материала за отведенное время. Другие же могут читать настолько быстро, что их понимание страдает. Здесь важно находить баланс и использовать специальные методики тренировки, направленные на улучшение скорости и качества чтения.

Также стоит обратить внимание на проблему контроля за мотивацией и вниманием учащихся в процессе чтения. Поддержание интереса к материалу и мотивации к обучению является не менее важной задачей, чем контроль за уровнем понимания. В этом помогают различные методы активизации и мотивации, включая игровые элементы, интерактивные задания и обсуждение актуальных для учащихся тем.

Для решения данных проблем необходимо разработать комплексный подход к контролю в обучении чтению, включающий в себя как традиционные методы оценки, так и инновационные подходы к мотивации и учету индивидуальных особенностей каждого ученика. Только таким образом можно обеспечить эффективное и качественное обучение чтению,

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способствующее развитию критического мышления и умения самостоятельно усваивать знания.

Следующей проблемой в обучении чтению является подбор правильных методов контроля, способствующих эффективному усвоению материала студентами. Недостаточное внимание к этому аспекту может привести к недостаточной мотивации, низкой осознанности процесса обучения и, как следствие, к ухудшению результатов.

При разработке методики контроля важно учитывать индивидуальные особенности каждого ученика, их уровень подготовки, способы восприятия информации. Разнообразие подходов к контролю в обучении чтению, таких как тестирование, контрольные работы, домашние задания, дискуссии и т.д., позволяет создать наиболее оптимальные условия для эффективного обучения.

Для повышения результативности обучения чтению и обеспечения студентов необходимым уровнем знаний, преподавателям следует обратить внимание на следующие аспекты при разработке грамотных методик контроля:

1. Индивидуализация: Учитывайте индивидуальные особенности каждого студента при выборе методов контроля. Некоторым студентам могут больше подойти письменные контрольные работы, а другим - устные формы проверки.

2. Вариативность: Используйте разнообразные методы контроля чтения, чтобы охватить различные аспекты усвоения материала. Это может быть тестирование, домашние задания разного уровня сложности, обсуждения текстов и т.д.

3. Обратная связь: Важно не только проводить контроль, но и обеспечивать студентам обратную связь о их результативности. Подробные комментарии, объяснения ошибок помогут студентам лучше понять свои ошибки и улучшить свои навыки.

4. Мотивация: Используйте контроль как средство мотивации студентов. Поощряйте за хорошие результаты, создавайте условия для самостоятельного развития и демонстрации прогресса в чтении.

5. Интерактивные методы: Вовлекайте студентов в процесс контроля с помощью интерактивных методов, таких как обсуждение прочитанных текстов, работа в группах, игры на основе чтения и т.д.

С учетом этих аспектов преподаватели смогут разработать грамотные методики контроля в обучении чтению, которые помогут повысить результативность обучения и обеспечить студентам необходимый уровень знаний в этой области.

Эти источники могут предложить различные подходы к организации контроля в процессе обучения чтению и помочь в разработке грамотных методик контроля, которые будут способствовать повышению результативности обучения студентов.

Также стоит обратить внимание на проблему контроля за мотивацией и вниманием учащихся в процессе чтения. Поддержание интереса к материалу и мотивации к обучению является не менее важной задачей, чем контроль за уровнем понимания. В этом помогают различные методы активизации и мотивации, включая игровые элементы, интерактивные задания и обсуждение актуальных для учащихся тем.

Для решения данных проблем необходимо разработать комплексный подход к контролю в обучении чтению, включающий в себя как традиционные методы оценки, так и инновационные подходы к мотивации и учету индивидуальных особенностей каждого ученика. Только таким образом можно обеспечить эффективное и качественное обучение чтению, способствующее развитию критического мышления и умения самостоятельно усваивать знания.

Что касается решения проблемы контроля в обучении чтению необходимо применение комплексного подхода, включающего следующие составляющие:

1. Индивидуализация обучения: Учитывайте индивидуальные особенности каждого ученика, такие как уровень навыков чтения, интересы, и темп усвоения материала. Предоставьте разнообразные методы и подходы к чтению, соответствующие потребностям каждого студента.

2. Разнообразные методы оценки: Используйте различные методы оценки, такие как устные и письменные тесты, задания на анализ текста, групповые дискуссии и проектные работы, чтобы оценить уровень понимания и применения знаний.

3. Обратная связь: Предоставляйте студентам обратную связь по их успехам и ошибкам в чтении. Помогайте им понимать свои сильные и слабые стороны, а также предлагайте конкретные рекомендации по улучшению навыков чтения.

4. Развитие мотивации: Создавайте стимулирующие среды для чтения, включая интересные тексты, задания, связанные с реальными жизненными ситуациями, и возможности для самостоятельного выбора материалов для чтения. Поощряйте учеников к самостоятельному и активному участию в процессе обучения.

5. Технологическая поддержка: Используйте современные образовательные технологии, такие как программы для тренировки чтения, интерактивные учебники и онлайн-ресурсы, чтобы обогатить обучающий процесс и сделать его более привлекательным для учеников.

6. Партнерство с родителями: Вовлекайте родителей в процесс обучения чтению, предоставляя им информацию о методиках обучения и советы по поддержке домашней практики чтения.

Только совокупное применение этих подходов позволит эффективно решать проблему контроля в обучении чтению и обеспечивать успешное усвоение навыков чтения у всех учащихся.

Вот несколько интерактивных методов, которые можно использовать при контроле в обучении чтению:

1. Групповые обсуждения: Студенты могут прочитать тексты и затем обсудить их в небольших группах. Это помогает им лучше понять содержание текста, выразить свое мнение и аргументировать свои мысли.

2. Чтение в парах: Студенты могут работать в парах, где один читает текст вслух, а другой слушает. После этого они могут обсудить содержание текста, выделить ключевые моменты и задать друг другу вопросы.

3. Ролевые игры: Студенты могут играть роли персонажей из прочитанных текстов и вести диалоги на основе текста. Это поможет им лучше понять контекст и эмоциональную окраску текста.

4. Визуализация: После чтения текста студенты могут создать визуальные схемы, майнд-карты или иллюстрации, отражающие ключевые

моменты из текста. Это поможет им лучше запомнить информацию и ориентироваться в тексте.

5. Игры на основе чтения: Можно использовать различные игры и квесты на основе текста для проверки понимания и восприятия прочитанного материала. Например, кроссворды, квизы, игровые задания.

Эти интерактивные методы помогут учащимся не просто прочитать текст, но и взаимодействовать с ним более активно, что способствует более глубокому усвоению материала и развитию навыков чтения.

Таким образом, проблема контроля в обучении чтению является важным аспектом методической работы преподавателей. Разработка грамотных методик контроля позволит повысить результативность обучения и обеспечить студентам необходимый уровень знаний и навыков в данной области.

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УСЕЧЕННЫЕ ПРИЛАГАТЕЛЬНЫЕ: СОДЕРЖАНИЕ ПОНЯТИЯ, ФУНКЦИИ, СОСТАВ ФОРМ

С. Боронова ¹

Аннотация:

В статье представлены проблемы изучения усеченных прилагательных, где особый интерес вызывает сравнение грамматик русского языка, созданных в разное время, так как они предполагают значительную широту охвата материала, тенденцию к исчерпывающей полноте изложения, а также некоторое единообразие в привлечении и оформлении языкового материала, что в целом позволяет поднять вопрос о терминологии, принятой при рассмотрении данной проблемы, о происхождении и эволюции отдельных терминов.

Ключевые слова: проблема, усеченные прилагательные, грамматика, материал, языковой материал, вопрос, терминология, эволюция

doi: <https://doi.org/10.2024/f2xsrm57>

Хотя усеченные прилагательные широко представлены в существующей литературе, анализ рассмотренных работ позволяет сказать, что вопросу об усеченных формах в целом не уделялось особого внимания.

В большей части исследований содержатся очень разные, нередко противоречивые характеристики данного явления или отсутствуют упоминания о нем. О слабом интересе к проблеме усеченных прилагательных говорит и фактическое отсутствие специальных работ по этой теме.

Наиболее полно и последовательно освещается данный вопрос в работах по истории русского литературного языка Г. О. Винокура: «Русский литературный язык в первой половине XVIII века», «Русский литературный язык во второй половине XVIII века», «Наследство XVIII века в стихотворной речи Пушкина» и ряде других [2,7].

Чтобы определить содержание понятия «усеченные прилагательные», следует подробнее рассмотреть вопрос терминологии, наиболее запутанный и неоднозначный. Отсутствие единой терминологии существенно затрудняет понимание сути явления, тем более что принятый термин может служить исследователю основой для характеристики данных форм. Именно изменение терминологии, связанное с изменением взглядов на систему имени прилагательного (о чем говорилось в Главе I), как кажется, и создало представление о том, что усеченные прилагательные являются исключительно искусственными формами.

В научной литературе встречаются такие термины, как усеченные прилагательные, усечения, усеченные формы полных прилагательных и причастий; краткие (именные) прилагательные в атрибутивной функции,

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краткие атрибутивные формы; нечленные формы; прилагательные сокращенные [3,18]; формы бесчленного типа прилагательного-местоимения в роли определения [3]; стяженные (усеченные) прилагательные [2]; согласованные определения в именной форме [3].

Термин **именные прилагательные или нечленные формы** точен в историческом аспекте, но не отражает того, как воспринимались такие формы, употребленные в языке поэзии, в определенную эпоху.

Термин краткие атрибутивные формы **не учитывает** искусственную природу литературных усечений и возможность полупредикативного употребления подобных форм.

Описательные определения (**согласованные определения, в именной форме** и др.) неудобны в использовании в силу громоздкости и неконкретности.

Наименее удачным представляется самый редкий термин - **стяженные прилагательные**, так как в научной литературе понятие **стяжение** употребляется по отношению к отдельным диалектным формам имени прилагательного и глагола, способ образования которых никак не может быть связан с литературными усечениями.

Кроме того, ни одно из определений не позволяет сопоставить рассматриваемые формы с церковнославянскими формами родительного и творительного падежей женского рода, которые, как нередко упоминается, имели общую с ними судьбу: использовались как версификационное средство (так как были на слог длиннее соответствующих русских форм) и выступали в качестве приметы возвышенного стиля.

Самый распространенный термин, который можно считать основным и даже общепринятым, — **усеченные прилагательные**. Можно заметить, что такое определение не совсем корректно хотя бы потому, что помимо прилагательных в такой «усеченной» форме в языке поэзии встречаются и слова других частей речи: причастия, местоимения, субстантивированные формы: *Высоку песнь и дерзновенну, / Неслыханну и невнушенну, / Я слабым смертным днесь пою: / Всяк преклони главу свою* (Державин, «О удовольствии», 1798).

Термин **усеченные прилагательные** ошибочно связывается иногда с усечением, то есть отсечением одного слога как способом образования данных форм. Однако, во-первых, этот термин употреблялся, в грамматиках церковнославянского языка XVII в. по отношению к именным формам, противопоставляемым «целым» (полным), во-вторых, анализ усечений, употребляющихся в поэтических текстах, показывает, что значительная их часть (формы косвенных падежей) не могла быть образована таким способом.

Данный термин в современном восприятии не может быть отнесен к употреблявшимся в языке русской литературы фольклорным постоянным эпитетам, а грань между древними именными формами и литературными новообразованиями на протяжении XVIII-XIX вв. стиралась и сейчас практически отсутствует. Как представляется, для истории данных форм важна не столько искусственность образования значительной их части, сколько их ориентация на древние именные формы, воспринятые либо из церковнославянского языка, либо из языка фольклора. Таким образом, следует признать, что этот термин, использующийся по традиции, может создавать предпосылки для неточных трактовок.

Условность этого термина нередко вынуждает автора заключать его в кавычки: **«усеченные» прилагательные, причастия** [1,17].

В дополнение к сказанному можно сопоставить несколько определений:

«Прилагательное усечённое *англ.* clipped adjective. Форма прилагательного, образованная искусственным путем (от полной формы прилагательного) обычно в поэтической речи и внешне напоминающая именную форму. *Например:* Русск. *«Вострепетала совесть черна»* [6,59].

«Усечённые прилагательные. Прилагательные, употребляемые в функции определения в образованные от полной формы, но с частичным усечением окончания (внешне напоминающие краткую форму). Усеченные прилагательные широко употреблялись в поэтическом языке XVIII—XIX вв. *Поля покрыла мрачна ночь* (Ломоносов). *Навстречу мне только версты полосаты попадаются одне.* (Пушкин)» [6, 56].

«УСЕЧЕНИЕ или АПОКОПА — термин античной метрики, пропуск конечного звука или слога в слове. В сущности, в понятии «усечение» объединяют два совершенно различных явления:

а) употребление в речи из двух морфологических дублетов более короткого — так в традиционной грамматике русского языка краткие формы прилагательного («зелен» при «зеленый») иногда ошибочно назывались усеченными;

б) употребление в речи из двух фонетических дублетов того, в котором редукция конечного звука или звуков настолько сильна, что приводит к их исчезновению. Так в русском стихосложении классической эпохи дозволялось рифмовать слог, оканчивающийся на «й» со слогом без «й», если слоги эти были неударными; такие рифмы *«уныло — милой», «воздушной — равнодушно»* называются *усеченными*. В новейшем стихосложении бывают и усеченные мужские рифмы» [2,13].

«Усечение (грамм.) — старинный термин, употребительный теперь разве только в школьной грамматике и восходящий к греч. апокоп), перевод которого он представляет. Под ним обыкновенно разумеется то фонетическое явление, которое в современной научной грамматике называется исчезновением звуков (гласных и согласных). Кроме того, школьная грамматика нередко видит усечение в тех случаях, которые в действительности представляют собой лишь более простые формы или более краткие окончания в сравнении с формами более сложными и окончаниями более длинными, состоящими из большего числа звуков. Так, напр., древние простые формы прилагательных и местоимений: *слеп, слепа, слепо, он, она, оно* и т. д. рассматриваются как усеченные, или краткие, формы, а сложные (с местоимением -и, -я, -ё) формы — *слепой, слепа, слепо, оный, она, оно* — как полные. На самом деле здесь никакого усечения нет, а есть лишь разница в способе словообразования» [5,36].

Тем не менее, как представляется, целесообразно сохранить термин **усеченные прилагательные**, поскольку его употребление опирается на давнюю традицию и указывает на особенности функционирования усечений в сопоставлении с полными и краткими прилагательными. Отказ от этого термина только затруднил бы изучение данных форм в поэтическом языке.

Итак, *усеченные прилагательные* — это особого рода краткие прилагательные (не только качественные, но и относительные), а также примыкающие к ним формы причастий, местоимений, порядковых числительных, которые используются в языке поэзии в атрибутивной функции

как в И.-В., так и в некоторых косвенных падежах. По своему строению к этой категории слов могут быть отнесены и особые формы субстантивов (такие, как всяк, вселенна, подданны и др.)

Являясь по происхождению древними именными прилагательными, усеченные прилагательные могли быть восприняты языком русской поэзии из церковнославянского языка или языка фольклора, но могли и создаваться по известным морфологическим моделям в зависимости от версификационных или стилистических задач, которые решались авторами.

Как видно из определения, важнейшей чертой усеченных прилагательных является их функциональная нагруженность в поэтическом языке.

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РОЛЬ ТРЕНИРОВОЧНЫХ УПРАЖНЕНИЙ В ФОРМИРОВАНИИ ЛЕКСИЧЕСКИХ НАВЫКОВ СТУДЕНТОВ НАЦИОНАЛЬНЫХ ГРУПП

Р. Алиева ¹

Аннотация:

В статье рассматриваются вопросы актуальности тренировочных упражнений по русскому языку, с помощью которых усваиваются форма и значение лексических единиц, а также действия с ними как с компонентами речевого общения в национальных группах вуза.

Ключевые слова: рецептивная лексика, продуктивный минимум, многофункциональный, коммуникативно-прагматическая необходимость

doi: <https://doi.org/10.2024/1tvqiq33>

К основным этапам работы над лексикой относятся: ознакомление с новым материалом (включая семантизацию), первичное закрепление, развитие навыков и умений использования лексики в разных формах устного и письменного общения.

Под знанием и владением слова традиционно понимается мгновенное его узнавание, т.е. способность вызывать слово из памяти и правильное употребление данной лексической единицы в сочетании с другими словами в различных ситуациях.

Над новыми словами следует работать как в контексте, так и в изолированном виде, поскольку контекстуальное значение слова не всегда является основным.

На продвинутых этапах новое слово следует вводить с обязательными сочетаниями, выделение которых в рамках учебных минимумов должно являться первоочередной задачей. Важно учитывать при этом характерные лексические связи в словах, относящихся к одной предметно-тематической группе.

Лексический навык – есть синтезированное действие по выбору лексической единицы адекватно замыслу и ее правильному сочетанию с другими, совершаемое в навыковых параметрах и обеспечивающее ситуативное использование данной лексической единицы в речи.

Лексический навык включает в себя экспрессивные и рецептивные лексические навыки. Под экспрессивными лексическими навыками понимаются навыки интуитивно правильного словоупотребления и словообразования в устной и письменной речи в соответствии с ситуациями общения и целями коммуникации.

Под рецептивными лексическими навыками подразумеваются навыки узнавания и понимания при восприятии на слух или при чтении лексических явлений (структура слова и его употребление).

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В отличие от грамматики, которая отражает отношения между классами слов и всегда обобщает, лексика индивидуализирует высказывание, придает ему конкретный смысл. То есть, конкретное слово передает конкретное понятие и мысли в целом.

При обучении русскому языку (или другому любому) мы должны осуществить три операции: 1) ввести слова в долговременную память обучающихся; 2) вызвать их в случае необходимости, актуализировать их; 3) побуждать к включению слова в речевую цепь (в связное высказывание) с учетом его парадигматического и синтагматического аспектов.

Таким образом студент должен:

- 1) понять и запомнить иноязычное слово, его значение, звуковую и графическую формы;
- 2) выбрать именно его для решения определенной коммуникативной задачи в конкретной ситуации общения;
- 3) уметь употребить его в речи в сочетании с другими словами.

При этом существенно важно, что при обучении лексической стороне говорения (письма) мы идем от содержания к форме и употреблению; при обучении лексической стороне аудирования и чтения - от формы к ее употреблению и значению.

Занятие по формированию лексических навыков состоит из трех этапов:

- 1) ввод и семантизация лексической единицы;
- 2) автоматизация лексической единицы;
- 3) дальнейшее совершенствование лексической единицы.

Главная задача этапа семантизации состоит в том, чтобы довести до сознания студентов значение слова или фразеологического сочетания, показать особенности его употребления в речи, т.е. сочетаемости с другими словами, и грамматического оформления.

Основными приемами (способами) семантизации лексики являются опора на предметную наглядность, опора на языковую и речевую наглядность, толкование на родном и иностранном языке.

1. Опора на предметную наглядность – демонстрация действий, картинки (начальный этап)

2. Опора на языковую наглядность: контекст, словообразовательный, этимологический анализ лексических единиц, дефиниция, сопоставление (синонимы, антонимы), опора на интернациональные слова.

3. Опора на речевую наглядность – раскрытие значения слова в речевой ситуации и контексте.

После семантизации и записи новых слов (10+8) наступает этап автоматизации употребления лексики. Автоматизация происходит на основе условно речевых упражнений, которые должны быть:

- а) ситуативными;
- б) обеспечивать направленность обучающихся на цель и содержание высказывания, а не на форму;
- б) быть организованными по характеру как процесс общения, а по сути, обучающими.

В процессе работы над лексикой можно ввести упражнения на формирование сочетаний слов смыслового характера:

- 1) какие глаголы можно употребить с данным словом;

- 2) соотнести слова в колонках, чтобы получились правильные сочетания;
- 3) подобрать из разбросанных слов сочетания;
- 4) распространить предложение за счет определений к выделенным словам и т.п.;
- 5) построить сочетания, означающие принадлежность членам вашей семьи, друзьям.

Далее приводится фрагмент практического занятия по ПУПР на 1 курсе РЯНШ.

а) Прочитать текст «Воскресенье»

Сегодня воскресенье. Мы отдыхаем. Папа читает журнал «Спорт». Он очень любит спорт, особенно футбол. Его любимая команда «Спартак». Папа хорошо знает команду «Спартак», потому что его хороший друг играет в «Спартаке».

Мама в свободное время любит готовить. Сегодня она готовит пельмени. Это наше любимое блюдо. Все говорят, что мама хорошая хозяйка. А ещё наша мама любит театр. Она часто смотрит спектакли в театре, а иногда по телевизору.

Бабушка смотрит телевизор каждый день. Она очень любит смотреть сериалы. Я думаю, что они очень длинные и скучные. Но бабушка говорит, что она смотрит сериалы с удовольствием.

Мой старший брат Антон читает новый детектив. В свободное время он очень любит читать. В его комнате большая библиотека. Он говорит, что книга - хороший друг.

А мой лучший друг – компьютер. Я очень люблю играть на компьютере. А ещё я люблю воскресенье, потому что моя семья дома.

б) Сказать: Какой сегодня день? Кто рассказывает о семье? Вы знаете, как его зовут? Что любят делать в свободное время папа, мама, бабушка, старший брат и младший брат?

в) Прочитать реплики. Сказать: кто это говорит? Почему вы так думаете?

Начните свой ответ так: Я думаю, что это говорит..., потому что....

- Сегодня в театре новый спектакль. Давай пойдём!

- Извини, но сегодня по телевизору футбол. Играют «Спартак» и «Динамо».

- Футбол! Не понимаю тебя. Неинтересная игра! Давай посмотреть новый русский сериал «Любить по-русски». Ах! как они любят друг друга!

- Тише! Я читаю детектив.

- Антон, смотри! В Интернете новая детективная история. Здесь текст и интересные рисунки!

Дальнейшее усвоение значения слова связано с грамматическими упражнениями, соединёнными с лексическим началом. Затем следуют упражнения в применении новых лексических единиц и их сочетаний в теме. При этом студенты сами пытаются группировать слова, однако этот процесс нуждается в контроле со стороны преподавателя. Эта форма работы связана с неподготовленной речью, результатом которой должно служить развитие устной речи.

Можно предложить студентам и такие упражнения:

- 1) вопросно-ответные; 2) продолжить сообщение; 3) высказать мысль и побудить студента к подобному высказыванию; 4) предложить поинтересоваться чем-нибудь связанным с вашим высказыванием; 5) мини-

диалоги: спроси соседа по парте; 6) составить предложение с 2-3 новыми словами; 7) диалоги с новыми словами; 8) отгадай слово.

Пассивный словарь – (рецептивный минимум) состоит из слов, которые студенты должны понимать при чтении и слушании и речи. Необходимость в пассивном словаре возникает на старших курсах, когда предлагаются оригинальные тексты научно-популярного, общественно-политического и художественного стилей. При этом у студентов должны развиваться рецептивные лексические навыки – опознавать слово по некоторым опорам в его графике и на основе синтаксической формы и синхронно соотносить со значением.

Отталкиваясь от формы слова в тексте, обучающийся выделяет его и придает ему словарную форму. Если в слове нет опорных элементов, то студент отыскивает значение слова в словаре, при этом выбирает одно значение из нескольких, если слово многозначно.

Потенциальный (индивидуальный) словарь студентов носит индивидуальный характер. Он возникает на основе самостоятельной семантизации неизученной лексики в момент чтения. Его объем зависит от степени овладения студентами активным и пассивным минимумом.

Потенциальный словарь складывается:

- на основе слов, состоящих из знакомых словообразовательных элементов (известный корень и аффикс, сложные слова по составу их компонентов);

- слов, значение которых выводимо по конверсии;

- при помощи понимания интернациональной лексики.

Следующие упражнения влияют на формирование потенциального словаря: определить значение производных слов, образованных от известных корней и с помощью известных аффиксов: (на занятиях по ПУПР на 1 курсе можно предложить студентам примерно такое задание:

Прочитать однокоренные слова. Написать их в порядке указанных значений.

1. Повар, вареник, поварёшка, варево, варенье. ягоды, плоды, сваренные в сахаре.

- горячее жидкое кушанье.

- маленький варёный пирожок.

- мастер по приготовлению пищи.

- большая ложка для разливания жидкой пищи.

2. Зимовщик, зимовка, озимь, зимник, зимовать.

- проводить где-нибудь зиму.

- место, где проводят зиму.

- человек, который находится на зимовке.

- дорога, которая проложена по снегу.

- всходы ржи, пшеницы, посеянные осенью, под зиму.

При работе с фразеологизмами можно предложить следующее задание:

1. Заменить выделенные словосочетания фразеологизмами под чертой.

Я понимаю, кого вы имеете в виду (1), когда говорите, что эта книга плохая.

Станция железной дороги находится совсем близко (2) отсюда.

У каждого человека есть слабое место (3).

Он тяжело дышал, потому что бежал очень быстро (4), чтобы сообщить сестре новость.

Серёжа и Толя всегда вместе всё делают, их невозможно разлучить (5).

Ахиллесова пята, со всех ног, водой не разлить, бросить камешек в чей-либо огород, подать рукой

2. Установить соответствие. Подобрать к словам из левой колонки антонимы из правой колонки. Каждой цифре может соответствовать только одна буква.

1)	аккуратный	а) безобразный
2)	трудиться	б) неволя
3)	жизнерадостный	в) ослабить
4)	говорун	г) небрежный
5)	свобода	д) молчун
6)	усилить	е) бездельничать
7)	красивый	ж) угрюмый

Тренировочные упражнения должны характеризоваться наличием мыслительной задачи, которая не является атрибутом только речевых упражнений. Постепенно возрастающие сложности, которые приходится устранять при выполнении этих упражнений, активизируют мыслительную деятельность обучающихся и, в конечном счете, направлены на то, чтобы уменьшить число лексических ошибок при переходе к связным высказываниям. Что касается корректности в области владения лексикой, то этот вопрос решается далеко не так однозначно, поскольку «абсолютной правильности и нормативности слова на все случаи жизни не существует» [3, 76].

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INNOVATIVE METHODS OF TEACHING ENGLISH AT PRE-SCHOOL

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Abstract:

This thesis explores creative and effective ways of teaching English to young children in preschool settings. In today's globalized world, early exposure to English is crucial, and this study investigates various innovative methods that can make learning enjoyable and effective for preschoolers. By examining play-based learning, technology integration, storytelling, and immersive experiences, this research aims to highlight practical approaches that educators can adopt to foster language acquisition among young learners. The findings underscore the significance of interactive and engaging techniques in creating a solid foundation for English language proficiency from an early age, thus paving the way for enhanced communication skills and future academic success. Furthermore, the thesis aims to provide practical insights and recommendations for educators and curriculum designers to optimize the integration of these innovative methodologies into existing preschool English language programs. By emphasizing interactive and immersive learning experiences, this study aims to enhance language acquisition, foster a love for language learning, and promote holistic development among preschoolers.

Key words: innovative methods, teaching English, pre-school teaching, preschoolers, language acquisition

doi: <https://doi.org/10.2024/paka7z49>

Introduction: One way to make language acquisition more enjoyable and engaging for young learners is by incorporating music and movement. Integrating songs, rhymes, and dance into lessons can aid in the retention of vocabulary and grammar structures. Additionally, storytelling and role-playing techniques can enhance children's ability to form sentences, contextualize their vocabulary usage, and improve communication skills. These methods also foster creativity and imagination.

Interactive games and activities are another effective way to make English learning fun. Scavenger hunts, word matching exercises or charades add an element of enjoyment while reinforcing language acquisition. Multi-sensory learning is also important as it allows children to explore language through different senses such as touch, sight, and sound.

Technology can be incorporated into lesson plans by using educational apps alongside interactive whiteboards or educational videos. This serves to enliven language acquisition for students. Nature-based learning is another innovative

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method that provides opportunities for children to learn English while exploring nature. Outdoor language games provide additional chances for immersion.

In addition to the above methods, incorporating art and craft activities into language learning can also be an effective way to engage young learners. Activities such as coloring, drawing, and painting not only enhance creativity but also aid in the retention of vocabulary by associating words with visual representations. Furthermore, group projects and presentations can improve communication skills while fostering a sense of teamwork among students.

Furthermore, incorporating mindfulness practices such as yoga and meditation into language learning can help reduce stress levels among young learners while improving their focus and concentration. This approach helps create a calm and conducive learning environment that enhances overall learning outcomes.

Literature review: Teaching children is an extremely challenging task that calls for a totally different methodological approach than teaching adults and schoolchildren. It does not follow that an adult who speaks a foreign language is qualified to instruct others in it. When children are taught a foreign language in an ineffective fashion, they may develop a long-term hatred for it and lose faith in their own skills. Preschoolers should only be worked with by qualified experts. Early English instruction helps preschoolers gradually acquire the foundational skills of communicative competency, which comprise the following areas while learning English for the first time: the capacity to accurately repeat words in English behind a teacher, native speaker, or other speaker; this is the progressive development of listening focus, phonetic hearing, and proper pronunciation; acquisition, consolidation [2,6].

It is important to support the creative and imaginative abilities of young students as it is essential for their overall growth. Engaging them in activities such as storytelling, role-playing, and arts and crafts can not only boost their creativity but also improve their language and fine motor skills. Educators can gain valuable knowledge about nurturing these skills through specific training [6].

It is widely acknowledged that young children are adept at acquiring foreign languages. Baker (1995) emphasizes that children primarily learn through play, enjoyable activities, and real-life experiences. At a very young age, they are not concerned about making mistakes or speaking incorrectly; they are simply happy to be able to express themselves. The key focus for young children at this stage is language acquisition, which involves absorbing the language naturally [4,14].

In turn, age has an impact on language acquisition. Psychologists claim that kindergarten-aged children learn mechanically rather than by comprehending the meaning of the material. It is more beneficial to teach a lesson through interactive activities and unique, modern ways if we look at the features of kindergarten-age children at their age. because they become easily bored with the same courses due to their addiction to the games. When teaching kindergarteners, students learn more when they apply themselves to a new topic or task in a tangible, practical way [1,62].

In addition to organizing the game, the teacher must engage in play with the student since children enjoy playing with adults, and when an outsider watches them play, the game setting is disrupted. Auditory fairy tales in English can help you directly diversify educational activities when a preschooler's vocabulary reaches a few dozen words [2,10].

In each lesson, only cover a little portion of the language. Try introducing three terms at a time to this age group, and when you see the students integrate and comprehend the vocabulary, add more. Young children are highly visual. Whenever possible, bring in objects. If it isn't possible, substitute bright, detailed images for the real thing [3].

Preschoolers experience excessive stress when there is competition in the classroom. Steer clear of activities or games where there are victors and losers. Alternatively, assign students to collaborate in order to "win" as a group or to not differentiate between winning and losing. In the same vein, make sure to assist and motivate each student in your class. [3]

Conclusion: This thesis has delved into the realm of innovative methods for teaching English in preschool settings, recognizing the critical importance of early exposure to the language in our globalized world. Through an exploration of play-based learning, technology integration, storytelling, and immersive experiences, the research has underscored the significance of creative and effective approaches in making the language learning process enjoyable for young children.

The findings emphasize that interactive and engaging techniques not only lay a solid foundation for English language proficiency but also contribute to the development of essential communication skills. By fostering a positive and dynamic learning environment, educators can play a pivotal role in shaping the linguistic and academic success of preschoolers.

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DIFFERENTIATED INSTRUCTIONS IN TEACHING FOREIGN LANGUAGES: EMERGENCE, COMPONENTS AND TRENDS

G. Yusupova ¹

Abstract:

Since the middle of the 20th century, differentiated education has been a subject of study and interest for foreign language teachers. However, as educators and researchers started looking into creative ways to fulfill the various requirements of language learners, it received more notoriety and recognition in the field of language education in the late 20th and early 21st centuries. The article reviews the idea of differentiated instruction, its emergence points, main components and trends in teaching a foreign language today. The article also highlights the actuality of differentiated instructions and provides recommendations for educators and institutions to effectively integrate it in their teaching strategies.

Key words: differentiated instruction, individualized education, CLT, SLA, educational psychology

doi: <https://doi.org/10.2024/4wt86896>

What is differentiated instruction and how it emerged?

Differentiated instruction is a method that takes into account the various learning styles and demands of each learner when teaching foreign languages. Using this approach, training is customized to each student's unique needs, taking into consideration their learning preferences, aptitudes, interests, and prior knowledge.

The fields of education and pedagogy more broadly serve as the foundation for differentiated instruction in the teaching of foreign languages. A response to the realization that students have a variety of learning needs, skills, backgrounds, and interests is the concept of differentiated instruction. Rather than taking a one-size-fits-all strategy, the goal is to deliver individualized and flexible training that matches the needs of all learners. [1]

The principles of differentiation have long been used in language education, even though the history of differentiated instruction in foreign language teaching explicitly may not be as well-documented as in other subject areas (Tomlinson, 2001).

The followings are some significant historical advancements and factors influencing foreign language training that is differentiated:

1. Individualized instruction: Language education has long included the idea of individualized instruction, which adjusts learning activities to each student's needs. The necessity of modifying education to take into account students' diverse interests, learning preferences, and language skill levels has been acknowledged by language educators.

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2. Research on second language acquisition (SLA): Differentiated instruction in foreign language instruction has been impacted by research on second language acquisition. Teaching strategies that are more tailored to the needs of each individual student have been made possible by an increased understanding of how pupils pick up language skills and the variables that influence language learning.

3. Communicative language teaching (CLT): During the 1970s and 1980s, CLT became a well-known method of teaching languages. In addition to encouraging teachers to design realistic and interesting learning experiences for their students, CLT places a strong emphasis on meaningful communication and engagement in the target language. Because it encourages student-centered and participatory language acquisition, this strategy fits in nicely with the ideas of differentiated education.

4. Theories of learning and educational psychology: Instructional strategies in differentiated instruction are informed by theories of learning and educational psychology. Theorists like Lev Vygotsky (sociocultural theory), Benjamin Bloom (taxonomy of educational objectives), and Howard Gardner (multiple intelligences) have shed light on how children learn best and how teachers may accommodate a varied range of learners in the classroom. [2]

How it works? Key components of differentiated instruction.

Three essential components make up differentiated education, according to Tomlinson (2001): content, procedure, and product. To fulfill the needs of students at different competence levels, teachers can present content that is varied in terms of difficulty, complexity, or depth. For instance, advanced students might be assigned writing projects or reading texts that are more difficult, while failing students would be given easier reading materials or more help.

Teachers can provide students with several methods to interact with the topic in terms of process. Multimedia materials, individual projects, group work, and practical exercises are a few examples of this. Teachers can accommodate a range of learning preferences and styles by offering a variety of learning experiences.

Lastly, teachers might let students use various methods to exhibit their grasp of the material. Students may decide to write a conventional essay, make a multimedia presentation, or act out a skit in the language of instruction. Students can demonstrate their hobbies and strengths while still achieving learning objectives thanks to this flexibility.

Trends in differentiated instruction.

As it was noted above this strategy promotes the provision of different pathways to learning success while acknowledging that learners have diverse backgrounds, interests, and skills. Diversified instruction has seen a number of trends in recent years, which are indicative of continuing advancements in educational theory and practice (Tomlinson, 2010).

Here are a few significant developments in differentiated education:

- **Personalized Learning:** Stressing the value of student-centered and tailored instruction, personalized learning has become a popular trend in education. Personalized learning in differentiated education is designing lessons based on the individual strengths, interests, and learning styles of each student.

- **Universal Design for Learning (UDL):** This framework offers several avenues for representation, expression, and involvement in order to support

inclusive teaching practices. UDL emphasizes adaptability and accessibility in instructional design to serve all learners, which is closely aligned with the ideas of differentiated teaching.

- **Technology Integration:** Personalized learning experiences are made possible by the growing prevalence of technology integration in differentiated instruction. Adaptive learning platforms, digital materials, and online evaluations are examples of technology tools that teachers can use to tailor their lessons to the needs of their varied student body.

- **Collaborative Learning:** To accomplish shared learning objectives, students are encouraged to collaborate in groups or pairs using collaborative learning practices. Collaborative learning exercises in diversified education can offer chances for peer assistance, group problem-solving, and customized feedback based on the requirements of each learner.

- **Competency-Based Education:** Unlike traditional grade levels or seat time, competency-based education places an emphasis on mastery of particular learning outcomes or competencies. With differentiated education, competency-based approaches can be strengthened since students can advance at their own speed and show mastery of specific information or skill areas.

- **Culturally Responsive Teaching:** This method of instruction emphasizes appreciating and acknowledging the identities, experiences, and cultural backgrounds of students throughout the educational process. Culturally responsive practices in differentiated instruction entail using a variety of viewpoints, resources, and teaching techniques that honor students' cultural history and encourage inclusivity.

- **Data-Driven Instruction:** This method entails making instructional decisions based on assessment results and student performance measures. Teachers can use formative assessment data to determine students' areas of strength and growth in differentiated instruction, then modify the lesson to match each student's unique learning needs. [3]

Conclusion

In conclusion, in order to address the various needs of students and encourage language learning for all learners, differentiated instruction is a useful approach when teaching foreign languages. Teachers can establish a welcoming and stimulating learning environment that supports language acquisition and competency by offering a range of instructional methodologies and chances for student choice and autonomy. Teachers can effectively help all learners in learning language skills by using a variety of teaching strategies, materials, and evaluations.

A growing emphasis on individualized, inclusive, and learner-centered methods to teaching and learning is reflected in the trends in differentiated instruction. These trends can be used into teaching strategies to help instructors build dynamic and productive learning environments that meet the various demands of all learners.

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THE ROLE OF HOMEWORK IN TEACHING PRIMARY SCHOOL CHILDREN

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Abstract:

Homework is one of the most essential factor in any academic fields regardless their degree. While doing homework, a student can learn more as they firstly repeat the topic which helps them to learn more effectively and they will have an opportunity to receive feedback. It is a ubiquitous problem among many students that they have not willingness to do extra research or simply doing their home tasks. Many people might think that students are getting irresponsible or they are not interested in a particular field. Instead of thinking that maybe we should pay more and more attention to the concept of homework. Many researchers claim that almost all young children cannot focus on one thing more than 10 minutes. Therefore, many teachers should be very creative to give homework to their students as they have to be short, clear, and as colorful as possible to catch their attention. This not only help to encourage them to do their tasks and learn effectively but also it helps to change their stereotype about boring home task and This method encourage them to learn more and more not to mention increase their willingness to study. In addition, giving a proper feedback is crucial as young children's brain react well to positive feedbacks and they do not always accept criticism.

Key words: homework, debate, education, independent learning, academic success, holistic development, student growth, well-being, love for learning

doi: <https://doi.org/10.2024/r9e0ek17>

Literature review

According to the view Phillip C. Wankat Assignments help teachers get students to participate and be active in their learning. Research has shown that students who actively engage in their studies tend to learn more. Without assignments, many engineering students might not study or get involved in their courses. Assigning homework is important because it helps students learn how to solve problems (Proceedings of the 2001 American Society for Engineering Education Annual Conference & Exposition Copyright ©2001, American Society for Engineering Education) It also improves student's self-regulation and encourages them to get the job done by managing the time properly. Aside from time management, several researchers have theorized that homework tasks could promote the growth of self-regulation skills and self-confidence, such as setting objectives, organizing time effectively, controlling one's surroundings, sustaining focus, and boosting self-belief. (Pintrich, 2000; Trautwein & Köller, 2003)

Previous research has indicated that homework has positive effects on students' learning and academic performance (Keith & Cool, 1992; Cooper,

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1994; Krashen, 2005; Bembenuddy & White, 2013). Cooper (1989) defines homework as tasks assigned by teachers to be completed outside of school hours. He highlights that homework serves academic purposes such as enhancing factual knowledge acquisition, improving study skills, fostering positive attitudes towards homework, and demonstrating that learning can occur beyond the classroom setting. Additionally, homework can assess students' learning outcomes, cultivate independent study habits, and prepare them for advanced classroom learning (Muijs & Reynolds, 2011).

Regarding non-academic benefits, Cooper (1994) suggests that homework encourages students to develop self-direction, self-discipline, time management skills, curiosity, and independence. Similarly, Ramdass and Zimmerman (2011) observe that homework supports students in regulating their own learning process, leading to increased motivation, cognitive development, and metacognitive skills in language learning. This helps students stay motivated, monitor their progress, and employ effective strategies to complete assignments and achieve their educational goals.

Introduction

Feedback is crucial for student success and motivation, and it is vital to consider the difficulty level of homework tasks.

Although practice is a significant reason for assigning homework, its effectiveness depends on students completing it. Three effective motivators for students are when homework grades contribute to the final course grade, when students achieve success, and when they believe homework will enhance their test performance.

The interaction of these motivating factors is essential. Successful student efforts lead to higher homework grades, reinforcing motivation. Aligning homework and tests with learning objectives establishes a connection between the two, with students who excel in homework likely to perform well in tests. However, if homework problems are overly simplistic, students may struggle with more challenging test questions. One solution is to progressively increase the difficulty of assignments to challenge high-achieving students.

Feedback is a critical aspect of effective teaching, with two types necessary for homework assignments: providing correct solutions for students to review and pointing out errors in their work. Students must have access to correct solutions promptly after submitting their work. Additionally, it is essential to show students where they made mistakes through grading. Unfortunately, some students do not utilize feedback effectively. Timely feedback is crucial, as students are more likely to benefit from it when received promptly. Offering credit for correcting mistakes can incentivize students to engage with feedback and improve their grades.

Studies have shown that homework can help students develop good work habits such as following instructions, setting goals, organizing their work, managing time, and finding ways to deal with mistakes and challenges. However, there is mixed evidence on the impact of homework on work habits and ethics. Some research indicates a negative link between homework and developing these skills. A review of various studies on study techniques found that most focused on time management, reading strategies, test preparation, and note-taking. It's uncertain how beneficial these skills are for students' future careers.

In a study of a fifth-grade classroom, it was observed that some boys had a minimal approach to homework, while others completed their math assignments

immediately or procrastinated. Few students consistently worked on homework daily, suggesting that long-term effort may not be emphasized. Some students could go up to 12 days without doing any math homework after school. This highlights the importance of clearly defining what constitutes good work habits and ethics when assigning homework.

Homework has been a part of schools for a long time, and people either love it or hate it, with no middle ground.

In the past century, homework debates were influenced by cultural and political factors. In the early 1900s, students focused on memorizing facts like multiplication tables. In the 1940s, some educators wanted to get rid of homework, saying it did more harm than good. But in 1983, a report suggested that not having enough homework was hurting education, leading to more homework.

Recently, some schools are rethinking homework policies, especially for younger students. In Florida, the school superintendent decided to stop giving homework to elementary school kids because there wasn't enough evidence it helped. In New York, two fifth graders asked to eliminate homework due to stress.

Despite ongoing debates, homework remains a common practice in education, with few questioning its value. Research tries to figure out when homework is effective and when it's not, but ultimately, homework is seen as a way to raise well-educated kids.

Some people think that schoolwork is too much for students and doesn't leave time for other activities or learning new skills. They believe that instead of doing homework, students could use that time to learn things like dancing, painting, or singing, which are good for their health and relaxation.

They also argue that after spending six hours in school, children need time to be with their families without worrying about school tasks. This can help them develop social skills and build confidence. For example, it's often seen that top students may not be as socially active because they focus all their time on studying to keep up their grades.

On the other hand, some people believe that homework is important for students to learn how to work independently, which will benefit them in future studies and jobs. They think it's good for kids to learn how to meet deadlines for projects from a young age, as this skill will be useful in university where students have to work on their own to finish projects on time.

Conclusion

Many believe that students should receive homework as part of their education, while others argue that assignments should be limited to school hours to allow time for other activities. In this essay, I will explore both perspectives and discuss the importance of considering individual capacity in teaching programs.

Supporters of homework argue that increased study time leads to higher productivity and better grades. They believe that additional tasks outside of class can enhance knowledge and learning efficiency. On the other hand, opponents stress the importance of a balanced workload to prevent negative impacts on students' well-being. Excessive homework can lead to lack of leisure time, sleep deprivation, and heightened stress levels, affecting mental health.

While homework is beneficial for learning, it is crucial to consider its potential harm on students' health and daily lives. Teachers should prioritize

creating effective learning programs that promote a healthy school-life balance for students.

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EFFECTIVE TEACHING METHODS IN PRIMARY SCHOOLS

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Abstract:

This article examines information on various methods that are useful for Primary school student.

Key words: cooperative activity, teacher-centered approach, gestures, innovative way, reading skills, involuntarily, listening comprehension, subject environment, Marry Riddles, action characters

doi: <https://doi.org/10.2024/7qg73h87>

Introduction

In today's rapidly changing world, the demand for education is increasing day by day. Accordingly, a good deal of attention is paid to this field. The world we live today based on exact numbers and it is getting more complex day by day and education is the only way to understand the century based on accuracy.

The first step in fulfilling this responsible task begins with the reform of Primary education. In the lessons the teacher conveys his knowledge, skills, and abilities to students through exercises and students acquire the ability to use them as a result of mastering them.

Effectiveness Of Teacher

Primary school teachers play an important role in imparting knowledge to their students and keeping their classrooms engaged. Depending on the age of the children they teach and the subjects they deliver, teachers can use different teaching styles to help their student learn.

Education is a cooperative activity of the student and the teacher. Various methods help students during learning process, it includes receiving information, processing it, adapting it to the situation and applying the prepared information to life and in this process, the personal skills of the teacher are required [1]. Westwood, P.S. [p.33-35].

Today, the interest in using interactive methods and information technologies in the educational process is increasing day by day. We can see the effectiveness of these types of methods in the field of primary education.

Many teachers use different methods to make students interested in the lesson and increase the effectiveness of teaching. And in this turn, causes various problematic situations, for example, the appropriateness of the method to the age of the child, the number of students in the group, and so on. Choosing the most up-to-date, most effective, accessible methods for pupils increases the level of interest and importance of the lesson.

Methods

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One of the most used methods in the educational process is through action games. Such games increase the level of interest if they the students are lined up or standing up. This is one of the most effective and widely used way to attract the attention of elementary school students. [2.18-25]. This first of all, makes the lessons lively, increase children's intuition and eliminate hesitation in them. Action games involve all pupils in the class during lessons and everyone is required to be active and it makes everyone listen and understand the lessons better and it leads to rise the effectiveness of lessons.

Another widely used method is called The Ball. The teacher holds the ball in his hands and asks a question from assignment and throws it to one student. The student answers the question and throws it back to the teacher and the method continues in this way. This called by another name Teacher-centred approach. This is one of the most common methods of primary school teaching. It usually involves the teacher being in charge of the classroom and directing all the learning activities while the students passive absorb the information.

The teacher in primary class should be a real creator, the stimulation of the subject in the education process is created by listening, understanding, free and independent thinking, comparing, distinguishing, and classifying. It is necessary to control and manage the skill and abilities to convey one's thoughts and ideas to others. They must train with the moral and spiritual education of young pupils.

One of the main reasons for using different methods in the educational process is based on teaching students to think individually and to increase the level of being able to freely express their thoughts. Because of the most important principle in today's rapidly changing world is the expression of free opinions and it is possible to achieve better results if it is taught to students from the primary grade. One of the methods used by today's pedagogues very often is to show various cartoon, songs, videos during lessons. This method increases student's enthusiasm for lessons and prevents boredom. Students of primary school age can better remember ability moving pictures and various fairy tale characters, therefore, teaching lesson information based on such slides increases the level of effectiveness several times. Audio videos like these will further improve children's listening comprehension and reading skills. For example, it can be shown that children learn the English alphabet by singing rather than simply memorizing it. While children do not understand the words in the cartoon during language learning, they try to understand the words they use through the action characters. This is an interesting and effective way for children to learn the language.

Subject environment

If the teacher can create that environment depending on the subject, the pupil will learn the topic better. For example: travelling, studying, in the birthday, etc. On the topic of wildlife, the teacher organizes a forest, information about animals (wolf, lion, snake, bear), what they eat (meat, grass, fruits and vegetables). This situation strengthens the student's vocabulary, language ability and expands their worldview.

Interactive methods

Another method is through gestures, facial expressions. When the teacher says something to the children with simple gestures, it may be easy to understand, for example, "Come here", "Close the door", "Open your notebook" or so on. To say the name of things these are visible and often used in everyday

life, for example: door, book, window, chair, television, etc. Since such things are always visible, the children learn these words involuntarily.

Marry Riddles is an important enterprise in teaching English by teaching students riddles, they learn unfamiliar words and find the answer to a riddle because of children are really enthusiast. [3.45]

Pantomime, in this the teacher tells the students a word and the student shows it. The rest of the students will have to find the word and say its English name. This game is more fun if done in a small group. It increase children's desire and activity to swallow.

We know that, children are curious. They quickly get bored with the sameness. So, it is necessary to teach them not always using one type of methods. Otherwise, children will understand how the teacher will teach and prepare for it. Teaching with innovative ways raises children's aspiration.

After the completions of any method, it is necessary to motivate the children in the class. Any small reward, for example chocolates or small gifts, will greatly encourage children and increase their confident and motivation. Absolutely, the desire to win will rise.

Conclusion

As a conclusion from the above, it can be noted that all stages of education should be organized in such a way that is teaches students to think comprehensively while providing them with deep and reasonable knowledge. Learning is not an obligation for children, but it should be formed as an interesting process that is done by desire.

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THE REASONS WHY STUDENTS SHOULD LEARN FOREIGN LANGUAGES

Sh. Rustamova ¹, M. Umarova ²

Abstract:

The article includes explaining as well as opting for external languages. Moreover, it can verify special features of foreign languages. Particularly, it may help to non-native students and pupils. It not only changes the background of students' knowledge but also tends to create a modern ambiance of brainstorming. In addition to these views, foreign languages are used to assisting in the development of cutting-edge technologies. Furthermore, it can help out exploring new gadgets to the world. For example, several professionals and professors are analyzing and utilizing updated technologies in the sphere of medicine and education. Providing that young learners desire to acquire external languages they could explore original inventions. Finally, external languages can aid in improving social attitudes as well as the economy of several countries.

Key words: special features of foreign languages, non-native students - autonomous, background knowledge of students, the modern ambiance of brainstorming, development of cutting-edge technologies, improvement of social attitude

doi: <https://doi.org/10.2024/pqdgfh24>

Introduction

First of all, every student is inclined to learn various languages, to opt for various careers in the future. Because of globalization, the world's economy is developing not only budget is elevating, but also because social attitudes are being changed by humans. As we know, foreign languages especially, English are becoming the second language these days. Moreover, it can improve the work and career possibilities of individuals. For instance; several studies have shown that learning and speaking external languages will be productive while students communicate with strangers. In addition to this option, bilingual people are smarter, and to be more resistant. Some areas of the brain grow when you learn a foreign language. Furthermore, teenagers keep watch over to enhance their languages which have more opportunities to go abroad and work there. It is the first advantage side of learning foreign languages. As well as we can say that it will be the main reason for developing their business skills.

Foreign language study creates a more positive background of your knowledge not only to improve your system of the brain but also to raise pivotal attitudes toward the people. For example; they may travel around the world and see sightseeing places of the countries. Along with this, they can get more information about that country and qualify their moral behavior of the culture. Additionally, studying a foreign language will help them to meet new and

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interesting foreigners. Dealing with other ethnos enables learners to gain a deeper understanding of their own culture.

Method

The vital reason for inquiring about external languages will elevate listening and speaking skills. It can be pivotal for young learners to get a degree in foreign languages. For instance; students listen to daily conversations from cutting-edge tools, as well as utilizing gadgets, particularly several sites that are scaffolding to assist youngsters will improving their speaking skills. From my point of view, students and pupils should speak in another foreign language with their peers at any time and condition they want. Due to practicing learners will improve their communication skills in front of an audience. Learners can enhance their pronunciation skills which triggers to verify several sounds. So, native speakers might speak clearly and fluently with the help of ameliorating pronunciation. I have read some information based on mastering pronunciation on the website. I desire to obtain authentic information about the topic.

Mastering pronunciation will help learners to memorize words and grammar with greater ease. According to some research, it is significantly harder to memorize words that you have difficulty pronouncing, in other words, the teacher is the person who shows the way as a sign to learners, being good at self-assessment also leads, to consciously avoiding procrastination and increases intrinsic inspiration to move forward. Modern studies have revealed the importance of tackling the sound of language early on.

According to the practice, I have noticed that one is having difficulty differentiating between certain sounds, they recommend that individuals practice and test themselves on those sounds for 20 minutes per day. In addition to these statements, it can be beneficial for our mental health which enhances positivity and critical thinking. For instance, a foreign language is a whole new intricate system of rules, and structures, as well as exciting adventures. Learning an external language means your brain has to cope with complexity as it makes sense of and absorbs new patterns. Moreover, we tend to be aware of the history of that country not only the history of those countries but also, we can know the education and technology system of the country. As our mindset consolidates the meaning, struggling to communicate, we progress key learning skills such as core thinking and problem-solving. Because of watching several podcasts, we tend to improve our knowledge of the problems. It has been shown several consequences of the issue by many professionals.

Discussion

I watched many videos that helped me. By observing the videos, I could get important updates from them. One of them is watching Ali Abdaal. He's one of those people who manages to make incredible big news while being a famous YouTuber and medical guru. As he communicates with some experienced individuals who can achieve high goals, the human need for language is shown. This individual quality, such as the exchanging of ideas with other people, and mutual learning, leads a person to goodness and professional growth. At the same time, some of the interviewees gave important advice to young entrepreneurs to increase self-assessment which makes a learner to be an autonomous learner.

Conclusion

Lastly, learning foreign languages is a source of knowledge related to the personal views and aspirations of each person which increases self-confidence and one can self-assess, it creates great opportunities for a person, especially to

strengthen the internal motivation of growing students, and it is carried out naturally, mostly based on purpose and target aims.

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SOME DIFFICULTIES IN WRITING ESSAYS FOR STUDENTS

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Abstract:

This article is about some challenges of writing essays. It is true that most students come across some difficulties writing essays. Therefore, it is important to know some strategies in order to tackle these challenges. In this article there are some ways to solve these problems.

Key words: plagiarism, academic competence, arguments, thesis statement

doi: <https://doi.org/10.2024/n9szvd64>

Firstly, the most difficult part of writing an academic essay is how to start. It is very hard to come up with a good thesis statement. Thesis statement is the topic sentence which is present the important idea in the essay. It will shape the body paragraph and determine what researchers are going to write. Therefore, the way to approach these thesis statements is important to learn. Moreover, the purpose of the essay has to be considered at the beginning. If researchers do not know the purpose, they cannot start and make their essay coherently. In brief, a good opening will help the other parts easier to write. Secondly, organizing is not an easy task. It is hard to describe the importance of organizing in some words because this task requires more thinking in a logic way, and how to make the essay coherently. For example, if we do not organize the information well, everything will become a mess and be failed. Therefore, the organization has to be cleared and well planned.

The purpose of academic writing is to support the arguments with strong evidence in order to make the statements concise and clear for the reader. The vocabulary does not necessarily need to be complex but the tone and style are formal with a purpose of persuading the reader, make him interested and engaged in the topic. Both native speakers and non-native speakers of English oftentimes struggle with becoming competent academic writers because of their inability to understand the importance of organizing the text in a format that closely follows the principles of academic writing. There are several problems that may occur in academic writing, which can cause difficulty for both the reader and the writer, such as plagiarism, citation style and text structure. Usually, students solve these problems by applying for help to custom writing services like Write my essay online, or their friends or former students. They help not to miss the deadlines and save the grades.

Claiming someone else's creation as your own is extremely unethical and not beneficial to anyone. The ideas and arguments of someone else should never be taken advantage of and stolen because the work provided will never be original. This is a major problem in academic writing and it may cause the writer to suffer serious consequences, such as being suspended and his reputation as

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a writer may be completely damaged. Apart from that, plagiarism is completely illegal and dishonorable. The reason for academic theft of someone else's work without properly addressing it, may be the writer's difficulty to understand the concept of plagiarism. It can also be a result of insufficient knowledge and practice, or not being properly taught about citation rules. In addition, plagiarism is perceived differently in different cultures. Non-native speakers of English may paraphrase their sources incorrectly because of their unfamiliarity of the concept and what it requires. "In this case, lack of intentional wrong doing may be due to the influence of culturally rooted definitions of the word "plagiarism", suggesting that inexperience is likely to be a contributing factor behind student plagiarism." (Chien 120) The main aim of academic writing is to provide original work with unique ideas and citing sources correctly.

An additional problem that may occur in academic writing is the utilization of different citation styles. Writers can get confused on which citation style to use and how to properly use it. Similarly to plagiarism, the reason for this confusion may be due to the fact that the writer has no experience or is not given proper instructions. "Instruction in writing has frequently been criticized for the inappropriate emphasis on the finished product and the corresponding neglect of the process of composing." (Lamberg 26) The common problems that occur in citing sources involve using references that are not relevant or do not support one's arguments, missing page numbers and not listing the references in alphabetical order. Citing sources helps to avoid plagiarism and gives credit to the original writer's work. The validity and credibility of the writer can be destroyed if he does not show proper knowledge and research skills on the topic, by relating someone else's work to his own ideas. Different citation styles focus on different disciplines. For example, the APA citation style is used for science-based research papers, whereas MLA citation style is mainly used for writing literature essays. These two citation styles can appear similar which can lead to confusion. However, they are unique in their own format and proper instructions need to be provided so that they can be used accordingly. It is of fundamental importance to understand the purpose of proper citation and using a suitable citation style.

Many students in school, but mainly in college, experience difficulties with structuring their text properly to create a cohesive academic piece of writing. "The majority of the teachers include structure in their writing instruction, believing it is one of the most important aspects of students' writing." (McCarthy & Mkhize 15) Although many Universities, and schools in general, use the traditional introduction-body-conclusion method, many students still struggle with organizing their ideas in each separate section and express what they mean by their statements. This is closely connected with the mental processes the writers tend to go through during writing and also not being correctly and efficiently informed on how to organize their piece of work. The most common mistake is presenting new information in the conclusion, instead of restating the arguments and main ideas. This can lead to confusion on the part of the reader suddenly being presented with new details at the end of reading the essay. Another problem that may occur regarding the conclusion is not being brief, clear and concise. Very long conclusions are unnecessary and only a few sentences are enough, excluding any unnecessary information. Apart from the issue with conclusions, writers also struggle with constructing a thesis statement and providing a clear explanation of what the reader is about to

encounter and identifying the major claim of the whole work. Ineffective academic writing instructions result in the writer's inability to establish academic competence.

Academic writers are expected to make their own statements and support them with evidence referred to what others say on the topic, meanwhile avoiding plagiarism. Being properly informed and educated on the rules of using citation styles is crucial in creating efficient academic piece of writing. Cohesive text structure is what draws the reader towards the topic, making it easy to follow, read and enjoy. The reasons for the main problems in academic writing are closely connected with insufficient education and unclear instructions, culturally different understanding of the academic principles and poor research skills.

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THE STRATEGY OF LISTENING IN LEARNING ENGLISH

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Abstract:

Understanding the nuances of effective listening strategies is crucial for mastering the English language. This article explores the significance of cognitive, and affective strategies in the context of English language acquisition. Cognitive strategies focus on the active processing of auditory information, helping learners decipher meanings, recognize patterns, and infer implied messages. Metacognitive strategies involve the ability to monitor and regulate one's own comprehension, encouraging learners to assess their understanding, identify obstacles, and adjust their listening approach accordingly. Affective strategies address the emotional and motivational factors that influence listening proficiency, emphasizing the importance of building confidence, managing anxiety, and maintaining a positive attitude towards language learning. By delving into these three distinct categories of listening strategies, this article offers valuable insights into optimizing the acquisition and comprehension of English through strategic listening practices.

Key words: strategy, learning English, proficiency, listening abilities, communication ability, listening practices, language acquisition

doi: <https://doi.org/10.2024/hn5g1z27>

Introduction

Language acquisition is a multifaceted process that extends beyond mere mastery of grammatical rules and vocabulary. Proficiency in a language is intimately connected to one's ability to comprehend and effectively communicate through active listening. For learners of English as a second language, the art of listening becomes a pivotal aspect of the journey towards linguistic competence. This thesis delves into the strategic role of listening in the process of learning English, aiming to unravel the complexities, challenges, and potential solutions that arise in this crucial dimension of language acquisition.

The thesis explores the various strategies employed by English language learners to enhance their listening skills. It investigates the impact of these strategies on comprehension, retention, and subsequent language development. Additionally, the study aims to shed light on the challenges encountered by learners in the process of refining their listening abilities, considering factors such as linguistic diversity, accent variations, and the influence of cultural context.

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Understanding the strategic aspects of listening in English language learning is not only pertinent for learners themselves but also holds implications for educators, curriculum developers, and language teaching methodologies. By unraveling the intricacies of effective listening strategies, this research endeavors to contribute valuable insights to the pedagogical approaches employed in English as a second language (ESL) instruction

Literature review

Language proficiency encompasses four areas: Listening, reading, speaking, and writing. According to Feyten, listening provides more than 45% of our total communication ability, followed by speaking (30%), reading (16%), and writing (9%). Listening is an extremely important skill for non-native English speakers because listening is their first encounter with the language as they work toward becoming literate in English [5, 1].

Listening stands between writing, reading, and speaking as practical skills used in daily life. Learning listening will assist us improving another targeted skill considerably. People demand to hear several types of English repeatedly and continuously if they want to communicate appropriately, meaningfully, and naturally. Listening provides language input because it refers to receptive skills. [3, 1]. The listening strategies are divided into four main types: cognitive, metacognitive, affective, and memory strategies.

Cognitive strategies, which make use of learners' knowledge in processing text meaning, provide greater depth of interaction with the text, including the ability to ignore irrelevant information. Compared with metacognitive strategies, however, these skill types are considered less efficient as they involve lower processing practices such as translation, repetition, and summary. Within this awareness, there has been an appeal for more research into the relationship between learner knowledge and mental translation [2, 2].

Related to the cognitive advantage is the efficiency advantage; language learning is more efficient if learners are not required to immediately produce large portions of the language material to which they are exposed. This allows for more meaningful language use early in the course of instruction, as learners are able to employ the limited resources available in short-term memory to the task of deriving and retaining meaning. Furthermore, emphasizing the development of listening comprehension at the outset of instruction is more efficient because students are exposed to controlled, "comprehensible" input from various sources, rather than from the imperfect utterances of classmates. Recall here that the discussion is limited to the comprehension of language input, not the issue of "ingrained errors" that many instructors erroneously believe to derive from student-student L2 interaction. Controlled listening input in the initial stages of study provides a more realistic and natural model than peer/classmate speech, which may be poorly formed, poorly pronounced, or require an inordinate amount of class time to comprehend [6, 258].

It was Flavell who first coined the term 'metacognition', and defined 'metacognitive knowledge' as «consisting primarily of an understanding or perception of the ways in which different factors act and interact to affect the course and outcome of the cognitive enterprise». As he put it, "metacognition is thinking about thinking». Wenden supposed that metacognition includes metacognitive knowledge and regulatory skills. Metacognitive knowledge involves knowledge about person (beliefs about attributes, learning styles, abilities, what learners know and do not know, and consciousness of one's progress), task (what learners know about demands and goals of the task, the ability to choose and

assess the information) and strategy (knowing about what strategies should be used compatible to different types of tasks and a general knowledge about language learning). Regulatory skills are pre-planning (setting goals, selecting methods and materials, evaluating proficiency level and predicting the difficulty) and planning-in-action (monitoring, checking outcomes and improving plans). Oxford believes, «Metacognitive strategies help learners manage: (1) themselves as learners, (2) the general learning process, and (3) specific learning tasks". In Oxford's taxonomy metacognitive strategies include centering learning, arranging and planning learning, and evaluating learning. In another categorization, O'Malley and Chamot divided learning metacognitive strategies into three groups of planning, monitoring, and evaluating [4, 192].

Affective strategies are concerned with managing emotions that can be either negative or positive. Negative emotions such as anxiety might cause learners to feel upset and interfere with listening results, while positive emotions such as relaxation, enjoyment, and a cohesive sense of community can encourage concentration and peer corporation [2, 2].

Samida stated that affective strategy aimed to help students gaining control over their emotions, motivations, attitudes, and values. This strategy associated with learners' emotional enhancement such as persistence and confidence which helps learners to involve themselves actively in language learning, and lowering anxiety levels by laughing at their own mistakes in a typical example. There are three sets in affective strategies: lowering listeners' anxiety, encouraging themselves, and taking their emotional temperature. First strategy lowering listeners' anxiety by using progressive relaxation enables listeners to keep calm while listening. Second is encouraging themselves by making positive statement to help listeners increase their confidence in finishing a listening task. Last, in taking their emotional temperature there are two specific listening strategies; listening to the body and discussing with someone. Those could help learners recognize their feelings and exchange their feelings with friends. For example, listener tries to listen their favorite music before practicing [1, 90].

Memory strategies. Listeners link mental messages and use sounds and images. Linking mental messages enables the listener to group streams of speech together and to set new words into a context. Using sounds and images of a conversation include activities such as using keywords, which is the process of listening to sentences to understand the overall conversation. For example, listeners connect new language information to ideas already in their memory (e.g., peanut butter and jelly). Thus, they are able to group acoustic inputs into meaningful units, over-learn information with structured reviewing until it is natural and automatic, and use mechanical techniques such as writing words on cards in order to memorize them [5, 21].

In summary, this thesis underscores the paramount importance of cultivating a multifaceted strategy for effective listening in the process of learning the English language. Through a nuanced exploration of cognitive, metacognitive, and affective strategies, we illuminate the intricate web of skills and considerations involved in honing one's auditory comprehension abilities.

Cognitive strategies form a foundational pillar, enabling learners to actively process auditory information. By decoding meanings, recognizing patterns, and deciphering implied messages, individuals equip themselves with the tools necessary to navigate the intricacies of the English language. Metacognitive strategies, in turn, empower learners to monitor and regulate their

comprehension actively. This involves a continuous cycle of self-assessment, obstacle identification, and adaptive adjustments in their listening approach, fostering a dynamic and reflective learning process.

Affective strategies delve into the emotional and motivational dimensions that significantly impact listening proficiency. Emphasizing the cultivation of confidence, anxiety management, and maintaining a positive attitude towards language learning, these strategies acknowledge the psychological intricacies involved in the language acquisition journey. By addressing these affective elements, learners create an environment conducive to optimal listening skills development.

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ACTUAL PROBLEMS OF TEACHING A LANGUAGE IN THE CLASSROOM AND THEIR SOLUTIONS

*S. Sharipova*¹, *F. Xalimova*²

Abstract:

There are a number of issues that every language teacher faces while teaching a certain language in the classroom. This article gives information about the actual problems of teaching a language in the classroom and several effective steps which can be taken to tackle with these issues.

Key words: problems, teaching methods, classroom, students, teachers, challenges, educators, language

doi: <https://doi.org/10.2024/41yemx68>

Nowadays, there has been significant transformations, posing numerous challenges to educators around the world. Although teaching is hard work, being a language teacher might be the most difficult job among other professions. Here a number of specific issues that all language teachers have to handle and work through as well as some proposed solutions to tackle with these problems.

1. Classroom management. One of the most prominent difficulties of language teaching is noisy atmosphere in the classroom. In other words, ensuring that all students stay on the task and work in a calm manner can be challenging for educators. In every language classroom, there is always a student who seems to be determined to make teaching as difficult as possible for the teachers; thus, handling those students requires skill and experience. Below, the solutions to this problem will be counted:

Creating classroom rules together with students.

"One of the most effective and practical ways teachers can give students a say in the classroom is by allowing them to participate in developing the classroom rules or behavior guidelines.", says Jonathan Erwin the author of the book *Classroom of Choice*. Indeed, holding a class discussion at the start of a new year or semester and allowing students to have a say in their learning environment suggests that educators value their thoughts. Teachers can discuss with them for example how to treat each other, how they would like to be treated, in which circumstances mobile phones and other devices are allowed during class, and so on. Rather than being the passive receiver, students are now given the power and freedom to shape their classroom instead of being just told what and when to learn.

Grouping students.

When teachers group students for a task, it is not an invitation for chaos but, in fact, engagement. Belonging to a group and working collaboratively with

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members means support from and a sense of responsibility for the group. Working as a group to complete the given task or sharing ideas with another group requires each members' participation and contribution. Therefore, students are less likely to engage in off-task conversation. The desire or competition for honor boosts their engagement in the task and group cohesiveness.

Building rapport with students and earn authority.

Educators argued that balancing warmth and strong boundaries is key to the success of a teacher-student relationship. Taking them as your children and loving them unconditionally but being consistent and flexible by holding them accountable are important factors to establish a healthy and positive relationship [1].

Praising the students.

Research studies revealed that students in every grade and all subjects like to be praised for their work. Even as an adult, praise from professors or the boss could make my whole day brighter. Given the identified positive effects of teacher praise, teachers should try to make better use of this tool. Effective praise should be connected with a particular behavior or process which serves as the reason for praise in a manner as timely as possible. The sooner the feedback is received, the better and longer-lasting impact it has. Teachers can use praises like:

I can definitely see how hard you have worked on this task/assignment

I see how difficult this problem is to solve and how much time and effort you have put into solving it

I am so proud of the work effort you have put

You have learned so much that this assignment might not have been that challenging for you, so let's try and find something new and interesting next time that will help you learn even more

Involving parents.

Understanding the family's culture and the relationships between parents and the child help teachers support students' well-being and development. The family is always the first teacher and is central to the development of the child. Time and effort are of course required to get to know your students' parents .

Motivate students with gamified approach and with educational technology.

Many teachers have agreed to this: "nothing makes the teacher's life as easy as sparking their students' motivation to learn". Think about it yourself: when you were in school, were you easier to manage when you were truly motivated to learn and interested in the task at hand? Teachers can always incorporate gamified aspects to the traditional physical classroom by using board games or using different educational technology tools. Modern digital native students might even expect that technology would be leveraged better in schools and in their learning environment.

2. Complications in a language learning process. While teaching a language, educators usually need to have a native speaker's fluency. However, acknowledging this kind of skill may be time consuming and complicated, which can result in additional, mental and physical pressure on tutors. The solutions to this issue would be followings:

Implementation of various methods while teaching.

The teacher may apply a number of teaching methods including Communicative language teaching (CLT) or Direct method. This approaches are probably now the most popular teaching model for English language teaching globally. In part because they aim at putting students in a variety of real-life

situations, so that they can learn how to use their language skills to communicate in the real world. Educators, therefore, tend to focus on fluency of communication rather than accuracy and lessons are more hands-on than theoretical.

Interactive and relevant classroom activities characterize this approach along with the use of authentic source materials. Teachers are encouraged to provide the students with as much opportunity to give and receive meaningful communication as possible. The use of personal experience is also common in CLT classrooms.

3. Teaching students of different abilities in the same class

Ideally, students would be in a language class with other students at the same ability level. Unfortunately, that's not always possible or practical and teachers often face teaching students at very different points on their language learning journey. Inevitably this means that it can be difficult to pitch lesson content correctly as for some, it's too hard and for others it's too easy.

As a solution to this problem, it can be stated that to keep students on track, it is, therefore, vital for educators to identify the level of proficiency each student currently has. Most informal language teaching institutions will offer students a CEFR test (the Common European Framework of Reference for Languages) at the beginning of their course. Once teacher know if students are basic, independent or proficient language learners, they can then develop a personalized and tailored plan to help them to achieve their goals and potential.

All in all, if above-mentioned problems are tackled with these suggested ways, it is truth-worthy to say that being a language teacher is considered as a rewarding job that genuinely helps to transform the levels of students.

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“KULTEGIN” BITIKTOSHINI AXBOROT TEXNOLOGIYALARIDAN FOYDALANIB O’RGATISH

Q. Ro‘ziyev ¹

Annotatsiya:

Ushbu maqolada “Kultegin” bitiktoshini zamonaviy texnologiyalardan foydalangan holda qanday o‘qitish mumkinli haqida fikrlar yuritilgan. Ushbu bitiktoshni mukammal tadqiq etish bo‘yicha aniq ilova va saytlar taklif qilingan. “Bulm taksonomiyasi” asosida bitiktoshni amaliy darslarda qanday o‘rgatish bo‘yicha tavsiyalar berilgan.

Kalit so‘zlar: “Kultegin” bitiktoshi, mobil texnologiyalar, bulm taksonomiyasi, sayt, ilova

doi: <https://doi.org/10.2024/khppjx80>

Hozirgi kunda tadqiqot jarayonida innovatsion texnologiyalar, pedagogik va axborot texnologiyalarini o‘quv jarayonida qo‘llashga bo‘lgan qiziqish, e‘tibor kundan-kunga kuchayib bormoqda. Bunday bo‘lishining sabablaridan biri, shu vaqtgacha an‘anaviy shakl faqat tayyor bilimlarni o‘rgangan bo‘lsa, zamonaviy texnologiyalar egallayotgan bilimlarini insonlarning o‘zlari qidirib topishlariga, mustaqil o‘rganib, tahlil qilishlariga, hatto xulosalarni ham o‘zlari keltirib chiqarishlariga o‘rgatmoqda. Bu jarayon shaxsning rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi va shu bilan bir qatorda boshqaruvchilik, yo‘naltiruvchilik vazifasini bajaradi. Pedagogik texnologiya va pedagog mahoratiga oid bilim, tajriba va interaktiv metodlar o‘rganuvchilarni bilimli, yetuk malakaga ega bo‘lishlarini ta‘minlaydi.

Hozirgi kunda iPhonedan tortib, Android gadgetlargacha turmush tarzimizda muhim ahamiyat kasb etmoqda. Deloitte tadqiqot markazining ma‘lum qilishicha, smartfon foydalanuvchisi kun davomida o‘rtacha 50 marotaba “aqlli telefon”ga nazar solar ekan. Ushbu jarayonni Respublikamizda ham kuzatish mumkin. Chunki hozirgi kunda aholi qatlamining barchasida: yoshi kichiklardan tortib katta yoshgacha bo‘lgan mobil operatorlar foydalanuvchilarida aqlli telefon va planshetlardan foydalanadi. Shu bilan bir qatorda “aqlli” qurilmalaridan tadqiqot ishlarida va masofaviy tadqiqot tizimlarida foydalanish imkoniyatlari kengayib bormoqda. Ammo Respublikamiz oliy ta‘lim muassaslari talabalarining aqlli qurilmalari uchun milliy tilimizda turli bilim sohalari bo‘yicha bilimlarni o‘zlashtirish imkoniyatlarini beruvchi *dasturlarning kamligi ko‘rishimiz mumkin*. Shuning uchun ham oliy ta‘lim muassasi o‘rganuvchilariga turli fanlar bo‘yicha bilimlarni o‘zlashtirishga yordam beradigan bepul *mobil ilovalarni yaratish* bugungi kunning dolzarb vazifalaridan biri. Oliy ta‘lim muassasalarida «Til tarixi», «Qadimgi turkiy til», «Turkiy tillarning qiyosiy-tarixiy grammatikasi» fanlarini o‘qitishni takomillashtirish, fanni o‘rganishda zamonaviy pedagogik va axborot

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texnologiyalaridan, noan'anaviy va interfaol usullaridan keng foydalanish orqali tadqiqot samaradorligini oshirish ijobiy ahamiyat kasb etadi. Tadqiqot sohasida mobil ilovalarning qadri o'sib bormoqda bunga sabab esa u beradigan quyidagi qulayliklar:

- Istalgan paytda topshiriq ustida ishlash;
- Fayllar almashish;
- Masofaviy tadqiqot tashkiloti va ota-onalarning o'zaro harakati;
- Mobil tadqiqot vaqtga bog'liq bo'lmasligi;
- O'rganish chegaralarini kengaytirish;

Mobil tadqiqot (M-Learning) - vaqt makondan qat'i nazar, mobil qurilmalar orqali o'rganish imkoniyatidir. Mobil tadqiqot-bu joylashgan o'rindan yoki joylashuvning o'zgarishidan cheklanmay mobil qurilmalar orqali elektron o'qishdir. Shunday qilib, o'quv jarayoni tashkiloti uchun zamon va makondan qat'i nazar, mobil tadqiqot mobil texnologiyani alohida hamda boshqa axborot va aloqa texnologiyalari bilan birgalikda qo'llashni nazarda tutadi.

Mobil texnologiyalar to'xtovsiz keng tarqalib bormoqda. Qurilmalar bozorida bunday qurilmalarning ko'plab turlari namoyish etilgan (Play market). Odatda, mobil qurilmalar deganda cho'ntak kompyuterlari, smartfonlar, planshetlar va mobil telefonlar tushuniladi, lekin odamlar kundalik faoliyatida ishlatuvchi boshqa har qanday ixchamlashtirilgan qurilmalar evaziga bu ro'yxatni kengaytirish mumkin.

Mobil ilovalar odatda *"tarkib bo'yicha yengil"* deb hisoblanadi va ko'proq izlanuvchilarga audiomateriallar yetkazib berishda, matnli xabarlar almashinuvida, so'rovlarda qatnashishda, matnli chatlarda, yozib olish va o'qishda ishlatiladi. Shuningdek, mobil tadqiqot tarkibiga quyidagi talablar qo'yiladi:

Ixchamlilik – mobil tadqiqot tarkibiy qismlari aloqadagi *ehtimolli uzilishlarni* inobatga olgan holda davomiylik bo'yicha qisqa bo'lishi lozim. Mikroergonomikaning yuqori darajadali – kichik ekranda ovoz va rasmlarning kichik hajmda va yuqori sifatli bo'lishi. Fayllarning kichik hajmdaligi yuklab olishning tezligini ta'minlaydi.

Har joydalik – mobil o'rganish tarkibidagi materiallarni joylashgan joyidan qat'i nazar, istalgan joyda olish mumkin. Mobil aloqa va mobil qurilmalar ta'minotchilarining ulkan qamrovi mobil tadqiqot xizmatlaridan har joyda va siz uchun qulay paytda foydalanish imkoniyatini yaratib beradi. Talab bo'yicha foydalanishga ruxsat – tabiatan mobil qurilmalar izlanuvchilar uchun talab bo'yicha zarur paytda o'zining maksimal yetkazib berish imkoniyatini ishga solib zaruriy tarkibdan foydalanishni ta'minlaydi.

Mobil tadqiqot – bu faqatgina nazariy ehtimollik emas, ayni mavjud narsadir. Turli davlatlarda izlanuvchilar, pedagoglar mobil qurilmalar yordamida keng ma'rifiy resurslardan foydalanish imkoniga ega bo'ladi, axborotlarni muhokama qilish va axborotlarni boshqa izlanuvchilar bilan bo'lishishlari mumkin, hamkasblardan va o'qituvchilardan madad olishlari shuningdek, samarali aloqani yo'lga qo'yishlari mumkin.

O'rxun-Enasoy obidalarini xususan, "Kultegin" bitiktoshini o'rganishni elektron tadqiq qilish maqsadida quyidagi mobil ilovalardan foydalanish tavsiya qilinadi:

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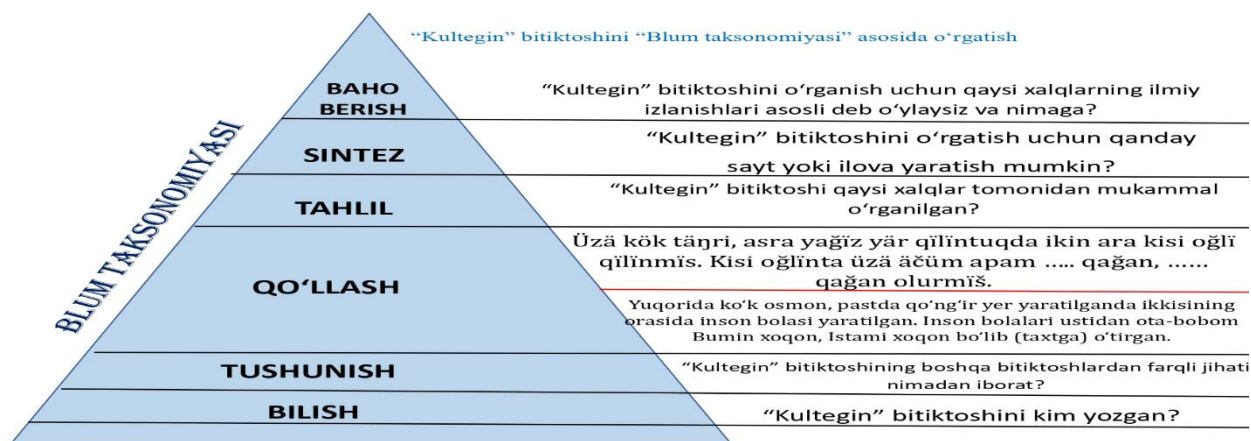
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Göktürk Tilini Örgänish

Türk Yazısı

KARAKEÇİLİ 2018-yil 1-may kuni ushbu kökturk alifbosini o'rganish va amaliyotga hissa qo'shish maqsadida tayyorlangan.

Shuningdek, "Bulm taksonomiyasi" yordamida "Kultegin" bitiktoshini o'rgatish amaliy darslarda samarali yordam beradi.



Xulosa qilib quyidagilarni tavsiya qilmoqdamiz:

1. Tadqiqot jarayoni va ilmiy tadqiqotlarda qadimgi yozma yodgorliklar matni bilan ishlashni osonlashtirish maqsadida, respublikamizda ham mobil ilovalar ishlab chiqilishi ommalashitirilishi zarur.

2. “Kultegin” bitiktoshi matni bilan ishlashni yanada takomillashtirish maqsadida yaratilgan web-sayt OTM o’rganuvchilarini o’ziga jalb qilishi uchun maxsus elektron darsliklar yaratilishi lozim.

3. Masofaviy tadqiqot tizimini rivojlantirish maqsadida tavsiya etilayotgan turli elektron dasturlarning o’zbekcha varianti ishlab chiqish hamda keng ommaga taqdim qilinishi zarur.

4. Turkiy xalqlarning dastlabki yozuvlari bo’lgan O’rxun-Enasoy obidalari xususan bitiktoshlar ichida alohida o’ringa ega bo’lgan “Kultegin” bitiktoshining o’rganilishiga bo’lgan e’tiborni yanada oshirish darkor.

Foydalanilgan adabiyotlar ro’yxati:

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РАЗВИТИЕ РЕЧЕВОЙ КОМПЕТЕНЦИИ В НАЧАЛЬНЫХ КЛАССАХ

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Аннотация:

Статья посвящена рассмотрению формирования речевой компетенции в начальных классах. Обращается особое внимание на пути реализации языковой и речевой компетенции учащихся и на использование педагогических технологий.

Ключевые слова: компетенция, потребности говорить, сформированность, адресованность, потенциал, концентрированный подход, речеведческие понятия

doi: <https://doi.org/10.2024/behxxs63>

Речевая компетенция играет фундаментальную роль в образовании и развитии детей. Она является ключевым элементом коммуникации, позволяющим младшим школьникам успешно взаимодействовать с окружающим миром, учиться, и строить отношения с другими людьми. В начальных классах особенно важно активно развивать речевую компетенцию у детей, ведь именно в этом возрасте формируются основы языка и общения. В данной статье мы рассмотрим значение развития речевой компетенции в начальных классах, основные методы и подходы к ее развитию.

Определение речевой компетенции.

Речевая компетенция — это умение эффективно использовать и понимать речь, а также правильно передавать свои мысли и идеи с помощью слов. В начальных классах развитие речевой компетенции играет важную роль, поскольку оно является основой для усвоения других учебных предметов и социальной адаптации.

Значение развития речевой компетенции в начальных классах.

Развитие речевой компетенции в начальных классах имеет огромное значение для успешного обучения и развития учеников. Коммуникация и язык играют ключевую роль во всех сферах жизни, и начальная школа является фундаментом для их освоения. Недостаточное владение речью может привести к проблемам в усвоении учебного материала и социальной адаптации, поэтому развитие речевой компетенции следует уделять особое внимание.

Влияние развития речевой компетенции на академический успех.

Развитие речевой компетенции имеет прямое влияние на академический успех младших школьников. Чем лучше у учеников развиты навыки говорения, чтения и письма, тем легче им будет усваивать новый учебный материал и успешно выполнять задания. Разнообразные учебные

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задания и проекты требуют хорошей коммуникации и языковых навыков, поэтому развитие речевой компетенции становится важной задачей в обучении младших школьников.

Важность развития коммуникативных навыков у детей.

Коммуникативные навыки являются неотъемлемой частью развития личности ребенка. Умение эффективно общаться с другими людьми, выразить свои мысли и понять собеседника значительно облегчает общение и совместную деятельность. Развитие коммуникативных навыков у детей помогает им лучше понимать других, выражать свои эмоции и мысли и строить здоровые отношения со сверстниками и взрослыми.

Индивидуальные и групповые подходы в обучении речи.

В развитии речевой компетенции в начальных классах часто применяются как индивидуальные, так и групповые подходы. Индивидуальные занятия позволяют более точно определить потребности каждого ученика и работать над их устранением. Групповые занятия способствуют коммуникации и развитию навыков взаимодействия с другими людьми.

Развитие навыков аудирования и говорения.

Аудирование и говорение являются основными элементами речевой компетенции. Развитие навыков аудирования позволяет ученикам лучше понимать речь и следить за информацией на уроках. В свою очередь, развитие навыков говорения помогает детям выражать свои мысли и идеи, говорить грамотно и связно.

Развитие навыков чтения и письма.

Навыки чтения и письма также являются важными компонентами речевой компетенции. Развитие навыков чтения позволяет ученикам усваивать новую информацию, лучше понимать тексты и анализировать их содержание. Развитие навыков письма помогает детям выражать свои мысли и идеи в письменной форме, а также развивает их креативность и логическое мышление.

Роль игр в стимулировании речевого развития.

Игры играют важную роль в развитии речевой компетенции у детей. Они помогают создать комфортную обстановку, в которой дети могут своего выражения. Взаимосвязь чтения, письма и говорения;

Практические рекомендации по развитию чтения, письма и говорения.

Игра в мяч во время работы над такими темами, как «Склонение существительных», «Склонение прилагательных», «Спряжение глаголов», использую на уроке мяч. Бросаю кому-нибудь из класса мяч и называю существительное, ученик ловит мяч и называет род, склонение, число и падеж существительного. Такая игра активизирует весь класс, пробуждает интерес, заставляет работать даже тех, кто привык отсиживаться за чужими спинами и заставляет подумать каждого ученика сможет ли он или она правильно ответить.

Игра блиц-опрос «За себя не отвечаю» Название игры содержит основное условие, которое нужно соблюдать: на вопрос, заданный тебе, должен ответить сосед по парте, и наоборот. Не рекомендуется ставить оценку, так как назначение игры активизация внимания, мобилизация учащихся на изучение нового.

Влияние чтения на развитие речи и словарного запаса.

Яркие и увлекательные истории, спасительный остров для фантазии и источник новых знаний — все это притяжения чтения. Но, оказывается,

чтение играет еще одну важную роль - оно является мощным средством развития речи и расширения словарного запаса у младших школьников. Когда дети читают, они встречаются новые слова, предложения и выражения, которые открывают их мозгу новые горизонты. Чтение помогает детям развить свои навыки понимания и выразительности, а также усвоить новые слова и их значения.

Значение развития навыков письма для улучшения речевого выражения.

Письмо и развитие речевых навыков тесно связаны друг с другом. Когда дети учатся писать, они сосредотачиваются на строении предложений, использовании правильной грамматики и точности выражения своих мыслей. Через письмо дети совершенствуют свои навыки выразительного письма, что в свою очередь ведет к улучшению их речевого выражения. Письмо помогает детям структурировать свои мысли и выражать их более точно и креативно.

Взаимосвязь чтения, письма и говорения.

Чтение, письмо и говорение являются взаимосвязанными процессами, которые вместе способствуют развитию речевой компетенции у младших школьников. Чтение помогает детям увеличить словарный запас и лучше понимать структуру языка. Письмо, в свою очередь, развивает их навыки выражения мыслей и улучшает понимание грамматики и орфографии. Говорение позволяет детям практиковать свои речевые навыки и непосредственно применять полученные знания. Все три компонента взаимно дополняют и усиливают друг друга, создавая целостный процесс развития речевой компетенции.

Практические рекомендации по развитию чтения, письма и говорения. Чтобы помочь младшим школьникам развить свою речевую компетенцию, рекомендуется следующее:

Стимулировать чтение, предлагая детям интересные книги и истории, соответствующие их возрасту и интересам. Включайте чтение в ежедневный режим и обсуждайте прочитанное с детьми.

Поддерживать детей в развитии письма, предлагая им различные задания на написание рассказов, письма, дневников и т.д. Охватывайте разные темы и поддерживайте детей в процессе правильной орфографии и грамматики.

Организовывать места и время для разговоров и диалогов. Задавайте открытые вопросы, стимулирующие детей к размышлениям и высказыванию своего мнения. Поощряйте детей говорить и задавать вопросы.

Практиковать все три компонента - чтение, письмо и говорение - одновременно. Например, после чтения книги можно предложить детям написать рецензию или рассказать о прочитанном кому-то другому. Помните, что развитие речевой компетенции — это процесс, который требует времени и практики. С постепенным усовершенствованием навыков чтения, письма и говорения, младшие школьники смогут стать более уверенными и грамотными в выражении своих мыслей и идей.

Развитие речевой компетенции в начальных классах является важной задачей, которая требует специального внимания и подхода. Основываясь на опыте и научных исследованиях, можно утверждать, что активное развитие речевых навыков у младших школьников не только способствует

их академическому успеху, но и формирует в них важные коммуникативные навыки, необходимые для успешной адаптации в социальной среде. Использование разнообразных методов, игр и интерактивных упражнений, а также уделение внимания чтению и письму, помогают эффективно развивать речевую компетенцию.

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РОЛЬ ВНЕДРЕНИЯ ИНТЕРАКТИВНЫХ ИГР В ОБРАЗОВАТЕЛЬНЫЙ ПРОЦЕСС ОБУЧЕНИЯ

А. Степанян¹, Н. Завкиева²

Аннотация:

Статья рассматривается роль внедрения интерактивных игр в образовательный процесс обучения. Игры становятся все более популярным инструментом в образовании, благодаря своей способности эффективно привлекать внимание студентов и стимулировать их активное участие в учебном процессе.

Ключевые слова: интерактивные игры, внедрение в образовательный процесс, интерактивные методики обучения, оценка результатов обучения, игровые приложения для изучения языка

doi: <https://doi.org/10.2024/d0w3vt84>

Внедрение интерактивных игр в образовательный процесс обучения представляет собой эффективный метод, способствующий более глубокому и эффективному усвоению материала студентами. Эта практика не только делает процесс обучения более увлекательным, но и активно стимулирует учебную активность и развитие ключевых навыков.

Одним из основных преимуществ интерактивных игр в образовании является их способность создавать учебные сценарии, которые максимально приближены к реальным жизненным ситуациям. Это позволяет студентам применять полученные знания и навыки на практике, что повышает их мотивацию к обучению.

Кроме того, интерактивные игры способствуют развитию коллективной работы и коммуникации. Многие из них предполагают сотрудничество между участниками, что помогает развивать навыки работы в команде и умение договариваться. Это особенно важно в современном обществе, где командная работа играет ключевую роль в успехе в различных областях.

Более того, использование интерактивных игр позволяет персонализировать обучение под нужды каждого студента. Благодаря возможности адаптации уровня сложности и содержания игр, преподаватели могут создавать индивидуальные образовательные пути для каждого ученика, учитывая его уровень знаний и особенности обучения.

внедрение интерактивных игр в образовательный процесс не только сделало обучение более интересным и увлекательным, но и значительно улучшило его эффективность, способствуя развитию ключевых навыков у студентов."

"Интерактивные Методики Обучения Современное образование все больше ориентируется на применение интерактивных методик обучения,

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которые активно вовлекают студентов в процесс обучения и способствуют более глубокому усвоению материала. Эти методики представляют собой эффективные инструменты, помогающие создать динамичное и стимулирующее обучающее окружение.

Одним из наиболее распространенных методов является обучение с использованием интерактивных мультимедийных презентаций и видеоуроков. Такие материалы обеспечивают визуальное и звуковое воздействие, что помогает студентам лучше запоминать информацию и улучшает их понимание сложных концепций.

Еще одним эффективным методом является применение игровых подходов в образовании. Это может быть как использование специально разработанных образовательных игр, так и интеграция игровых элементов в учебный процесс. Такие подходы способствуют активной учебной деятельности, мотивируют студентов к обучению и развивают ключевые навыки, такие как решение проблем, критическое мышление и сотрудничество.

Практические занятия и лабораторные работы также играют важную роль в интерактивном обучении. Они предоставляют студентам возможность применять теоретические знания на практике, экспериментировать и изучать новые концепции в реальных условиях. Это способствует более глубокому пониманию материала и развитию практических навыков.

важным аспектом интерактивных методик обучения является использование современных технологий, таких как интерактивные доски, онлайн-платформы для обучения и вебинары. Эти инструменты делают обучение более доступным и удобным, позволяя студентам обучаться в любое время и в любом месте.

интерактивные методики обучения представляют собой эффективный подход к образованию, который способствует активному вовлечению студентов, улучшению усвоения материала и развитию ключевых навыков, необходимых в современном мире."

В современном образовании внедрение интерактивных игр играет ключевую роль в стимулировании активного участия студентов в учебном процессе. Этот подход не только делает обучение более увлекательным, но и активно вовлекает учащихся, обеспечивая более глубокое и эффективное усвоение учебного материала.

Одним из основных преимуществ интерактивных игр является их способность создавать ситуации, требующие активного взаимодействия со стороны студентов. В процессе игры они вынуждены применять полученные знания и навыки для решения задач и преодоления вызовов, что способствует более глубокому пониманию материала.

Кроме того, интерактивные игры стимулируют развитие ключевых навыков, таких как критическое мышление, проблемное решение, коммуникация и сотрудничество. В процессе игры студенты вынуждены принимать решения, анализировать ситуации и работать в команде, что способствует их личностному развитию и подготавливает их к решению реальных жизненных задач.

Более того, интерактивные игры позволяют персонализировать обучение под нужды каждого студента. Благодаря возможности адаптации уровня сложности и содержания игр, преподаватели могут создавать

индивидуальные образовательные пути для каждого ученика, учитывая его уровень знаний, интересы и особенности обучения.

Таким образом, внедрение интерактивных игр в образовательный процесс способствует активному участию студентов, стимулирует их учебную активность и развивает ключевые навыки, необходимые для успешной адаптации в современном обществе."

Оценка результатов обучения в контексте интерактивных игр требует применения разнообразных методов и инструментов. Важно оценить не только знания, но и навыки, развиваемые через игру, такие как критическое мышление, проблемное решение и коммуникативные умения.

Одним из способов оценки эффективности игр является анализ изменений в академической успеваемости учеников перед и после внедрения игровых методик. Также можно использовать методы наблюдения за поведением учеников во время игры и их учебной активности после неё.

Для более объективной оценки результатов обучения через интерактивные игры можно проводить стандартизированные тесты, анкетирование учеников и учителей, а также анализировать данные об учебной деятельности, собранные в ходе игры.

Важно помнить, что оценка результатов обучения через интерактивные игры не должна ограничиваться только количественными показателями. Качественные изменения в поведении, мотивации и учебной активности также являются важными показателями успеха внедрения игровых методик в образовательный процесс.

Оценка результатов обучения после внедрения интерактивных игр в учебный процесс играет ключевую роль в определении эффективности данного метода обучения и его влияния на учебный процесс.

Внедрение игровых приложений в образовательный процесс является ключевым моментом в современном обучении языкам. Эти приложения не только делают процесс изучения более увлекательным, но и демонстрируют значительный потенциал для эффективного приобретения языковых навыков.

Игровые приложения для изучения языка предлагают уникальную комбинацию развлечения и обучения, что привлекает внимание студентов и мотивирует их к регулярным занятиям. Они предлагают широкий выбор игр и заданий, адаптированных к различным уровням языковой подготовки.

Одной из ключевых ролей игровых приложений в обучении языку является создание иммерсивной языковой среды, в которой учащиеся могут погружаться и практиковать язык в реальных ситуациях. Это способствует более глубокому усвоению языковых структур и лексики.

Игровые приложения также обладают возможностью персонализации обучения, что позволяет студентам выбирать задания и уровни сложности в соответствии с их потребностями и уровнем языковых знаний. Это способствует более эффективному обучению и повышению мотивации к изучению языка.

Современные игровые приложения для изучения языка также предлагают различные формы обратной связи, что позволяет студентам отслеживать свой прогресс и исправлять ошибки. Это способствует более осознанному подходу к обучению и повышению эффективности изучения языка.

Внедрение интерактивных игр в образовательный процесс представляет собой не только инновационный подход к обучению, но и эффективный способ повышения мотивации и улучшения результатов обучения. От ролевых игр до образовательных приложений, интерактивные игры предоставляют студентам возможность учиться в более увлекательной и привлекательной форме, подстраиваясь под их индивидуальные потребности и стили обучения.

Подход, основанный на использовании интерактивных игр, способствует развитию критического мышления, проблемного решения, коммуникативных навыков и других ключевых компетенций, необходимых для успешной адаптации в современном мире. Кроме того, они помогают создать более динамичную и вовлекающую образовательную среду, где студенты могут развиваться и расти.

С учетом быстрого развития технологий и увеличения доступности обучающих игр и приложений, внедрение интерактивных игр в образовательный процесс становится все более важным. Это предоставляет учащимся возможность обучаться в среде, которая отвечает их современным потребностям и стимулирует их активное участие в учебном процессе.

Таким образом, роль интерактивных игр в образовательном процессе, несомненно, высока. Их внедрение открывает новые горизонты для развития образования и обеспечивает студентам уникальные возможности для раскрытия своего потенциала и достижения успеха в учебе и жизни.

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ИСПОЛЬЗОВАНИЕ АУТЕНТИЧНЫХ МАТЕРИАЛОВ ДЛЯ РАЗВИТИЯ КОМПЕТЕНЦИИ ЧТЕНИЯ

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Аннотация:

В этой статье рассматриваются одним из важнейших аспектов обучения иностранному языку является развитие навыков чтения. Для эффективного усвоения языка необходимо обеспечить учащихся возможность ознакомления с аутентичными текстами - то есть материалами, созданными носителями языка для реальной аудитории на их родном языке.

Ключевые слова: аутентичные материалы, метод обучения, средства обучения, процесс обучения, аутентичные тексты

doi: <https://doi.org/10.2024/z5vray12>

Одной из важных целей современных преподавателей иностранного языка является подготовка студентов к использованию иностранного языка в реальных ситуациях повседневной и профессиональной жизни. В связи с этим преподаватели постоянно находятся в поиске подходящих материалов, эффективных при обучении иностранному языку. Часто это заставляет преподавателей задумываться над фактом, достаточно ли использовать на занятиях материалы учебников, специально выпущенных для изучения иностранного языка, или есть необходимость в использовании аутентичных материалов для развития и совершенствования различных речевых навыков студентов, особенно навыков чтения.

Аутентичные материалы – это информация в устной или письменной форме, которая создается в процессе естественного общения, а не специально для использования в изучении языка. Аутентичные материалы помогают преодолеть разрыв между языком, который преподают на уроке, и языком, на котором люди общаются в различных ситуациях реальной жизни.

Аутентичные тексты являются необходимыми для студентов материалами при изучении языка, которые они хотят понимать во время путешествия, обучения за границей, участия в международных конференциях или других ситуациях, требующих использования языка. Принимая во внимание тот факт, что аутентичные тексты создаются не с целью изучения языка, а совершенно для иных целей, необходимо правильно отбирать аутентичные тексты для преподавания иностранного языка.

Во-первых, аутентичные тексты предоставляют учащимся возможность ознакомиться с реальной языковой практикой, сленгом, жаргонизмами, модными фразами и культурными особенностями языка. Это позволяет

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учащимся не только овладеть лингвистическими навыками, но также понять нюансы использования языка в различных контекстах.

Во-вторых, аутентичные материалы способствуют расширению словарного запаса учащихся и формированию навыков быстрого извлечения основной информации. Взаимодействие с оригинальными текстами позволяет учащимся узнавать новые слова и фразы в контексте, что помогает им запоминать и употреблять их более успешно в речи и письме.

Кроме того, аутентичные тексты предоставляют возможность обсуждения реальных событий, проблем и тем, что способствует развитию критического мышления и аналитических навыков. Учащиеся подвергаются множеству точек зрения, расширяют свое кругозор и учатся формулировать свои мысли на иностранном языке.

Таким образом, интеграция аутентичных материалов в урочную практику способствует эффективному развитию компетенции чтения учащихся. Работа с такими материалами позволяет создать более подлинную языковую среду, обогатить уроки новыми языковыми структурами и лексикой, а также развить языковые и культурные навыки, необходимые для успешного владения иностранным языком.

Аутентичные тексты имеют ряд преимуществ перед учебными, так как в них отражаются факты и особенности национальной культуры. Посредством аутентичных материалов учащиеся приобретают новые лингвострановедческие и социолингвистические знания, культурные ценности носителей изучаемого языка, формируется социокультурная компетенция. Воссоздание в текстах живой реальной жизни вызывает интерес учащихся, готовность обсуждать материал, вступать в дискуссию, а успешное понимание ведет к повышению мотивации в дальнейшем изучении языка. Учащиеся, сталкиваясь с социокультурными, а так же с лингвистическими аспектами изучаемого языка: афоризмами, идиомами и фразеологическими единицами, получают возможность сравнивать и анализировать, находить сходства и различия в развитии двух культур и языков.

Включение в работу аутентичных материалов также создает благоприятную почву для развития коммуникативных умений учащихся. Кроме того, аутентичные тексты характеризуются живой интонацией разговорной речи, естественной эмоциональностью, заполнителями пауз – характерные признаки естественного неформального общения, что так же повышает мотивацию к изучению иностранного языка. В то же время аутентичный материал несет в себе определенные трудности, такие как сложность языкового материала. Для аутентичного материала характерны эллиптичность, использование сокращенных форм, строгая логическая взаимосвязь отдельных частей, последовательность изложения, развернутость высказывания, наличие терминов и имен собственных.

Кроме того, аутентичные материалы являются отличным инструментом для стимулирования мотивации учащихся. Познакомившись с реальными текстами из жизни носителей языка, учащиеся чаще проявляют интерес к изучению языка и стремление к его освоению. Понимание того, что они могут использовать язык на практике для чтения и понимания текстов реального мира, может значительно улучшить их мотивацию к изучению иностранного языка.

И наконец, использование аутентичных материалов может быть ключевым в формировании более широкой культурной компетенции учащихся. Через аутентичные тексты они могут познакомиться с историей, литературой, культурой и обычаями стран, говорящих на изучаемом языке. Это помогает учащимся понимать язык как неотъемлемую часть культурного материала и признавать важность разнообразия языковых и культурных практик.

Таким образом, исходя из вышеизложенных сделаем вывод, что использование аутентичных материалов для развития компетенции чтения в учебном процессе дает учащимся возможность более эффективно овладеть языковыми навыками, развить культурную компетенцию и мотивацию к изучению иностранного языка. Это способствует более глубокому пониманию языка как средства общения и культурного взаимодействия, что в конечном итоге способствует их языковой грамотности и межкультурному пониманию.

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INGILIZ TILIDA LUG'AT YODLASHNING SAMARALI USULLARI

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Annotatsiya:

Ushbu maqolaning asosiy maqsadi ingliz tilining ajralmas va zaruriy qismi bo'lgan lug'at boyligini oshirishga qaratilgan oson texnikalarni yoritib berish.

Kalit so'zlar: mnemonika, kalit so'zlar usuli, o'zbek tiliga moslashtirish usuli, birlashtiruvchi tarmoqlar yaratish

doi: <https://doi.org/10.2024/t9qjcj35>

Har bir tilni o'rganayotganimizda bizni qiynaydigan va shijoatimizni tushib ketishiga sabab bo'ladigan narsa bu lug'at boyligimizni oshira olmaslikdir. Aytaylik, o'quvchi ingliz tilida kitob o'qimoqda. Uning butun nigohi kitobga qaratilgan, biroq hayoli parishon. Nega? Chunki kitobdagi juda ko'p so'zlar unga notanish bo'ladi. Lug'atni qo'lga olib, har bir yangi so'zning tarjimasini topguncha toliqib, zerikib ham ketadi. Yangi so'zlarni bee'tibor qoldirsa, kerakli ma'lumot ham e'tibordan chetda qolib ketishi mumkin. Oqibatda na yangi so'zlarni samarali o'rganadi, na o'qiyotgan kitobini yaxshi tushunadi. Darhaqiqat, har qanday xorijiy tilni o'rganishdagi eng katta muammo bu so'z yodlashdir. Negaki, bu jarayonda siz o'nlab yoki yuzlab emas, balki minglab yangi so'zlarni o'rganishingiz talab etiladi. Sizning so'z boyligingiz tilni qay darajada bilishingiz bilan chambarchas bog'liq bo'lib, kelajakda boshqa sohalaridagi muvaffaqiyatlaringizga yo'l ochuvchi kalit hamdir. Mutaxassislarning ma'lumotiga ko'ra, qaysi tilda bo'lishidan qat'iy nazar, kundalik muloqot uchun 1200-2000 ta so'zni bilish talab qilinadi. Demak, ingliz tilida erkin muloqot qilish uchun shuncha so'zni bilish kifoya qiladi. Tajribali pedagoglar fikriga qaraganda, O'zbekiston oliy o'quv yurtlariga kirish imtihonlarini topshirish jarayonida ingliz tili fanidan test savollarini muvaffaqiyatli yechish uchun 4500-5000 ta so'z bilish talab qilinadi. Xorij oliygohlariga kirish uchun topshiriladigan IELTS imtihonida yuqori bal olishni xohlagan o'quvchi kamida 7000 ta so'zni mukammal bilishi kerak. Ingliz tilida faoliyat ko'rsatuvchi olimlar, yozuvchilar va shoirlar 12000-15000 ta so'zdan foydalana olishlari aniqlangan.

Mnemonika

Mnemonika – o'xshashlik, bog'liqlik asosida xotira hajmini kengaytirish va kerakli ma'lumotlarni eslab qolish uchun maxsus uslublar to'plamidir. Bunda yangi noma'lum bo'lgan tushunchalar inson ongida allaqachon mavjud bo'lgan ma'lumotlar bilan bog'lanadi va natijada yangi axborotni eslab qolish osonlashadi.

Keling, bu uslubga oid bir misolni ko'rib chiqamiz: yilning qaysi oylari 31 kun va qaysilari 30 kun ekanligi har doim ham insonning yodida turavermaydi.

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Buni siz quyidagi inglizcha she'r yordamida osonlik bilan o'rganib olishimiz mumkin.

Thirty days have September,
April, June and November,
All the rest have thirty-one;
February has twenty-eight alone,

Qolaversa, mnemonika ba'zi ma'lumotlarni eslab qolishni osonlashtirish uchun o'zingizni topqirligingizdan foydalanishga ham imkon beradi.

Masalan, ingliz tilida soat, aniq vaqt aytilganda, birinchi 30 daqiqada "past" (o'tdi) so'zi ishlatiladi: 05:20 twenty past five – beshdan yigirma daqiqa o'tdi. Endi, agar mexanik qo'l soatiga qarasangiz, har soatning birinchi yarmida strelkalarni pastga qarab harakatlanayotganini ko'rasiz. Demak, ingliz tilida past so'zi ishlatilganda, soat strelakalari pastga qarab harakatlanadi.

Soatning ikkinchi yarmida esa ingliz tilida "to" (ta kam) predlogi ishlatiladi: 08:43 – seventeen to nine – o'n yettita kam to'qqiz. Bu holatda 30-daqiqaga qadar pastga tushgan strelkaning endi to 60-daqiqagacha tepaga ko'tarilishini tasavvur qilamiz. Vaqtни aytishni bunday usulda o'rgangan odam uni hech unutmasa kerak.

Mazkur usulning asosiy g'oyasi murakkab bo'lgan ma'lumotning miyamizga osongina yodlanish yo'lini topishga qaratilgan. Miyamiz rasm, rang, shakl, ovozlarni eslab qolishga moslashgan.

Kalit so'z usuli yoki fonetikaga e'tibor

Bu o'rinda asosiy texnika "kalit so'z" texnikasi bo'lib, buni talaffuz uslubi deb ham atashadi. Aytaylik, qaysidir so'zni o'yladigiz, misol uchun, "a dish" (ingliz tilida "idish" degani). Endi uning qanday talaffuz qilinishiga e'tibor berasiz va o'zingizga ma'lum bo'lgan ohangdosh tushuncha bilan bog'laysiz. So'ng esa shular asosida g'ayrioddiy tasavvur topib, tanish makonga joylashtirasiz va paydo bo'lgan yangi tushunchaga doir gap tuzasiz.

Bizarre /biza:/ - g'alati. Bu so'zni o'zbek tilidagi bozor so'ziga bog'laymiz. Shunday tasavvur qilamizki, chet ellik mehmon uchun bizning bozor g'alatidek tuyuldi-da, u "bizarre bu – bozor" deb, bozordan narsalar xarid qilaverdi.

Push /push/ - itarmoq. Bu so'z uchun o'zbekcha "Po'sh-po'sh!"ni tanlaymiz. Yana bozorni eslaymizda u yerda aravakash "po'sh-po'sh" deb aravani itarib ketayotganini tasavvur qilamiz.

Eminent /eminent/ - mashhur. Bu so'zga esa o'zingiz bilgan qofiyadoshni topish muammo bo'lmasa kerak – qo'shiqchi Eminem. Tasavvur qilamizki, mashhur rep qo'shiqchisi Eminem kuylayotganda, qo'qqisdan chiroq o'chib qolib, fonogrammada kuylayotgani ma'lum bo'lib qoladi. Bir gap bilan aytganda, Eminent Eminem couldn't sing very well.

O'zbek tiliga moslashtirish usuli

Ingliz tilida so'z yodlayotgan o'quvchi yana bir qiziq holatga duch kelishi mumkin. U ham bo'lsa, ba'zi inglizcha so'zlarning o'zbekcha so'zlar bilan nafaqat ohangdosh, balki ma'nodosh ekanligi hamdir. Albatta, bunga o'xshash so'zlar sanoqli, lekin harakat va izlanishlar orqali bunday so'zlarni ko'plab topishingiz va so'z boyligingizni yanada ko'paytirishingiz mumkin.

Quyida shunday so'zlardan misollar keltiramiz:

To chop – chopmoq
Daddy – dada
The wall – devor
A voice – ovoz

Asphalt –asfalt
 Galosh –kalish
 Pistachio – pista
 Candy – qand
 Candle – qandil
 A dish – idish

Lugʻat daftari tutish sanʻati

Lugʻat daftari – har qaysi tilni oʻrganayotgan inson tutishi lozim boʻlgan yordamchi vositadir. Koʻpchilikning lugʻat daftari zerikarli, beeʻtibor, pala-partish boʻladi. Oʻquvchilar bunday tartibsizlik yangi soʻzlarni eslab qolishga salbiy taʼsir koʻrsatishi haqida oʻylab ham koʻrmaydi.

Lugʻat daftaringizda turli xil rangdagi ruchkalardan foydalaning. Lugʻat tutishdagi eng katta xato bir xil rangli ruchka ishlatishdir. Tasavvur qiling, lugʻatdagi hamma soʻzlar koʻk rangda yozilgan, ularni bir-biridan ajratib boʻlmaydi, manzara naqadar zerikarli! Aynan shundan keyin bola oʻqishdan zerikadi-da. Oʻquvchining ijodkorlik xususiyati pasayib ketadi. Natijada esa miyamiz zerikkan narsaga eʼtibor qaratishni xohlamaydi.

Birlashtiruvchi tarmoqlar yarating

Bizning miyamiz biz oʻqigan narsalarni idrok etadi va uni tasvirlar, gʻoyalar va his-tuygʻularga aylantiradi, soʻngra yangi maʼlumotlar va biz allaqachon bilgan narsalar oʻrtasidagi aloqani hosil qiladi. Xotiralash jarayoni shunday boʻladi – yangi eski bilan birlashadi.



Yangi soʻz yoki tushunchani siz allaqachon bilganingiz bilan birlashtirsangiz, miya oʻz vaqtida topish va eslab qolish osonroq boʻladi.

Xulosa qilib aytganda lugʻat boyligining keng ekanligi soʻzlashda ifodali nutq shakllanishiga va manoning qisqa, loʻnda shakilda tinglovchiga yetib borishiga yordam beradi. Oddiy soʻzlarning ham ingliz tilida murakkabroq fornalari va bazi soʻzlar uchun esa soʻz birikmalari yaʼni iboralar bor. Lugʻat boyligining keng boʻlishi IELTS imtihonlarida ham qoʻl keladi. Shunday ekan zerikarli va effektsiz boʻlgan soʻzlarni qayta va qayta oʻqish orqali yodlagandan koʻra samarali usllarni ishlab chiqish maqul.

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XORIJIY TILLARNI O'RGANISHDA AXBOROT TEXNOLOGIYALARIDAN FOYDALANISHNING AFZALLIKLARI

Sh. Ashurov¹

Annotatsiya:

Ushbu maqolada xorijiy tillarni o'rgatishda axborot kommunikatsion texnologiyalaridan foydalanishning afzalliklari haqida fikr yuritiladi. Xorijiy tillarni o'rganishda kompyutordan foydalanishning uslubiy hamda texnik afzalliklari to'g'risida ma'lumotlar berib o'tilgan. Axborot texnologiyalar va multimedia vositalaridan foydalanishning zamonaviy ta'lim tizimidagi ahamiyati hamda turli xil xususiyatlarini ochib berishga harakat qilingan.

Kalit so'zlar: axborot kommunikatsion texnologiyalar; multimedia vositalari; xorijiy tillar; elektron darslik

doi: <https://doi.org/10.2024/szx0rw32>

Xorijiy tillarga o'qitishning o'ziga xosligi shundaki, tabiiy til muhiti yo'qligi sababli o'quvchilar uchun sun'iy til muhitini yaratish maqsadida eng maqbul turli texnik o'qitish vositalaridan keng foydalanishni talab qiladi. Shu sababli, xorijiy tillarni o'qitishda multimedia vositalari taqdim etayotgan yangi imkoniyatlarni beruvchi keng ko'lamli ilovalardan foydalaniyotgani bejizga emas. Bunda, asosiy rolni, albatta, axborot kommunikatsion texnologiyalar (AKT) va multimedia vositalari o'ynaydi. Lekin, birinchi navbatda darsda o'qituvchining o'zi kompyutor savodxonligiga ega bo'lishi, ya'ni, Microsoft Word, Exel, Power Point va boshqa shu kabi murakkab bo'lmagan dasturlardan hamda turli xil brauzerlardan foydalana olish qobiliyatiga ega bo'lishi muhim masala hisoblanadi. AKTlarni boshqarish va qo'llash imkoniyatiga ega bo'lish muhim, ammo shu bilan birgalikda ulardan foydalangan holda darsni faollashtirish va o'quvchilarga hissiy ta'sirini oshirishda ularning roli kattaligini ham unutmashlik lozim.

Axborot kommunikatsion texnologiyalar deyarli barcha fanlarni o'qitishda qo'llaniladi, yangi ma'lumotlar manbalaridan foydalanishni ta'minlaydi, mustaqil ish samaradorligini oshiradi, talabada ijodkorlik, kasbiy ko'nikmalarni egallash va mustahkamlash bo'yicha yangi imkoniyatlar yaratadi, o'qitishning tubdan yangi shakl va usullarini amalga oshirishga imkon beradi. Bugungi kunda chet tillarini o'qitishning uslubiy standarti, albatta, real sharoitlarga iloji boricha yaqinroq bo'lgan kommunikativlikka yo'naltirilgan usuldir. Oliygozlarda ushbu usulni amalga oshirishni osonlashtiradigan shart-sharoitlarni ta'minlash zamonaviy ta'limning muhim talablaridan biri hisoblanadi. Ko'plab metodistlar kompyuter chet tilini o'rgatishning eng mos vositasi ekanligini hamda maqsadi interaktiv muloqot shaklini yaratishini ta'kidlaydilar (Braun, 1994). Multimedia texnologiyalaridan foydalanishga asoslangan chet tillarini o'qitish sohasidagi so'nggi ishlanmalar tufayli o'quv jarayoni sifat jihatidan yangi bosqichga ko'tarildi – hozirda biz ishonch bilan aytishimiz mumkinki, hatto universitet

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ta'lim sharoitida ham, sun'iy intellekt tabiiy muloqotga taqlid qilish imkonini bermoqda. Ingliz tilini kompyuterda o'qitishning bir qancha afzalliklarini ta'kidlash kerak:

1. Qulay psixologik muhit yaratish, ingliz tilini o'rganish motivatsiyasini oshirish

2. Kompyuterda o'qitishning uslubiy afzalliklari: sinfda yoki lingafon kabinetida ishlashdan ko'ra ko'proq interfaol ta'lim, individual ta'lim tamoyillariga muvofiq bajariladigan vazifalarning tezligi va darajasini mustaqil tanlash qobiliyati.

3. Bundan tashqari, kompyuter yordamida chet tilini o'rganishda grammatik qurilmalarni o'zlashtirish va so'z boyligini oshirish tezligi 2-3 barobar ortadi.

4. Kompyuter yordamida ingliz tilini o'rgatishning texnik afzalliklari sifatida quyidagialrni ko'rsatib o'tish mumkin: tez va qulay holda texnik tarjimani bajarish; grammatika va imlo tekshiruvlaridan hamda nutqiy qobiliyatlarni o'rgatishda multimedia va interaktiv videolardan foydalanish imkoniyati.

5. Kompyuterning grafik imkoniyatlari o'qitish usullarini an'anaviy usullardan ajratib turadi va o'qitishni vizualizatsiya qilish tamoyilini amalga oshirish imkonini beradi. Bitta ta'lim muassasasida bir nechta kompyuterlarni birlashtiruvchi mahalliy va butun dunyo bo'ylab millionlab foydalanuvchilarni bog'laydigan global kompyuter tarmoqlarining ta'limiy ahamiyati deyarli bebahodir.

6. O'qituvchilarning kasbiy qobiliyatini oshirish ham shular jumlasidandir (Reynders, 2010).

Ammo ushbu afzalliklarga qaramasdan, axborot texnologiyalari yordamida o'qitishning ulkan salohiyati ushbu usulning nisbatan yangiligi bilan bog'liq muammolar tufayli to'liq foydalanilmayapti. Ular orasida universitetlarning zamonaviy texnologiyalar bilan to'liq ta'minlanmaganligi, samaradorlikni baholashning aniq standart va mezonlari ishlab chiqilmaganligi sababli yuqori sifatli dasturiy ta'minotning yo'qligi, shuningdek, dastur yaratuvchilarning ba'zan nazariyaga nisbatan bepisand munosabati ham ushbu interferentsiya holatlarini keltirib chiqarmoqda.

Ushbu masala bo'yicha adabiyotlarni tahlil qilish asosida ingliz tilini o'qitishda axborot texnologiyalaridan foydalanishning quyidagi variantlarini tavsiya qilish mumkin:

- o'qitish vositasi sifatida axborot texnologiyalaridan tizimli foydalanish;
- axborot texnologiyalarining ma'lum bir fragmentlaridan foydalanish.

Kompyuterdan foydalangan holda butun o'quv kursini amalga oshirish orqali biz ingliz tilini o'qitish jarayonida yangi axborot texnologiyalaridan foydalanishning quyidagi variantlarini taklif qilishimiz mumkin.

• O'tilgan leksik va grammatik materiallar bo'yicha diagnostik, test dasturlari yordamida joriy va yakuniy testlarni (mavzu, bob, to'liq kurs bo'yicha) o'tkazish;

• Biz ko'p hollarda hanuzgacha ilgari qabul qilingan o'qitish modeliga ko'ra: ta'lim texnologiyasi markazida - o'qituvchi; talabalar o'rtasida so'zsiz raqobat mavjud; talabalar sinfda passiv rol o'ynaydi; o'rganishning mohiyati bilimlarni (faktlarni) uzatishdir. Uning o'rnini bosadigan yangi ta'lim modeli quyidagi tamoyillarga asoslanadi: ta'lim texnologiyasi markazida - talaba; o'quv faoliyatining markazida - hamkorlik; talabalar bilim olishda faol rol o'ynaydi;

- texnologiyaning mohiyati tinglovchilarning o'z-o'zini o'rganish qobiliyatini va kommunikativ kompetensiyasini rivojlantirishdir;
- Multimedia yordamida hal qilinadigan asosiy vazifalar guruhlariga quyidagilar kiradi: talabalarning bilim olishini qo'llab-quvvatlash;
- xorijiy tilda so'zlashuvchilar bilan haqiqiy muloqotni ta'minlash;
- markazlashtirilgan axborot tizimlarida saqlanadigan jadal o'sib borayotgan axborot fondlaridan ta'lim jarayonining barcha ishtirokchilariga kirishini ta'minlash; o'qituvchilarning o'zaro hamkorligini ta'minlash, pedagogik tajriba va didaktik materiallar almashish.

Xulosa qilib aytganda, oliygohdagi zamonaviy o'quv jarayonining o'ziga xos xususiyati - bu talabalarning mustaqil ta'limiga alohida e'tibor qaratish, shu jumladan zamonaviy axborot-ta'lim muhitidan foydalanish orqali rivojlantirishga erishish muhimdir. Jamiyatni axborotlashtirishda, internet makonda professional muloqotni virtualizatsiya qilish anoligini yaratish, oliy o'quv yurtlari talabalarini kasbiy madaniyatlararo muloqotga o'qitish tizimini madaniyatlararo muloqot muhitiga yo'naltirilgan bo'lishi kerak.

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TECHNOLOGY AND LANGUAGE TEACHING

*F. Umarova*¹

Abstract:

The use of any form of technology should be approached with caution in the sense that the use of any particular kind of technology (or any teaching resources for that matter) should have clear and relevant value for the development of language learning systems and, consequently, should rest on strong theoretical principles.

Key words: approach, caution, particular kind, relevant value, language learning systems, theoretical principles, language-learning environment, communicative stakes, social actions

doi: <https://doi.org/10.2024/z4dbea86>

Traditional classroom contexts provide communicative environments where the primary resources are learners' negotiations with teachers or other learners. These negotiations are characterized by the limited proficiency of the learners as well as the teachers' simplification of the learners. In turn, these often results in distortion of the language itself. People simply do not get a chance to interact with real, i.e. native-like language in its real, i.e. real native-like context.

Methods. It is arguable from the above that a shift is needed toward a more flexible environment where classroom meetings are not the sole focus of learning but are part of a number of group-based and self-based working modes generated by the different roles which they purport to fulfill. Such an environment would require extended access to communicative resources, i.e. authentic materials, even in the earliest stages of learning, together with opportunities for exploring them in responsive, interactive ways.

Under these conditions, the teacher's task, among others, will become that of providing sympathetic assistance and support rather than that of being the organizer of all activity. Such approaches will also necessarily de-emphasis both the notion of lessons in the classroom and that of language learning as a code. Rather, more emphasis would be placed on "facilitating access to rich cultural information and finding ways of catering for students' motivations and needs, both of which are often unpredicted and indeed, unpredictable".

Considerations of this kind have led to the development of flexible, student-driven language learning approaches where students are essentially in control of what they wish to do and of how they intend to go about achieving their objectives. Examples of such approaches include macro simulations and the development of complex discourses.

For students to achieve their goals in this context, they need to be provided with:

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- a) access to relevant authentic material;
- b) systems for accessing these materials in pedagogically ways; this is where technology can assist.
- c) technology is able to provide access to authentic text and is able to facilitate access to these texts by students.

Three examples of computer-based language learning systems will be described briefly below. They are currently in development at James Cook University. While it is true that these particular systems are computer-based, it is not intended to imply that computing is the only kind of technology relevant to language learning. There are other forms of technology and, in particular, video and international satellite technologies, which are of inestimable value and which are becoming increasingly available.

Awareness, autonomy and achievement are developed partially as a result of learners interacting with materials but also, and importantly, as a result of interaction with teachers who need to ensure that appropriate skills and attitudes are acquired by the learners. The teachers' role is therefore crucial although it may no longer correspond with that traditionally ascribed to teachers.

We can describe multimedia listening comprehension development system. This is a multimedia browser designed to develop listening comprehension skills through a self-study approach based on the exploration of authentic audio and/or video text leading to the development of an awareness of the critical features of authentic text. Audio or video file is recorded in digital form onto a computer's hard disk or on a CD-ROM. Students are provided with a written transcript of the passage where each letter in every word has been replaced with an asterisk. In order to achieve this system provides a series of inbuilt facilities which enable the learners to:

- a) listen to the recording in its entirety;
- b) listen to a selection of words from any arbitrary point in the recording to any other arbitrary point, hence the notion of browsing. It is a little like turning over the pages of a book or newspaper, discovering what is on this page or that one, skipping ahead or reviewing previously-examined material;
- c) listen to any specific word in isolation;
- d) guess and verify individual words;
- e) obtain information about individual words;
- f) guess and verify "chunks" of language in the text (the underlined portions on the screen.
- g) obtain information about "chunks" of language in the text;
- h) practice saying selected portions of the text (including comparison of their voice with the original recording) ;
- i) develop awareness of rhythm and intonation structures of authentic text through forward build-up and backward build-up exercises.

All of these functions are under the learners' control. They choose the material which they wish to study (e.g. an interview, a news broadcast, a game show) and they then choose those aspects of that material on which they wish to focus (e.g. words, chunks, the entire text, intonation patterns, pronunciation). Essentially, they are catering to their own needs, motivations or preferences in ways which would simply be impossible in a regimented/text-controlled environment.

Conclusion. A feature of this program is that it contains an authoring system which reduces considerably the burden of lesson-writing, thus allowing

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teachers in the field to develop their own materials with relative ease. There is little doubt that technology will make increasingly large contributions to language teaching just as it is currently making to every other aspect of our lives.

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МЕТОДИКА ПРЕПОДАВАНИЯ АВТОМОБИЛЬНЫХ ТЕРМИНОВ

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Аннотация:

В статье цель исследования состоит в анализе структурных и словообразовательных свойств английских терминологических единиц, формирующих предметную область «Автомобиль». «Автомобиль», извлеченные методом сплошной выборки из различных словарей, энциклопедий, специальных справочников, а также специализированных американских газет и журналов, из Интернет-источников на автомобильную тематику.

Ключевые слова: термин, автомобильная лексика, методика, автомобильная промышленность, автомобильной техника

doi: <https://doi.org/10.2024/98s87c33>

Введение

Многочисленные терминологические исследования, проведенные на материалах различных языки последовательно обнаруживали в себе уникальное сочетание общих лингвистических закономерности и специфические экстра и внутриязыковые ситуации, влияющие на

словарь конкретной области знаний. Необходимость изучения эквивалентности многоязычные лексемы и особенности образования специальных слов, принадлежащих в автомобилестроении, возникла вследствие ряда внешних и внутренних причин, среди которых, на наш взгляд, наиболее важными являются следующие:

1. Автомобильная промышленность является крупнейшей в мировом масштабе отраслью машиностроения, и ее доля постоянно увеличивается. Ежегодно в мире производится до одного миллиарда автомобилей в мире, и эта цифра постоянно растет.

2. Автомобильная промышленность является одной из основ экономического развития во многих странах. Уровень развития автомобильная промышленность является косвенным показателем экономического благополучия страны.

Описательный метод (для комплексного описания терминологических единиц), метод лингвистического моделирования (для построения классификационной схемы и определение терминологии), ономастический метод (с целью определения продуктивность способов словообразования), семасиологический метод, метод количественный анализ, сравнительно-исторический анализ, метод сопоставительного анализ.

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Наряду с увеличением количества выпускаемых автомобилей наблюдается и технологическое усовершенствование их конструкции. В настоящее время у покупателя есть возможность приобрести гибридный автомобиль, который является промежуточным звеном при переходе на альтернативу топлива. В будущем углеводородное топливо будет использоваться меньше, что уступит место технологичные и экологически чистые виды энергии. Кроме того, Автомобиль будущего – это не только транспортное средство, но и концентрация передовых технологий.

В последние годы наши соотечественники стали отдавать предпочтение иномаркам. Это ясно показано по статистике 2006 года, по итогам которой более миллиона новых в нашей стране продавались иномарки.

Английский для автомобильной техники – это английский для специального назначения, основанный на общедоступных английский в колледже и профессиональные знания, связанные с автомобилем. Специально для студентов факультета автомобильного сервиса, изучают английский язык в области автомобильной техники. Автомобильная техника Английский отличается от английского языка в государственных колледжах. Словари государственного колледжа

Английский язык в большинстве случаев будет многозначен, тогда как в автомобилестроении английский язык они относительно фиксированы. В автопрофессионале много профессиональных слов.

Много сложных слов и производных слов являются важными характеристиками автомобильного термина английского языка.

Кроме того, в автомобильно-технический английский язык, особенно в зарубежной литературе или введении автомобильной техники читатель может увидеть большое количество сокращенных словарный запас. По мере накопления профессиональной лексики, фраз и прочего знания, базовые элементы автомобильного английского построены, но это недостаточно.

Автомобильный английский язык – это очень практический курс. Благодаря обучению профессиональному английскому чтению, переводу и навыки письма, студенты могут умело читать профессиональную английскую литературу, осваивать базовые навыки профессионального английского перевода и письма, а также заложить прочную основу на соответствующую работу после окончания учебы.

Многие технологические инновации в автомобильной промышленности, появившиеся в

разные страны мира, как правило, изначально имеют английские названия. Кроме того, это следует учитывать, что большинство моторных стран являются англоязычными страны, в частности, Соединенные Штаты Америки. Поэтому мы сочли необходимым остановиться на американском варианте английского языка в некоторых аспектах изучения.

Основная цель преподавания терминов, связанных с автомобильной промышленностью, – проанализировать следующим образом:

- проведение инвентаризации, отбора лексического материала на английском и русском языках в рамках рассматриваемая терминология для дальнейшего описания, анализа и сравнения.

- изучить историю возникновения, становления и развития термина

«Конструкция легкового автомобиля и его основные параметры» на английском и русском языках с участием культурные и исторические факты;

Быстрый рост количества терминологических единиц вследствие быстрого развития автомобилестроения и смежных отраслей привело к появлению множества публикаций и практических пособий по изучаемым темам. Однако противоречивость информации в такого рода литературе иногда вызывает ряд неясности в понимании специальной литературы и технических документов. Такой проблемы выявили необходимость регулирования и всесторонней унификации терминов.

Однако эффективная унификация терминологической системы должна основываться на предварительное лингвистическое исследование.

Заключение

Для создания четкой терминологической системы необходимо необходимо определить законы естественного формирования и развития терминологии.

Чтобы выделить его характерные черты, в данной работе проводится многоплановое исследование специальной

разделов, связанных с исторической (диахронической) автомобильной терминологией.), ономастический, семасиологический, а также сопоставительный аспект.

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ОСНОВНЫЕ ПРОБЛЕМЫ ПЕРЕВОДА ТЕРМИНОВ БУХГАЛТЕРСКОГО УЧЁТА И АУДИТА

Д. Мадалиева ¹

Аннотация:

В статье описан перевод английской бухгалтерско-аудиторской терминологической системы с применением подхода прагматической лингвистики. В данной статье выступает ключевым фактором при выборе соответствующего перевода английской многозначной учетно-аудиторской терминологической системы.

Ключевые слова: бухгалтерия и аудит, прагматическая, терминологическая, лингвистическая, когнитивный аспект, контекст, однозначная и многозначная лексика, термин, эквивалентность

doi: <https://doi.org/10.2024/pkezm45>

Введение

В настоящее время классификация и описание терминов в области бухгалтерского учета и аудита, лингвистический анализ различных структурных языков, определение и разработка методов, методов и методологий терминологии являются одними из важнейших задач, стоящих перед лингвистами мира.

Не секрет, что лингвистика уделяет большое внимание переводу экономических терминов с английского на узбекский язык, поскольку из года в год можно наблюдать развитие экономических отношений между государствами, юридическими и физическими лицами, что требует подготовки специалистов, отвечающих требованиям рынка труда. С каждым днем все больше людей вступают в рыночные отношения с иностранными компаниями. В результате адекватный перевод экономической лексики становится очень важным для предотвращения возможного недопонимания между участниками общения.

Определенно, учетно-аудиторская терминологическая система в английском и узбекском языках несколько сложна и типична, что требует интерпретации терминологических единиц с точки зрения их значения и толкования. На самом деле этот закон является важным принципом, применимым к любым сферам жизни. Кроме того, исследования, посвященные изучению терминологических систем разных языков, придали большое значение анализу терминологии.

Материал и методы

Несомненно, перевод между языками и культурами играет решающую роль в бухгалтерском учете. Эта сфера необходима в международной

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торговле, в управлении и бухгалтерском учете многонациональных предприятий, в создании, внедрении и обеспечении соблюдения международных законов и стандартов бухгалтерского учета, в предоставлении бухгалтерского образования международным группам студентов, а также в проведении международных и межкультурных исследований. Финансовые отчеты и годовые отчеты, стандарты и дискуссии по установлению стандартов, учебные материалы и публикации результатов исследований — все это требует перевода, по крайней мере, некоторых составляющих. Бухгалтерские исследования изучают повествование годовых отчетов или нормативный дискурс, используют контент-анализ или индексы раскрытия информации, проводят интервью, экспериментальные и обзорные исследования и опираются на теоретические основы, причем все это часто выходит за рамки культурных и языковых границ.

Именно поэтому при переводе учетно-аудиторской терминологической системы, в большинстве случаев, с английского на узбекский языки лингвисты пытаются найти эквивалент, что является весьма сложной задачей, так как многие термины вошли в узбекский язык совсем недавно и не всегда возможно навязать их экономическим реалиям Независимого Узбекистана.

Когнитивный подход к изучаемому пласту иностранных слов позволяет рассмотреть структуру знаний в сознании человека. Следовательно, и процесс перевода терминов, и процесс заимствования представляется целесообразным рассматривать с позиций когнитивной лингвистики, поскольку они представляют собой два аспекта одного и того же явления — межязыкового взаимодействия.

Теория Адекватный перевод бухгалтерско-аудиторской терминологической системы ускоряет процесс обмена информацией между специалистами по всему миру. При переводе лексической единицы необходимо учитывать особенности экономической лексики в целом, а именно точность информации, отсутствие эмоциональной окраски, краткость и систематичность. Таким образом, переводчик должен соотносить мир обращающейся и принимающей стороны и обладать когнитивным аппаратом экономики.

Основная проблема заключается в том, что большое количество лексических единиц, относящихся к учетно-аудиторской терминологической сфере, имеют несколько вариантов перевода и в большинстве случаев это касается не всех слов, а отдельных слов. Этот факт позволяет подразделить экономическую лексику на однопереводную и многопереводную. Переводные термины – это термины, имеющие один эквивалент на языке перевода, а переводы, соответственно, имеют несколько эквивалентов в переводе. Например, термин «аккаунт» имеет несколько вариантов перевода:

- 1) счет; вход в аккаунт;
- 2) отчет (финансовый);
- 3) период совершения биржевых сделок, заключенных с закрытием позиции в отчетный день;
- 4) брокерский учет сделок, совершенных от имени клиента;
- 5) отчетность;
- 6) счета;
- 7) бизнес-книги.

Переводные термины в большинстве случаев представляют собой выражения и словосочетания, имеющие один вариант перевода, но, если говорить отдельно, они могут быть многозначными.

Чтобы преодолеть различный перевод при переводе бухгалтерско-аудиторских терминов с английского на узбекский язык, необходимо учитывать когнитивные модели, лежащие в основе того или иного текста [9]. Так, в узкоспециализированных бухгалтерско-аудиторских текстах обычно приводятся факты и отчеты о состоянии фондовых рынков, анализируются отчеты о прибылях и убытках компаний.

Результаты Популярные бухгалтерско-аудиторские тексты чаще всего описывают людей, добившихся определенных успехов в экономической сфере, или необычные проекты или идеи. Бухгалтерско-аудиторские терминологические тексты включают в себя черты двух вышеуказанных типов, сочетая в себе различные элементы. Например:

По всей стране появилось множество независимых подрядчиков и небольших сервисных фирм, которые снабжают хорошо отлаженные корпорации навыками, начиная от графического дизайна и заканчивая сбором счетов и набором руководителей.

В приведенном примере термин «корпорация» имеет несколько вариантов перевода: 1) объединение; 2) корпорация; 3) акционерный капитал.

На наш взгляд, в данном случае лучше использовать эквивалент слова «корпорация», поскольку рассматриваемая статья является узкоспециализированной, а значит, читатели данного издания обладают базовыми знаниями по теме. Таким образом, при переводе подобных текстов лучше всего использовать эквивалентные заимствования на целевом языке, поскольку предполагается, что читатели данного издания являются специалистами в области экономики. Для научно-экономических текстов лучше всего использовать метафоры, которые помогут сделать экономическую терминологию доступной широкому кругу читателей, имеющих лишь самое общее представление о значении тех или иных учетно-аудиторских терминов.

Важно упомянуть о поощрении заявок, посвященных темам, связанным с языком, культурой и переводом в бухгалтерском учете, аудите и подотчетности. Возможными темами для включения являются следующие темы:

- Пределы эквивалентности при бухгалтерском переводе.
- Проблемы и возможности неоднозначности бухгалтерской терминологии.
- Перевод и власть: коммуникация, распространение, легитимация, лоббирование, социальные изменения.
- Идеологические, культурные, социальные, юридические и/или политические последствия перевода и неперевода в бухгалтерском учете.
- Когнитивные и культурные предубеждения и личная заинтересованность в переводе.
- Английский как лингва-франка: культурное доминирование, ценности, идентичность и идеологии.
- Трансформация систем бухгалтерского учета и культуры, профессий, социальных и культурных контекстов перемен.
- Профессиональная социализация в международном контексте.

- Международное бухгалтерское образование.
- История бухгалтерского учета в разных языках и культурах: перевод и изменение языка.
- Переводы правил и принципов.
- Экономические последствия бухгалтерского перевода.
- Последствия для перевода результатов исследований в англоязычных академических журналах.

Заключение Подводя итог, можно предположить, что при работе с бухгалтерско-аудиторскими терминологическими текстами переводчику необходимо учитывать особенности перевода, присущие двум описанным выше типам текста. В этом заключается основная трудность работы, поскольку необходимо учитывать не только тип текста, но и контекст, контекстуальные детерминанты (лексико-синтаксические, морфологические и лексико-фразовые), а также экономические и политические факторы. реалии страны, на которые ориентируются читатели издания.

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DEVELOPING SPEAKING SKILLS OF ESP STUDENTS

M. Boqieva ¹

Abstract:

Peer- and self-assessment have been brought into the classroom due to the demand for altering the notions of teaching and learning. This paper presents the challenges teachers have to face while preparing the assessment process for the ESP classroom, with a special emphasis on developing ESP students' speaking skills.

Key words: peer-assessment, self-assessment, speaking skills, teacher training, assessment criteria

doi: <https://doi.org/10.2024/m8q71280>

Teaching assessment is essential in helping students gain the strategies necessary for developing their speaking and oral presentation skills. The role of teachers in training the learners in speaking skills is crucial in English classrooms. According to Vilar (2003), "Teachers have two primary functions in education: the managerial and the instructional functions. The latter refers to the conditions that teachers create for learning to take place and the other is the knowledge that the teachers impart in the classrooms. Teachers should carry out these functions simultaneously for efficient language instruction because they cannot be separated".

Likewise, learners should be actively involved and play an active role in the process of learning and assessment. In order for the assessment tasks to be meaningful and authentic, students should also participate in their development, as well as document their learning through reflections.

In developing speaking skills, formative or continuous assessment can assist students in identifying their weaknesses and strengths. In contrast to summative assessment in which the teacher or institution judge the achievement in its totality, formative assessment allows the learner to judge their own learning achievement. Formative assessment is administered throughout the learning process as an effort to continually inform both teacher and student during the learning process.

Teachers have to learn more about the pedagogy and implement it in classes. They need to do a lot of research and then put it in practice, needing a variety of examples of implementation. They have to give up control in their classrooms disregarding their own fear (Rolheiser & Ross, 2001) and need to start getting involved in a different relationship with students. The changes also imply moderating the classroom dialogue and using feedback to a greater extent.

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In order to be able to deliver a good oral presentation, students need to become aware of the assessment criteria, or significant oral presentation factors, that, if fulfilled, will lead to a wanted outcome. One of the problems teachers and educators are faced with is which significant factors to choose out of a relatively wide range offered by different authors and researchers. Since most teachers use criterion-referenced assessment rather than just give a single grade for a presentation as a whole, their first task is to find available criteria, test them in classes, and establish the best possible one for their students. The difficulty of criteria selection is further expanded by knowing that each generation of students is different and that they all have to find the criteria suitable for self- and peer- assessment. Only then should the teacher focus their training on different competencies that comprise the assessment tasks at hand.

There are a few things you can do to help your young ESL students speaking more:

1. Reduce teacher talking time. Teachers are a talkative bunch, we get it.
2. Create a safe environment. ...
3. Make it fun! ...
4. Focus on their interests. ...
5. Ask questions. ...
6. Don't put them on the spot. ...
7. Let them correct you. ...
8. Always be speaking!

In addition to the separately graded competences, there is also a global achievement grade for the candidates' overall performance. However, neither one of the sets of criteria listed above pays due attention to nonverbal presentation factors, i.e. involving the audience and using visual aids and prompts. On the other hand, teachers try to strike a balance between the content and delivery focused factors, as well as between the linguistic expression and nonverbal aspects of any presentation. Therefore, a list of eight most significant presentation factors was devised to facilitate both the training and assessment processes. These are: content, structure, grammar, coherence, vocabulary, speaking skills, involving the audience and self-presentation. The use of visual aids was not listed as a separated category, since their use should not be made mandatory when considering the quality of a presentation. However, it could be placed within the „involving the audience' category under which it was presented to the students.

The topic should be discussed in more detail and interesting examples should be offered. To be able to present the content successfully, students are advised to use notes rather than a full script, since their use allows the speaker to be prepared, yet still appear spontaneous. Likewise, students should learn the basic introduction-body-conclusion organizational pattern. They have to be familiarized with thesis/topic sentences, introduction and supporting sentences, as well as coherence. As it has already been pointed out, one of the main problems speakers encounter is a lack of coherence, or the inability to make a presentation sound right as a whole. Therefore, a well ordered and logical flow of ideas presented should also be brought to students' attention, as well as the need for the repetition, re-wording and summarization in individual organization units.

Assessment plays an important role in the classroom. With a number of benefits and a number of challenges, it has been embraced in classes where

students are intellectually challenged, where groups are large and teachers need a shift in grading and perspective on students' outcomes. The paper has tried to present the benefits of peer- and self-assessment in ESP classes, stressing the important issues to be considered throughout the process of introducing, training and delivering assessments.

Special attention has been attributed to the teachers' workload. Even though the grading burden has been diversified and removed from the classroom, the teacher is left with a lot of tasks to be considered and fulfilled. Beginning with the idea of self- and peer- assessment, teachers need training in the change of their perspectives on grading and their perspective on students and their obligations. They need knowledge of psychology to be able to cope with parents and all the possible situations with students' private observations. They need to know how to encourage students to share their beliefs and opinions, and present their progress in learning.

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NEMIS TILI DARSLARIDA TALABALARNING ASOSIY KOMPETENSIYALARINI SHAKLLANTIRISH

Q. Begmatov ¹

Annotatsiya:

Maqola "Nemis tili darslarida talabalarning asosiy kompetensiyalarini shakllantirish" globalizatsiya davrida jamiyatdagi o'zgaruvchanlikka moslashishni talab qiluvchi shaxsiy xususiyatlar va asosiy kompetensiyalar haqida fikr yuritadi. Muallif, ta'lim jarayonida qo'llaniladigan turli kompetensiyalar—jumladan ta'lim, kognitiv, kommunikativ, madaniy, semantik, axborot, ijtimoiy va mehnat hamda shaxsiy o'z-o'zini takomillashtirish kompetensiyalarini batafsil tahlil qiladi.

Kalit so'zlar: asosiy kompetensiyalar, antik kompetensiya, axborot kompetensiyasi, ijtimoiy va mehnat kompetensiyasi, o'z-o'zini takomillashtirish, pedagogik yondashuvlar

doi: <https://doi.org/10.2024/bgkcjn77>

Globalashuv davrida jamiyatda avval ixtiyoriy bo'lgan ba'zi shaxsiy xususiyatlarning roli ma'lum darajada oshdi, masalan, hozirgi o'zgaruvchan dunyoda tezda harakat qilish, yangi kasblar va bilim sohalarini egallash, turli kasb egalari bilan umumiy til topish qobiliyati, madaniyatlar va boshqalar. Ushbu fazilatlar "asosiy kompetensiyalar" deb nomlanadi. kompetensiyalarning maqsadi talabalarga ijtimoiy dunyoga moslashishga yordam berishdir. Kompetentlik – ta'lim orqali egallanadigan bilim, tajriba, mayllarga asoslangan umumiy qobiliyatdir.

Kasbiy pedagogik ta'limning asosiy maqsadlari ijtimoiy va shaxsiy tajribaning tarkibiy namoyishi, shuningdek talabalarning asosiy faoliyatiga asoslangan quyidagi asosiy ta'lim kompetensiyalari mavjud:

- 1.ta'lim va kognitiv kompetensiya;
- 2.kommunikativ kompetensiya;
- 3.madaniy kompetensiya;
- 4.semantik kompetensiya;
- 5.axborot kompetensiya;
- 6.ijtimoiy va mehnat kompetensiyasi;
- 7.shaxsiy o'z-o'zini takomillashtirish kompetensiyalari.

Endi ana shu kompetensiyalarni alohida ko'rib chiqaylik:

Semantik kompetensiya – bu talabaning qadriyat yo'nalishlari, uning atrofidagi dunyoni ko'rish va tushunish, unda harakat qilish, o'z roli va maqsadini anglash, o'z harakatlari va ishlari uchun maqsadli va semantik munosabatlarni tanlash qobiliyati bilan bog'liq kompetensiya. U axloqiy mavzudagi suhbatlar paytida, individual, juft, guruhli ish olib borish shaklida darslarda – munozaralarda harakatlarni tanlash holatlarida shakllanadi.

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Madaniy kompetensiya – bu talabanning nemis tilida soʻzlashadigan madaniyat makonida harakat qilish qobiliyatidir, u bilim komponentini oʻz ichiga oladi: dunyoning ilmiy manzarasi gʻoyasi, oʻrganilayotgan til mamlakatining asosiy ilmiy yutuqlari haqidagi bilim, Germaniyaning madaniy qadriyatlari gʻoyasi. U folklor ertaklarini dramalashtirish, sheʼrlar, qoʻshiqlarni oʻrganish, qofiyaga amal qilish orqali shakllanadi. Ushbu kompetensiya boshlangʻich kurslarda faol rivojlanadi.

Oʻquv va kognitiv kompetensiya – bu talabanning mustaqil bilim faoliyati sohasidagi kompetensiyalari, shu jumladan, mantiqiy, uslubiy, umumiy taʼlim faoliyati elementlari. Bunga maqsadlarni belgilash, rejalashtirish, tahlil qilish, aks ettirish va oʻz-oʻzini baholashni tashkil etish usullari kiradi.

Axborot kompetensiyasi guruhda internet resurslaridan foydalangan holda, nemis tilida kompyuter dasturlarini oʻrgatishda rivojlantiriladi.

Ijtimoiy va mehnat kompetensiyasi kommunikativ kompetensiya bilan chambarchas bogʻliq. U ushbu mahoratni fuqarolik-ijtimoiy va ijtimoiy-mehnat faoliyati sohasiga yoʻnaltiradi: ularning ijtimoiy rollarini boshqaradigan, ijtimoiy faoliyat va funksional savodxonlik koʻnikmalarini oʻzlashtiradigan dialog oʻtkazish qobiliyati.

Shaxsiy oʻzini oʻzi takomillashtirish kompetensiyasi jismoniy, maʼnaviy va intellektual oʻzini oʻzi rivojlantirish, hissiy oʻzini oʻzi boshqarish va oʻzini oʻzi qoʻllab-quvvatlash usullarini oʻzlashtirishga qaratiladi.

Taʼkidlash kerakki, oliy taʼlim muassasasi yuqori kurslarida chet tillarini oʻqitishdan asosiy maqsad talabalar tomonidan chet tili kommunikativ kompetentligiga erishishdir. Chet tilini muvaffaqiyatli oʻzlashtirish uchun talabalar nafaqat til shakllarini bilishlari, balki ularni haqiqiy muloqotda qanday ishlatish haqida tasavvurga ega boʻlishlari kerak. Shunday qilib, chet tilini oʻqitishda kommunikativ kompetensiyani shakllantirish asosiy vazifalardan biri hisoblanadi.

Ana shularni eʼtiborga olib, kommunikativ kompetensiyaga ega boʻlgan talaba:

- oʻz bilimini ogʻzaki va yozma ravishda taqdim eta olish, anketa, ariza, rezyume, xat, tabrik yozish mahorati;
- madaniyatlararo muloqot sharoitida guruhni, oliy taʼlim muassasasini, mamlakatni tasvirlay olish qobiliyati;
- atrofdagi va boshqa insonlar va voqealar bilan oʻzaro munosabatlarini tasvirlay olish; savol bera olish, tarbiyaviy muloqotni toʻgʻri olib borish malakasi;
- nutq faoliyatining turli xil turlari (monolog, dialog, oʻqish, yozish), lingvistik kompetensiyalarga ega boʻlish;
- guruhda birgalikda ishlash usullarini, muloqot orqali egallash; bir birlari bilan kelishib keta olish yoʻllarini qidirish va topa olish;
- koʻp madaniyatli, koʻp millatli jamiyatda ijobiy muloqot qobiliyatiga ega boʻlish.

Xorijiy tillarni oʻrganish boʻyicha asosiy umumiy taʼlim standarti, chet tilini oʻrganishda sifat jihatidan yangi maqsadlarga erishish uchun vazifalarni belgilaydi, yaʼni chet tilining kommunikativ kompetensiyasini uning tarkibiy qismlari:

- nutq, til, ijtimoiy-madaniy, kompensatsion, oʻquv va kognitiv kompetensiyalar orqali rivojlantiradi;
- nutq kompetensiyasi – nutq faoliyatining toʻrtta asosiy turida (gapirish, tinglash, oʻqish, yozish) kommunikativ koʻnikmalarni rivojlantirish;

- til malakasi – talabalar uchun tanlangan mavzular, sohalar va muloqot holatlariga muvofiq, yangi til vositalarini (fonetik, imlo, leksik, grammatik) o'zlashtirish; o'rganilayotgan tilning lingvistik hodisalari, ona tilida va o'rganilayotgan tilda fikrlarini ifodalashning turli usullari haqidagi bilimlarni o'zlashtirish;

-ijtimoiy-madaniy kompetensiya – talabalarga turli bosqichlarida tajriba, qiziqish, psixologik xususiyatlarga javob beradigan mavzular, sohalar va muloqot vaziyatlari doirasida o'rganilayotgan chet tili mamlakatlari / ularning madaniyati, an'analari va voqeliklarini tanishtirish.

-kompensatsion kompetensiya – axborotni qabul qilish va uzatishda til vositalarining yetishmasligi sharoitida vaziyatdan chiqish qobiliyatini rivojlantirish;

-ta'lim va kognitiv kompetensiya – umumiy va maxsus o'quv ko'nikmalarini yanada rivojlantirish; tillar va madaniyatlarni o'rganish, shu jumladan, yangi axborot texnologiyalaridan foydalanish uchun talabalarni mavjud bo'lgan usul va metodlar bilan tanishtirish.

Shunday qilib, kommunikativ kompetentlikni shakllantirishda (xususan, monolog va dialogni o'rgatishda) o'yin texnologiyalariga ham asosiy o'rin beriladi. Har qanday rolga "ko'nikish", talabaga dam olish va nemis tilida gapirishni boshlash osonroq kechadi. Demak, yuqorida ta'kidlab o'tilgan kompetensiyalarni shakllantirish xorijiy tillarni o'rganishda muhim ahamiyat kasb etadi.

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КОГНИТИВ ВА ПРАГМАТИК ТИЛШУНОСЛИК ВА УНИНГ ГРАММАТИКАДА ТАЛҚИНИ

*Ғ. Мирсанов*¹

Аннотация:

Мақола когнитив ва прагматик тилшунослик орқали тилнинг грамматикасини талқин қилишга бағишланган бўлиб, сўз семантикасини ўрганишдаги лексикоцентрик ва текстоцентрик йўналишларни муҳокама қилади.

Калит сўзлар: когнитив тилшунослик, прагматик тилшунослик, Фрейм назарияси, концепт ва фреймлар, лексикоцентрик йўналиш, текстоцентрик йўналиш

doi: <https://doi.org/10.2024/qwfcs369>

Тилшуносликда сўз семантикасини ўрганишдаги лексикоцентрик ва текстоцентрик йўналишлар (Падучева Е. В., 1996; 10) мавжуд. Тилнинг амалий фаолиятидаги ролини билиш ушбу иккала йўналиш ҳамкорликда олиб борилишини эътиборга олган ҳолда тафаккур ва тилнинг муносабатига оддий бир ҳол (ҳодиса) сифатида қарамаслик лозим. Бу муносабат икки мустақил ходисанинг ўзаро «мулоқот»идир. Худди шу «мулоқот» ментал фаолиятнинг лисонийлашувига олиб келади, зеро, лисоний ва мантиқий фаолиятлар бир-бирига ҳамроҳ бўлиб, улар ягона нутқий тафаккур жараёнини ташкил этади. Демак, тил онгни ҳаракатлантирувчи воситалардан биридир, у онгда энг оддий, бирламчи (элементар) тафаккур категориялари пайдо бўлишини таъминлайди. Ушбу категорияларсиз «алоҳида нутқий тузилмалар - гапларни тушуниш ва фикр (ғоя)нинг шаклланишини ҳамда шу йўсинда билимнинг фаоллашувини ҳам тасаввур қилиб бўлмайди» (Кацнельсон 2001: 480).

Лексик маънони тасвирлашда фрейм теоремасини қўл келиши кўзга ташланади. Лексик фреймнинг таркиби ва тизими муҳим саналади. Бу теоремада “ концепт ва фрейм” тушунчалари ёритилиб уларнинг лексик маъноларга боғлиқлиги изоҳланади. Бундан ташқари фреймлар сўзнинг белги (ҳарф) тизимида ишлатилишининг мақсадга мувофиқлиги қараб чиқилади. Когнитивлик фани катта лингвистик тадқиқотларда муҳим ўрин эгаллади. Кубрякованинг такидлашича ҳар қандай тил ҳодисаси фақатгина когниция ва коммуникация таҳлилларидан сўнггина тўлиқ изоҳланган ҳисобланади (Кубрякова). Нутқ фаолияти феъллари мазмунини изоҳлашда когнитив лингвистика теоретик-метадологик кўрсатмаларидан фойдаланиш қулай бўлади. Бу муаммони тушунтиришда “концепт” ва “фрем” тушунчаларидан фойдаланиш мақсадга мувофиқдир. Совискийнинг кўрсатиш ситуацион – семантика нутқ фаолияти феъллари мазмунини изоҳлашса феълларни полипредикатив сифатида тасвирлашнинг имконини

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беради. Кўпгина лингвистлар қаторида “консепт” остида биз инсон фаолиятининг фикри, хотира, тажриба ётади. “Ҳаракат” концепти нутқ фаолияти феъллари семантик тасвирлашда муҳим ўрин эгаллайди. Шу феъллар ёрдамида ифодаланган ҳаракат-нутқ муомиласи актидир.

“Фрейм” тушунчаси лингвистлар томонидан икки хил тушунилади. Биринчидан бу шу сўзларни ишлатадиган матн бўлиб, бунда ситуатив-ситирётивлар тушинилади. Бунда тушинилаётган, қабул қилинаётган дискурс илмий тадқиқот объекти сифатида қабул қилинади:

Иккинчидан дискурс деб шу ҳам, омма тасавуридаги ситирётив ҳолатлар илмий модели тушунилади. Бу модел олимлар томонидан ишлаб чиқилган метатилдаги текст тузилишда бўлади. Шунингдек, турдаги дискурс биринчи типдаги фремлининг моднлидир яъни модулдаги модул мета модулидир. Шундай қилиб фремлилар тадқиқот материалидир, бу нарсалар олимлар томонидан анализ объекти сифатида яратилган. Илмий модул эса когнитив (оммовий) моделни билдиради. Зарур бўлганда икки моделни изохлашда ҳам бир термин ишлатилади. Фрем маълум бир ситуацияни тасвирлаш сихиматик тасвирлаш бир ҳолати бўлиб. Бу тасвирлаш унинг модули сифатида қаралади. Модул бўлса семантик мета тилида текстни ташкил этади. Шундай қилиб фрем текстга хос бўлган пригматика, синтактика хусусиятларига эга

Дискурс модули деб элементар позиция йиғиндисини тасвирлайди деб такидлайди. Бу йиғинди бир бири билан логик муносабатга эга. Фреймнинг якуний кўринишида таҳлил қилинган ҳодиса ҳақида тўлиқ маълумотлар ҳосил бўлади. Бунда мазмун маълум бир маълумотниўз ичига олган, бирор бир ҳолатни тасвирлага, боқийликни акс эттирган модулдир. Бу-билишнинг ўлчови бўлиб маълум бир тушунча атрофида эриархик тузилмани ташкил этади (Плунгян А. В., 2004; 390-411). Бунда бир бири билан боғлиқ бўлган керакли, муҳим типик тушунча ҳақида маълумот берилади. Лексик бирликларнинг тузилиши, хусусиятлари жуда яхши ўрганилган. Бу бирликларнинг ичида ётадиган фрейм маълум бир тизимни яратади. Уларнинг ички тузилишидаги муносабатларни, унинг эриархиясини, текстгача бўлган элементларини изохлашдан иборат.

“Informing” дискурси терминалларида ҳам дискурс ҳодисалар жойлашган бўлиб, улар ёлғон информацияни етказиш феълларини ҳам тасвирлайди. “informing” дифференциаль субфреймнинг ажратувчи белгиси бўлиб, хабарнинг мазмуни ва хабар қисмининг ўзи қабул қилинади. “Балким” (predict, foretell), субфрейм “Lyinc”(ёлғон) (deceive misreport). Хабарни рад қилиш “ҳақиқат эмас”.

“Informing” субфрейм яъни “slandering” (шарх, изох, танбех бериш) феълли субфрейми ҳам киради. Бунақанги феъллар кимнингдир хоҳишига қарши, кимгадир зарар етказиш учун ишлатилиши мумкин бўлган ёлғон, ёмон таъсирли феълларни ҳам ўз ичига олади.

“Slandering”(изох, танбех) ва “lyinc” (ёлғон) субфреймлари. Нутқ фаолияти феъллари фреймлари майдонида суҳбатдошнинг эмоционал ҳолатига ёмон таъсир қилувчи феъллар майдони билан кесилади.

“Asking” дискурс майдони асосида муҳим ўрин эгаллайди. (ask enquire demand) Бу фреймнинг марказга яқинлиги бу феълларнинг (сўров, сўроқ феъл) суҳбат жараёнида кўп ишлатилишидадир “Asking....” феъллари майдонида бир нечта сегмент ажратиш кўрсатиш мумкин.

А) asking about сўров

В) asking for-сўров-ундов

Булардан келиб чиққан ҳолда шуни айтиш мумкинки asking about фреймлари нутқ фаолияти феъллари майдонида ундовни ифода этувчи феъллар майдони билан ҳам кесишади. Шундай қилиб “Сўров” жараёнини қуйидаги “сўров” фреймида кўриш мумкин.

Сўров фрейми билан бир майдонда жавоб феъллари ҳам ишлатилади. (answer, reply, respond, retort). Фрейм “answering” (жавоб) фақат “asking about” (сўров) фрейми билан биргаликда ишлатилади. Улар биргаликда “conversation” (сухбат) фреймини ташкил этади, ифода этувчи жараёндир.

Бу феъллар ўзининг кучи, таъсир характери ва ранг-баранглиги билан ажралиб туради. Бу феълларни умумлаштирадиган нарса уларнинг интеграл семасидир. (Мақсадли ҳаракат) нутқ фаолияти феъллари иккинчи актанти (пациент) семантик ролини бажаради. У когнитив таъсир объекти бўлиб ундаги ўзгаришни воқеалар уларнинг ички дунёсини изоҳлайди. Таъсир объекти сифатида нафақат индивидун балки гуруҳ бутун бир аудитория бўлиши мумкин. Фикр, нуқта назарда таъсир зонаси ўз ичига микрозоналарни олади. Бу микрозоналар “Тушунтириш” ва “Исбот қилиш” феъллари бўлиб, буларда мақсад “Explain” ва “Prove” ҳисобланади. Фикр ва ҳаракатга ундов, ўз микрозоналарига “қўндирмоқ” маркази “persuade” маркази “advise” бўлган “Маслаҳат маркази” “order” бўлган “рад этиш” феъллини ҳам олади. Рекомендация феълларида когнитив ҳаракат императив характерга эга эмас. Буларда таъсир ва хабар мужассамлаштирилган ва бу ҳолда “адресат” ролида келтирилади.

Тилнинг грамматик системасида ўзига хос хусусиятларга эга бўлган аспектual белгиларни билдирадиган предикатларнинг қўлланилишини фреймлар асосида таҳлил қилиш орқали шу тилга хос бўлган грамматик тузулишидаги ҳодиса, вазиятларга аниқлик киритиш имконини беради.

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THE WAYS OF OVERCOMING SPEAKING BARRIERS IN STUDENTS

*F. Axmedova*¹

Abstract:

In this research we will try to find causes of speaking barriers among the students such as anxiety, afraid of public attention and solve problems by using different kind of methods.

Key words: anxiety, lack of confidence, afraid of doing mistakes

doi: <https://doi.org/10.2024/j8kzqh15>

English, there are for mean skills that we know namely listening skills writing skills reading skills and speaking skill but this research will be focused on the speaking ability, or speaking skill. Speaking is an important part of effective communication speaking is a tool of communication and use it to share any information speaking is one of the most important and essential skills that must be practiced to communicate orally [4].

Harmer stated that speaking is the core skill of mastering how to speak fluently. Speaking is cap potential to manner facts and language [2]. Moreover, Quaintly defines «speaking is a process of transmitting thoughts and facts based on the situations [5].

Speaking Difficulties

In speaking, people may find difficulties. As Khan stated in his research that several of his participants have problems to speak. Several factors caused speaking difficulties may come several problems, such as:

1. Linguistic Problem

Linguistic is a study of language, which studies about the language structure (grammar), words and phonology. Generally, linguistic consists of information about vocabulary, pronunciation, and grammar Linguistic problem is the problem that hinders students' speaking skills [3].

According to Richard, several students' problems in speaking are:

a) Vocabulary

Vocabulary is someone's knowledge about words and the meanings. There are two forms of vocabulary and printed vocabulary. Oral vocabulary is the word that we understand when we speak and read it orally .Printed is the word that we understand when we speak and read it silently [6]

Khan (2005) stated that most foreign learners have difficulties to use words and expressions when they speak. This problem occurs because the students do not know how to combine their vocabularies to be a meaningful utterance. b) Grammar

Grammar is the most important part of language. It is a examine, where sentences are established and formatted. Students' problem in grammar is they are not capable of recognizing the regulations of the grammar, so that they cannot speak in English effectively.

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c) Pronunciation

Pronunciation means how to say the words. Students' difficulties in pronouncing word is because they do not know the correct way to spell it. This problem makes the students' pronunciation gone wrong, then the meaning is not appropriate.

2. Psychological Problems

Psychology is a study that study the process of human thought and behavior in interaction with the environment. Psychological problems of speaking are related to students' emotional and physical health that can bring negative impacts to the students' speaking abilities.

3. Less Confident

Self-confidence is someone's capacity in doing good thing with positive thinking. Self-confidence is related to someone's personality, someone's ability, someone's power, that sometimes manifested excessively. Good self-confidence comes from focusing on self.

Less confident may occur because of bad feelings and thinkings, such as feel guilty, shy, unrealistic expectation, false sense of humility, fear, depression, and so on. Less confident can make students become bad speaker. Thus, it is really important to build up students confidents, so that they can express their utterances in good manner when they speak [3].

4. Shyness

Also, shyness is considered main factors that prevents students from speaking because they afraid of doing mistakes and being in a public attention as a result they face difficulties in speaking.

The Strategies in Solving Speaking Problem

These language learning strategies have been differentiated into four main categories and they are described as follows:

a. Cognitive strategies, usually they involve the identification, retention, storage, retrieval of words, phrase, and other elements of the target language (e.g. using prior knowledge to comprehend new language material, applying grammar rule to a new context, or classifying vocabulary according to topic).

b. Meta cognitive strategies, the deal with pre-planning and self-assessment, online planning, monitoring and evaluation, as well as post evaluation of language learning activities. (e.g. previewing the language materials for the day's lesson, organizing one' thoughts before speaking, or reflecting on one's performance).

c. Social strategies include the action that learner select for interacting with other learner, a teacher, or with native speakers (e.g. asking questions for clarification, helping a fellow student complete a task, or cooperating with others).

d. Affective strategies, serve to regulate learner motivation, emotions, and attitude

(e.g. strategies for reducing anxiety, for self-encouragement and for self-reward). (p.4) language learning and use strategies consists of the steps and actions chosen by the learners to take one step further in learning of the foreign language [1].

In conclusion, in order to overcome speaking barriers students should focus on improving their vocabulary, grammar, pronunciation. Also, they should increase their self -confidence and learn to accept their mistakes and should not

afraid of doing errors in speech. Furthermore, using latest technology also helps to overcome speaking barriers

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PROCESSES OF ENGAGING YOUNG CHILDREN TO LEARN ENGLISH

*D. Rahmatova*¹

Abstract:

Methods that attract young children learn English. This article provides information on the types of activities in the form of games of that are currently used to teach English to young children. It contains information about the psychological characteristics of children of this age.

Key words: perceptive, read, listen and writing skills, psychological task, first alarm system, game, interval, thinking, language

doi: <https://doi.org/10.2024/qy8z1p85>

It is possible to take into account the psychological characteristics of students in small in order to ensure the effectiveness of English language training. In children of this age, visual-motor memory plays a more significant role than logical memory due to the dominance of the first alarm system. This younger people visual image thinking-the type of thinking based on directly perceived image of objects and intentions prevails. Pupils' understanding is mainly based on what they have seen. Based on the features of memory and thinking of elementary school pupils, it is permissible to pay more attention to exhibitions in teaching English. Visual educational tools play an important role in developing children's supposing and memory. Then increasing children's psychological activity reduces fatigue and increases their interest in English.

On the one hand, it ensures the selection of material as visual aids, on the other hand, their mastery, and on the third hand, the practical application of the materials being organized.

A. Kuvshinkin offers several methods for teaching the alphabet. Along with the graphics of the English language, the graphophone simplifies the way of teaching similarities and helps children learn the language.

Game-this is the main energies of children in preschool and elementary school. Game plays an important grand in learning any other languages. In the theory of linguistics, a game is nothing more than an exercise.

E.U. Negvetiskaya said that the solution of communicative issues in the lesson should be formed around the first language and the language being taught. For example, in the distribution of roles or in explaining the rules. Language skills and communicative competence of students play a key role in introducing children to the educational process through games. The use of communicative and role-playing games has a good effect in teaching English for young children. For instance;

Famous person.

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Each pupil chooses a famous person and tells another child without saying his name, and the others ask him questions.

- Are you a male or female?
- How do you go about things?
- Which color are your eyes?

The task of “famous” is to give vague answers to questions so that they do not find out quickly. If the pupils find the answers correctly, the teacher and the game and announces the winner. At the end, you can ask the conducting questions.

- Did you find it challenging to guess?
- How quickly were you able to guess the name?

The use of toys has a good effect in teaching the behavior culture of pupils. I think, children of toys and name them. Please? Give me at the toy shop “What is your name?” It is easy to attract children`s attention through toys in such conversations with outside people.

Children of the first and second grades cannot concentrate their thoughts, but the pupils of the 3-4 grades can maintain their attention during the lessons, children should use a variety of exercises. For example, it is necessary to use mental or physical exercises. We can see it in the exercise “The wind is blowing”. In the game, all participants sit on chairs in a round. The person standing in the center of the circle is considered the leader. The leader says a strong wind is blowing in the direction of. Then to leader says the sign that everyone likes. For instance; The leader tells someone the color of somebody clothes. Whoever has these signs, they stand up. The participant who has not enough space becomes the leader. Neighboring places cannot be occupied. Let`s try another exercise. It is called the Vegetable Cart” exercise: Everyone should have a chair except the manager. According to the pre-planned list, the manager names the vegetable according to each participant. In this game, at least 3 people must name one vegetable. The leader says the name of the vegetable, and participants who get the name of this vegetable change their places. If the leader leaves one of the pupils in place at this time, the pupil who is out of place becomes the leader. If the host shouts “Vegetable Cart” all players switch places. According to the research results, appropriate and rational use of the above – mentioned activities and mentally stimulating exercises increases the activity of pupils` mental abilities and acceptance of new knowledge. It is advisable to use such exercises at the beginning of the lesson, every 20 minutes, because of these exercises increase the activity of children.

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TEACHING VOCABULARY

M. Erkinova ¹

Abstract:

The purpose of writing this scientific article is to teach not only students, but also teachers how to memorize, remember and retain vocabulary in an easy and effective way.

Key words: methods (teaching through pictures, using synonyms and antonyms), benefits, vocabulary journals, vocabulary instruction

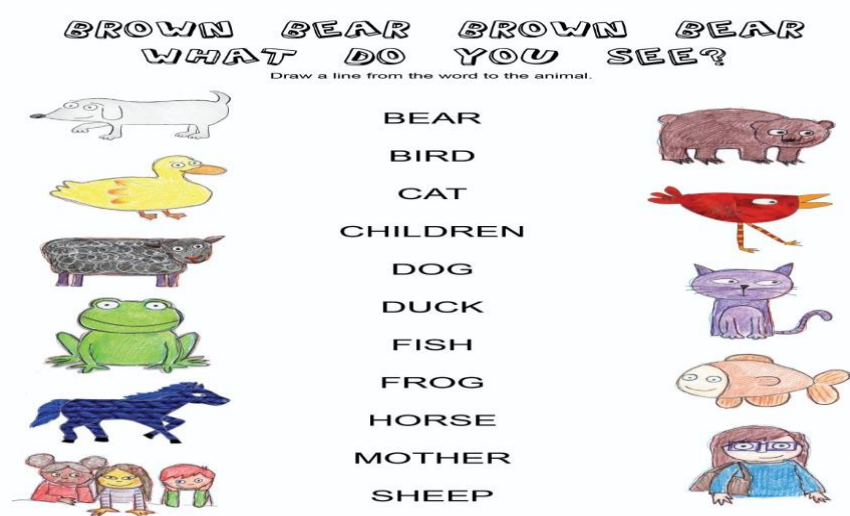
doi: <https://doi.org/10.2024/xrrtgc08>

Introduction

In today's age of globalization, the need to learn a language is increasing. People offer different ways of learning a language. We know that a good teacher does not rely on just one method, but uses a combination... This is because the same method has different effects on students. Using many methods, students should learn which methods are appropriate. In this article, I would like to look at effective and different methods of memorizing vocabulary.

Teaching through pictures

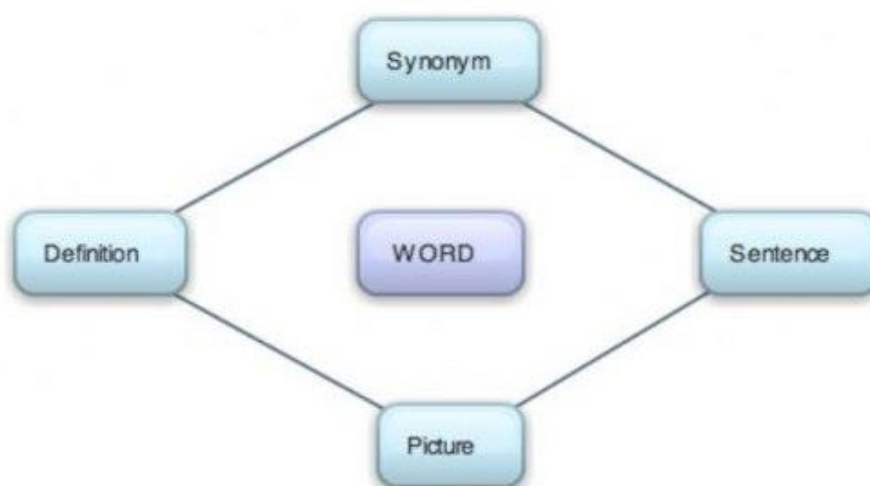
One of the easiest ways to teach words to differentiate and remember them is to use pictures. That is, teaching specific nouns by showing a picture. For example: if a picture of a book is shown, the reader remembers it through the ability to see, and the picture of the book is stored in the brain. And if notebooks, magazines, newspapers, catalogs are displayed in this way, it is very easy to remember and distinguish them. Not only concrete nouns, but also abstract nouns can be shown through pictures. That is, to show the word family, it is enough to show a picture of a parent and a child.



Using synonyms and antonyms

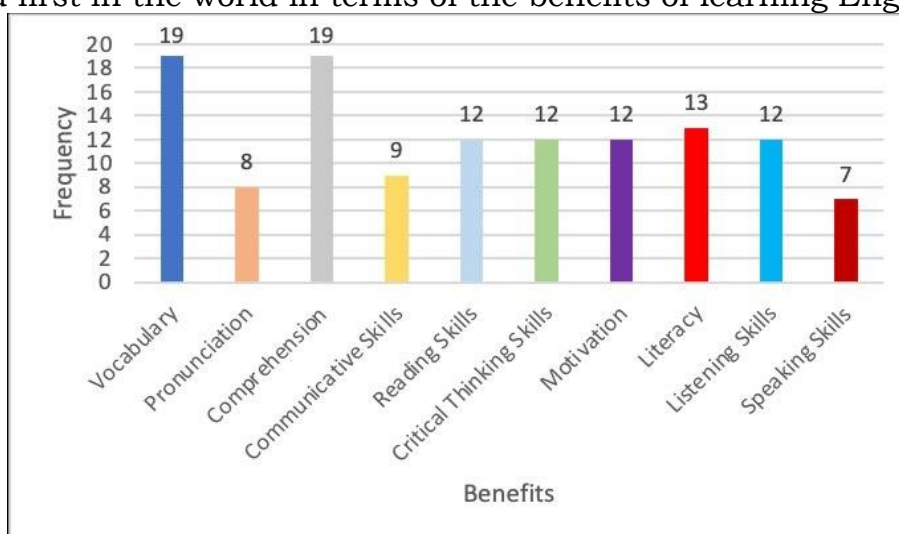
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“A technique often used by teachers, especially at low levels, is to explain words by using a synonym or antonym. In many respects this is a flawed idea. Firstly, because many of the words will be of a similar level and, if a student doesn’t know one, then they won’t know the other, i.e. if a teacher wants to elicit black and they say it’s the opposite of white then this is unlikely to be helpful as the students probably don’t know white. Secondly, it can be very misleading as very few words have a direct antonym. For example, what’s the opposite of old? Is it new or young? Both, but then that becomes confusing. Thirdly, many words have more than one antonym or synonym all with similar meanings, so which do you use? For example, the opposite of happy could be sad or unhappy, it often depends on the context. Having said this, using antonyms and synonyms to help elicit words can sometimes be useful, as long as it’s thought through carefully. Synonyms and antonyms can also be extremely useful as a framework for recording and remembering vocabulary (we’ll look more at this in the section on learning vocabulary)”.



Benefits

In the table below, we can see that vocabulary skills and comprehension are ranked first in the world in terms of the benefits of learning English.



What is the NGSL?

An essential component of EFL instruction and learning is vocabulary. Since it enables individuals to get beyond challenges and successfully converse in a foreign language, it is seen as crucial for language learners. Choosing where to begin and how to teach language are frequent issues for teachers. It is crucial

to comprehend the importance of vocabulary range and to utilize efficient strategies. The COVID-19 pandemic has highlighted the significance of language acquisition for online environments. It has been discovered that using flashcards can improve vocabulary acquisition in online learning environments. Learning vocabulary is crucial for both young learners and those learning a foreign language, and English teachers have used a variety of creative methods to teach vocabulary efficiently. A thorough analysis of vocabulary teaching techniques is required to support students'

Vocabulary Journals "A vocabulary journal is a notebook where a student collects vocabulary words and their meanings. Vocabulary journals can be set up in different formats. Following are a few examples. The teacher assigns a new word each day or week, and the student creates a sentence and illustration.

The student records unknown words found in independent reading. Later, the student looks up the definition and adds it to the notebook. Students might also record the book where they found the word or draw a picture related to the word.

Students write topical vocabulary related to class study and include example sentences.

Vocabulary journals allow students to easily reference the vocabulary they learn throughout the year and to track their progress in vocabulary learning."

Did you know that typically, only 5% to 10% of instructional time is devoted to vocabulary instruction, yet students, especially struggling students and English learners (ELs), need between 12 and 14 exposures to words and their meanings to fully learn them. Teaching the meanings of important words before learning new content activates students' background knowledge and prepares them for learning and comprehending. In other words, teaching vocabulary provides the "Velcro" for new information to "stick to."

Conclusion

In short, there are different methods and benefits of memorizing vocabulary in the global era. We learned to improve vocabulary memorization, correct and accurate recall and good retention using pictures. We even discussed with you how useful vocabulary is. Accordingly, it is divided into percentages. We can advise that attention to vocabulary should be strengthened in the lessons. This method is very important not only to strengthen vocabulary, but also to strengthen the main 4 skills, i.e. reading, writing, listening and speaking. From this we can know that vocabulary is a very important skill.

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THE IMPORTANCE OF ENGLISH LANGUAGE FOR THE DEVELOPMENT OF PRIMARY EDUCATION

N. Erkinova ¹

Abstract:

The importance of the English language for the development of primary education is multifaceted, encompassing not just the acquisition of a global lingua franca but also its critical role in shaping cognitive, social, and economic opportunities. This annotation explores various dimensions through which English language proficiency intersects with primary education development, highlighting the potential benefits and challenges.

Key words: problem-solving skills, economic opportunities, cognitive development, cultural exchange, global communication, unlocking global communication, catalyzing communication Policymakers, educators

doi: <https://doi.org/10.2024/p0fcjf39>

English serves as a key to global communication and is often considered the language of the internet, science, technology, and global business. For students in primary education, early exposure to English can significantly enhance their ability to access a vast array of information and educational resources that are predominantly available in English. This exposure not only broadens their knowledge base but also equips them with the tools necessary for lifelong learning in a globally interconnected world.

Cognitive Development: Research suggests that learning a second language, including English, at an early age can have positive effects on cognitive development. This includes improved memory, problem-solving skills, and creativity. For children in primary education, learning English can thus contribute to developing a more agile and adaptable mind, preparing them for complex problem-solving and critical thinking tasks in later stages of their education and professional careers.

Economic Opportunities: Proficiency in English is often linked to better job prospects and higher earnings, as many multinational companies and industries require employees to have a good command of the language. Introducing English in primary education prepares students for these opportunities from an early age, laying the groundwork for future economic empowerment and social mobility.

Cultural Exchange and Understanding: English acts as a bridge among diverse cultures, promoting cross-cultural understanding and tolerance. Through learning English, students are exposed to a wide range of cultures, perspectives, and ideas, which fosters a sense of global citizenship and empathy. This aspect is particularly important in an increasingly multicultural world, where understanding and cooperation among different cultures are essential for addressing global challenges.

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Challenges and Considerations: While the benefits of English language proficiency are clear, its prioritization in primary education should not overshadow the importance of mother tongue instruction. Research underscores the value of initial literacy and learning in a child's first language for foundational cognitive development and understanding complex concepts. Furthermore, the unequal access to quality English language education can exacerbate educational inequalities, particularly in low-resource settings where English might be seen as a gatekeeper rather than a bridge to opportunities.

In conclusion, the integration of the English language into primary education holds significant potential for enhancing students' future prospects, both personally and professionally. However, it is essential to approach this integration with a balanced perspective, ensuring that it complements rather than compromises the integrity of local languages and cultures, and that it contributes to an inclusive and equitable educational landscape.

In the tapestry of global communication, the English language emerges as a vibrant thread, weaving through the domains of education, technology, business, and cultural exchange. Its significance is particularly pronounced in the realm of primary education, where the foundations for future learning and opportunities are laid. This article explores the multifaceted importance of the English language in the development of primary education, highlighting its potential to enhance cognitive abilities, open doors to global opportunities, and foster cultural understanding, while also acknowledging the challenges and considerations that accompany its integration.

Unlocking Global Communication and Resources

English, often referred to as the lingua franca of the modern world, is pivotal in connecting individuals across different geographical and cultural divides. In the context of primary education, teaching English opens up a universe of knowledge and resources. Textbooks, scientific discoveries, technological advancements, and a vast portion of internet content are predominantly in English. Early exposure to English enables students to access this wealth of information, significantly enriching their educational journey and preparing them for a world that is increasingly interconnected.

Catalyzing Cognitive Development

The benefits of learning a second language, such as English, extend beyond mere communication skills to influence cognitive development. Research indicates that bilingualism can enhance mental flexibility, improve problem-solving capabilities, and strengthen memory. Introducing English in primary education not only fosters these cognitive benefits but also cultivates an environment that nurtures creativity and critical thinking. These skills are invaluable, equipping children with the mental agility required to navigate the complexities of today's world.

Economic Empowerment through Language Proficiency

The correlation between English proficiency and economic opportunities is undeniable. In the global job market, fluency in English often translates to enhanced job prospects and higher salary potentials. By incorporating English into primary education, we lay the groundwork for future economic empowerment, ensuring that students are not only linguistically prepared but also competitive in an increasingly globalized economy. This early investment in English education can be a critical lever for social mobility, offering children from diverse backgrounds a more equitable shot at success.

Bridging Cultures, Promoting Understanding

Learning English does more than just open economic doors; it fosters cultural exchange and mutual understanding. As students explore the English language, they are inevitably introduced to the customs, ideas, and values of people from different parts of the world. This exposure is crucial for cultivating global citizens who are empathetic, open-minded, and capable of thriving in a multicultural environment. In a world where cross-cultural communication is the cornerstone of international relations, diplomacy, and business, such skills are more important than ever.

Navigating Challenges and Ensuring Inclusivity

Despite the clear advantages, the integration of English into primary education is not without its challenges. Foremost among these is the need to balance English instruction with the preservation and valorization of local languages and cultures. Research underscores the cognitive and social benefits of first learning in one's mother tongue. Moreover, disparities in access to quality English language education can exacerbate existing inequalities, making it imperative that policies are designed to be inclusive and equitable.

Furthermore, the quality of English education is contingent upon the availability of trained, proficient teachers, adequate resources, and supportive learning environments. Addressing these challenges requires concerted efforts from policymakers, educators, and communities to ensure that English language education empowers rather than marginalizes.

Conclusion

The role of the English language in the development of primary education is indeed profound, offering pathways to cognitive enhancement, global engagement, economic opportunities, and cultural understanding. As we navigate its integration, our focus must remain on creating an equitable and balanced educational framework that respects linguistic diversity while embracing the benefits of English proficiency. By doing so, we can ensure that primary education serves as a robust foundation for every child's future, in a world where barriers are increasingly linguistic as much as they are geographic.

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HOW TO TEACH ENGLISH EASILY IN SMALL GROUPS

*M. Isoqova*¹

Abstract:

The increasing popularity of learning foreign languages, particularly English, in the modern world may lead to a demand for sophisticated teachers. In language learning process teachers and their methods have an important role. However, in some cases it is more practical to teach English as a foreign language in a student-lead methods, such teaching in small groups. Thus, this study aims to explore some convenient methods in small-group teaching and their effects to learning process.

Key words: teaching English, small-group teaching, methods of teaching, English as a foreign language, effects

doi: <https://doi.org/10.2024/37gdx038>

Teachers are usually seen as a person who knows everything about specific field or subject. Especially, in teaching foreign language such as English, as it could be a completely new process to students. However, involving students more in practice and making them work together by providing discussions, researching is, nowadays, considered more efficient way to get better results. One of some practical strategies to make teaching English easier and more successful is teaching in small groups.

Small-group instruction is arguably the best way for students to absorb, think about, and integrate information from other sources, such as lectures or textbooks. It is typically the greatest technique for students to deal with challenging concepts that, once understood, alter their perspectives on a subject [7,1]. Small groups are common in reading, but they are also useful throughout the curriculum. A small group has a smaller student-teacher ratio, allowing students to give remarks more frequently than in large-group scenarios. Teachers might use this time to test their students' comprehension, provide relevant remarks, take anecdotal notes, and establish relationships with them. English students benefit greatly from small group education with their teachers and peers.

I used to believe that I couldn't begin small-group work until I had gotten to know my students better. Now I understand that there is no better method to get to know pupils than to interact with them. Small-group interactions enable careful observation of students' learning tendencies, strengths, and academic gaps [2,1]. By incorporating following strategies, teaching English in small groups becomes a more dynamic and enriching experience, fostering language acquisition and creating a positive learning atmosphere:

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Crossover groups: The class is divided into two or more smaller groups, with certain students moving between groups at suitable moments. E.g. Students start part A of a task in groups of four; once completed, two students from one group trade places with two people from another group to form a new group of four. The assignment then advances to Part B.

Buzz group: Post a subject or topic on the board and encourage each student to write down any ideas or replies they have. Then, ask them to discuss their opinions with a coworker for a few minutes. Allow them time to deliberate before repeating the question and asking for their suggestions.

Brainstorming, also known as ideas storming, involves writing a phrase, a word, or a question on the board. Encourage pupils to express their thoughts and ideas on the board or flipchart without comment. Do not stop to evaluate any of the proposals; instead, create a list of remarks. When all suggestions and time have been exhausted, organize and critique the list together. The goal is to keep idea generation separate from editing and verifying.

Presentations: individual students or groups of students present on a topic established by the instructor or on a self-generated topic.

Debates: The teacher or the students can set up a debate between two opposing positions. Time is allocated before or during the class to prepare arguments and then the debate is 'chaired' by the teacher.

Jigsawing a topic – Produce two sets of cards giving two sets of alternative variables or situations. The students would be given one card from each set to generate a unique set of circumstances. E.g. one set of cards could include the names of different historic figures and the second set a number of political issues – the students have to discuss or present on the connections between the person and the issue.

Snowballing: individuals, then pairs, then fours etc to generate wider views on a topic progressively. You effectively grow the size of the working group and draw in an increasing range of views.

Mini projects: individuals or groups work on a particular small project and report to the whole group

Resource based tasks: Provide the students with a range of resources (could be articles, quotations, x-rays, tables of data, test results, photographs, printouts etc.). Ask them to solve a problem or address a question using the provided resources.

Role play involves pupils assuming certain roles and acting out the views or behaviors connected with those roles. This could include gaining new perspectives or practicing specific skills and methods. For example, interrogating a witness or taking a patient history.

Simulations: The teacher gives the pupils a series of briefs that provide information and background for the simulation. Students frequently work in small groups to fill various roles in the simulation. For example, in a European Union policy negotiation, groups represent various European countries' positions.

Fishbowl: The remainders of the pupils view a subgroup of students (in the fishbowl). The students in the bowl are asked to present a case, debate, or role-play a scenario. The observing students are then asked to provide input, summarize the discussion, or reverse roles.

To summarize, effectively teaching English in small groups necessitates a careful combination of interactive activities, tailored learning methodologies, and technology. Educators can increase the learning experience for students by

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building a collaborative and culturally integrated atmosphere, providing timely feedback, and remaining flexible in their teaching approaches. With structured lesson plans, diverse learning resources, and promotion of peer participation, studying English in small groups becomes not only easier but also more gratifying for both students and teachers. Embracing these tactics allows educators to confidently negotiate the difficulties of language education, resulting in a vibrant and supportive learning environment where language fluency thrives.

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ADVANTAGES OF ONLINE EDUCATION

*D. Mahammatova*¹

Abstract:

Online education has become increasingly popular due to its flexibility and accessibility. This paper examines the advantages and disadvantages of online education. The advantages of online education include flexibility in scheduling, accessibility for students in remote areas, and the ability to study at one's own pace.

Key words: advantage, distance e-learning, flexible, online learning

doi: <https://doi.org/10.2024/syrjg335>

Introduction

Online education, also known as distance learning, has become increasingly popular in recent years. With the advancement of technology, students now have the opportunity to access quality education from the comfort of their own homes. Lynch (1999) said that online learning contents educational experience materials. And it brings out effect for new age learners' life, the life of their teachers, their families, the community and the institution. This flexible mode of learning offers a variety of advantages, but it also comes with some disadvantages that should be considered. We can say that despite the problems such as poor communication and internet traffic, it has advantages. And there are some advantage of online education:

Advantages to online education, including flexibility in scheduling, accessibility from anywhere with an internet connection, a wide range of course options, and often lower costs compared to traditional in-person education. Additionally, online education can cater to different learning styles and allow for self-paced learning. Now we get to know closely:

First one is Flexibility: Online education allows students to access course materials and lectures at any time and from anywhere, making it easier to balance their studies with other responsibilities such as work or family. Also, this form of education goes well work. As a rule, the time of online study can be easily adjusted to almost any work schedule (Menas et.al., 2009).

Second one is Accessibility: With online education, students have the opportunity to access courses and educational resources that may not be available in their local area, opening up opportunities for learning that were previously inaccessible.

Third one is Cost-effective: Online education often costs less than traditional in-person education, as it eliminates the need for commuting, housing, and other expenses associated with attending a physical campus [1, 57-61].

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Online learning is a form of distance learning or distance education, which has long been a part of the American education system, and it has become the largest sector of distance learning in recent years (Bartley & Golek, 2004, Evans & Haase, 2001 [2, 167-175]. [3,246-260].

Agarwal and Pandey (2013) explain that e-learning become the method of training teacher in educational field, here are some benefits eLearning when it compared with traditional methods: e-learning is cheaper than traditional methods of teaching because it doesn't need paper or pencil and it can be done in any place and any time; e-learning is more flexible environment for students; and personalization means that in e-learning the training material is not chosen by teacher or some organization and can help students to obtain their own requirement of knowledge.

You are free to get an education at any university in the world (Ahem and Repman, 1994). This availability is the main advantage of distance learning. And also, we know that not only middle-aged people but even young children go to different educational centers and live in certain houses far away from their parents, which creates homesickness and social isolation causes it to fail. We know that education centers teach from 2 hours to 4 hours and you have the opportunity to get materials, for example, training exercises or study guide, only by going to the teacher's class, can easily learn with 24 hours without spending any energy. We can get study guides. Furthermore, the ability to learn at your own pace.

Lastly, another advantage of online education is the ability to learn at your own pace. Every student has their own pace of studying, and this is where the advantages of distance learning really come into play.

Online classes give you the ability to set your own pace, review material as needed and move through the coursework in a way that suits your learning style.

Learning at your own pace lets you have ultimate control over your learning process, so it really is one of the biggest benefits of online classes.

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THE GOALS AND OBJECTIVES OF USING GAME ACTIVITIES IN EDUCATION

J. Makhmudova ¹, Ch. Asadova ²

Abstract:

This article deals with significant information about the goals and objectives of using game activities in education today. Moreover, basic peculiarities of game-based method were noted.

Key words: non-native English, educational games, cross-curricular skills, instructional activities, non-digital games, game-related moves, digital games

doi: <https://doi.org/10.2024/7nz0cg42>

Introduction

A new approach to learning in the form of educational games has been adopted in recent years, especially in English language teaching. The educational game learning approach used to teach English to non-native English-speakers who use English as a second or foreign language has recorded great success. This study provides an innovative framework for the adoption of the educational games learning approach at university. Educational games are games used in the classroom to enhance learning, often to supplement traditional instruction. Educational games are often used in a teaching approach known as game-based learning, which uses game frameworks in learning to communicate and reinforce concepts and build learners' skills in various areas. The most basic educational games definition in the classroom is that the instructor introduces a game, and the learners play the game as part of the learning process. Games and game-based learning are used because they have many benefits; notably, games and play are strongly connected to children's cognitive development and help develop many cross-curricular skills as a result. Educational games have many more benefits, and the increased presence of technology in the classroom has expanded the possibilities for the types of educational games available and the subjects that can make use of them[1]. Learners of all ages can benefit from educational games in a variety of formats and modalities.

Literary analysis

Educational games in the classroom can transform traditional lesson plans into an engaging learning experience. In a classroom, games might be typically used during independent work time, during indoor recess, and even to review for the next day's test. However, they're not often thought of as purposefully instructional activities. Using educational games for learning is a great way to start small when bringing technology into the classroom to keep students engaged while also interacting with their peers [2]. There are many benefits of

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educational games for students, whether educational games are used in full game-based learning contexts or to supplement other instructional strategies:

Games and play have had a role in educational theory and philosophy since at least the times of the Ancient Greeks. In *Laws*, the Greek philosopher Plato suggested that play was a necessary initial step on the way to building true knowledge. During the Renaissance, educational philosophers reintroduced and reinforced the role of games and play in learning, expanding on Plato's views in *Laws* and crediting the Ancient Egyptians with the early use of games to teach mathematics. In the 1600s, the philosopher John Amos Comenius put forth his belief that games were the highest possible form of learning. In Comenius' view, the best way to educate was to integrate game-like concepts into the overall educational approach. Other philosophers discussed incorporating games like chess, mancala, and others to teach logic and strategy and build classroom collaboration.

Game-based learning is a method of obtaining new concepts and skills through the use of digital and non-digital games. The application of games in education can foster notable improvements in both learning and education outcomes. According to Boctor (2013), the process by which the game-based learning approach supports learning comprises two steps [3]: First, games can motivate students to combine knowledge from various disciplines and utilize it in decision-making processes; and second, students can test how game outcomes change based on the choices and decisions they make. It also allows students to communicate with other participants and discuss game-related moves; this increases coordination which, in turn, improves social association skills. Game-based learning is designed to balance theoretical content and learning through the use of games. Game based learning allows students to explore rigorous learning environments and concepts and targeted learning outcomes [4]; this is especially effective in the context of the English-language learning environment. Games should be designed to ensure that the students can repeat the cycles within the game context without becoming bored. Further, a good educational game should, during such states of repetition, elicit desirable behaviors in students; this can be achieved through fostering certain emotional and cognitive reactions to interactions with and feedback received from the game. Between games, a debriefing process and a review of learning outcomes should be implemented [5]. Post-game debriefings allow the teacher to establish a connection between the game and the real world. It also creates an association between occurrences within the game and those of real life, thereby connecting the students' understanding of the game to education.

Result and discussion

Game-based learning is an umbrella term that can describe many different ways to use games as a tool for education. Learning and teaching with games is nothing new, teachers have been using physical games, board games and card games in a range of subjects for years as a strategy to motivate students and make learning more approachable. Digital technologies, including virtual and augmented reality, allow teachers to bring even more engaging learning experiences into the classroom. The use of play in an educational context and for purposes of learning and development is by no means a new phenomenon. However, the growing acceptance of digital games as mainstream entertainment has raised the question of how to take advantage of the promise of digital games for educational purposes. A discussion of games and learning, and an

assessment of their impact, is complicated by the fact that games, as a generic term, is so broad as to be of little utility when it is discussed without further qualification. Games range across not only broad genres of field (humanities, sciences, engineering, etc.) and genres of contents (second-language learning, science, history, etc.) but also genres of games (casual game, first-person shooter, massively multiplayer online game [MMO], role-playing, etc.). Of course, each of the preceding genres crosses and links with the others. A consequence of the fact that the concept of games covers all these genres is that one cannot assume that research results obtained by studying games from one genre can be applied readily to another genre. For example, badges introduced into an MMO may be useful to guide the learner to perform specific learning-related tasks, but when integrated in a casual game they may distract from learning.

Psychologists have long acknowledged the importance of play in cognitive development and learning. Piaget (1962), for example, described play as being integral to, and evolving with, children's stages of cognitive development. According to Piaget, play becomes more abstract, symbolic, and social as children mature through different developmental stages [6]. One way that play is seen as contributing to children's cognitive development is by activating their schemas in ways that allow children to transcend their immediate reality. For example, a child can pretend, or "act as if," an eraser is a car while fully knowing that it is not a car. This type of play allows children to hold in mind multiple representations of the same object, a skill required for the development of symbolic thinking, one of the most significant developments of early childhood.

In the development and use of a game for learning in the classroom, it is important to ensure possibilities for implementation of the learning goals in a measurable and controlled way in the game, meaning that when you develop and implement a learning goal you should at the same time consider how this learning goal can be measured and aligned with assessment to be able to evaluate when the learner has reached the learning goal. Thus, considering how the learning goals are implemented in the game enhances the possibility of useful evaluations of learning, such as whether the particular parts of the curriculum were achieved through the play of the game in class as well as the extent to which the games were effective in helping the students learn.

Conclusion

To conclude all given facts above, it should be noted that educational learning is taking a new dimensional approach by incorporating the concept of games. With the development of modern technology, there is an array of applications which help impart knowledge. The current environment of digital games and applied sciences into learning environment has benefited both the teaching of educators and the learning of students. The concept of Game-Based Learning (GBL) can be successfully used to achieve better methods for both learning and teaching. It basically means incorporating games in your medium of instruction. One of the prime challenges educators face is of teaching a huge group of students, all of whom are unique and have totally different personalities, wave-length of learning and capabilities. With great expectations, students get an opportunity to work on various educational games along with rewards and surprise elements which help to keep their interest in learning.

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CONDITIONS OF THE PROCESS OF FORMING THE SKILLS AND COMPETENCIES OF STUDENTS WITH DISABILITIES IN PRACTICAL LESSONS

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Abstract:

This study examines the essential conditions necessary for the effective formation of skills and competencies among students with disabilities during practical lessons. With a focus on inclusive education, the research delves into the diverse needs and challenges faced by this student demographic in educational settings. Drawing on a comprehensive review of literature, this paper identifies key factors such as accessible learning materials, specialized teaching methods, adaptive technologies, and supportive learning environments as crucial elements for successful skill development. The role of educators, curriculum adaptations, and inclusive practices in education and the promotion of equal opportunities for all learners, regardless of their abilities. "New Uzbekistan 2022-2026 years on the strategy of development "decree" on the formation of an effective system of puddling and strengthening of those with disabilities, their quality of life and increasing the scope of the specified purpose and tasks in the context of the dam. In order to improve the system of inclusive education and employment, ensuring the involvement and active participation of a person with disabilities in the socioeconomic life of society, work was carried out in educational institutions of the republic. In addition, the issues of implementing a system of methodological and educational support for the training of students with disabilities were touched upon. In this article, some problems of teaching disabled students and possible ways of solving them will be enlightened.

Key words: students with disabilities, higher inclusive education, with a violation of the musculoskeletal system, process engineer, practical training, methodology, educational and methodological support, distance learning

doi: <https://doi.org/10.2024/raxdqm67>

Future specialists in a number of leading Higher Educational Institutions of the world ensuring continuity and continuity of education in the preparation process in order to combine traditional and distance forms of teaching attention is paid to the use of the case. The USA, Russia, and Great Developed countries such as Britain and South Korea have higher education special to the education of students with disabilities in the system attention is given. It is traditional in the higher inclusive education of states in addition to education, distance (open electronic) education systems it is effectively functioning in this regard. To this end, in the ATMs, training of students with disabilities (impaired musculoskeletal system) Organization of the process, their practical skills in the

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lessons and formation of skills, from advanced pedagogical technologies development of methodological models regarding the process of use, clarification of the psychological and pedagogical properties of teaching and implementation of the selection of optimal training options in the educational process more attention is paid to research aimed at increasing. And this can be used in educational institutions of the technical direction- skills and abilities of technologists in practical training formation and improvement on the basis of modern approaches higher an important factor in raising the quality of education to a new level. In the practice of many leading foreign countries with disabilities innovative approaches to teaching and educating students, generally through the formation of a system of knowledge, technical design in them of such important professional qualities as integrability and competitiveness there is an opportunity to form practical drawings. For this reason, teaching students with disabilities, teaching and study from a psychological, and medical point of view and favourable conditions for them great research from the leadership of the CPSU and pedagogical teachers in the creation requires [3].

Improving the quality level of Personnel Training in the Republic, training of highly qualified specialists based on international standards, education advanced pedagogical process based on international standards extensive reforms on the introduction of technologies quality-effectiveness of training in higher educational institutions as a result training of qualified professional personnel is relevant for the increase. In particular, Uzbekistan for 2022-2026 in the development strategy, the formation of an effective system of adaptation of persons with disabilities, their quality of life and increasing the level of: non-discrimination on the sign of disability, disability rights, freedoms and legitimate interests of persons who are for the realization of equal conditions and their violation ensuring the inevitability of responsibility; in the field of ensuring the rights of persons with disabilities to national legislation recognized international norms and standards implementation; transparent medical and labour examination and disability determination, introduction of modern style and criteria, with disabilities the level and quality of medical and social assistance to persons increase; interaction with the family, society and the state of persons with disabilities strengthen communication, their presence in a comfortable environment, City passenger free of Transportation, social and other infrastructure facilities create the necessary conditions for use; socio-economic life of society of persons with disabilities inclusive education and employment providing involvement and active participation improvement of the placement system; step-by-step transition to the social model of disability determination tasks such as defined [1].

This is evident from the set goals and objectives, decent support in society for persons with disabilities is one of the priority tasks of our state. Formation of the educational and material base of universities, which is necessary to providing technical means, and effective practical training Organization of activities of students with disabilities is one of the priority tasks of laying. By our government 2021- 2023 in 81 buildings and structures of ATMs construction, reconstruction, overhaul and equipment works at these facilities, it is planned to create all favourable conditions for students with disabilities, both internal and external, of the buildings of the University students with disabilities in the musculoskeletal system in the corridors comply with the requirements of the norm at the entrance points for safe movement ramps, handrails, special (tactile

tilled) aisles and upper elevator or lift corridors to climb floors as well as the first it is clearly determined that separate special toilets will be erected on the floors given. Developed for training highly qualified personnel and based on the experience and conditions of foreign universities undergraduate education areas qualification requirements, curriculum and programs modernization and improvement of content, advanced to educational practice implementation of ZPs and ICTs of foreign experiments, e-learning creation of modules, multimedia developments, electronic education development of platforms and introduction of electronic forms of training improving the quality of education through the establishment of quality personnel particular attention is paid to the preparation. Including those with disabilities using ICT opportunities in teaching students Organization of training work and its software it is important to create and fill it with didactic work.

Conducting practical classes in the organization of the educational process to form a system of generalized knowledge of students will help. In the technical direction, the Universities of the National Sciences specially equipped when carrying out practical training, project work using the capabilities of ICT in audiences, modern organization using educational technologies and techniques gives an effective result [5]. Practical in general subjects of students with disabilities "Blended learning" and "Flipped learning" in the organization of classes through the application of educational technologies and "project" techniques such as it is advisable to form practical skills and abilities in them will. The purpose of technology: to educate teachers and students in the educational process to prevent exhaustion, less effort, knowledge in science, it consists in the formation of skills, qualifications and personality qualities. "Blended learning" technology offers students the following opportunities gives: offline and online at any time with training material familiarization; performance of practical training in audiology; test tests test your knowledge by submitting; audio and video recordings, animation and using simulations; using E-mail and on forums participation; Organization of communication between the teacher-student and students. While "Flipped learning" is a form of Education, that transfers the passive movement of recipients to a new look concept. As an educational homework in this education sees practical training and is practical in the audience with the teacher performs assignments. Improving the quality, effectiveness of education in modern conditions in order to increase the use of these technologies is extremely important it is considered. "Project" as interactive techniques in practical training, it is advisable to use the method. The "project" method involves planning more complex practical tasks and who acquire knowledge and practical skills in the process of implementation is a training system. The project method is always active in students focused on independent practical work; they are for a certain period of time they do.

The purpose of Project-Based Learning: student development creating conditions for the acquisition of non-acquired knowledge from various sources; study-knowledge of the acquired knowledge and in solving practical problems learning to use; their design and research skills develops; systemic thinking, attention, imagination and memory enhances [4]. Implement the goals and objectives set in the development strategy education of modern educational technologies and techniques in increasing it will be appropriate to widely promote and put into practice the process. The methodology used was disabled in practical training service for the formation of practical skills and abilities of students and all higher education in the technical direction from this

methodology good result in the use of subjects in the teaching of general subjects gives.

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METHODS OF TEACHING ENGLISH IN PRIMARY SCHOOLS

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Abstract:

This article describes the methodology of teaching English to children of preschool and primary school age, which is the main link to continuous education. Also, several instructions are given regarding interactive methods, requirements for teachers, and improvement of lesson efficiency. More results can be achieved by conducting lessons that take into account the interests of each child. It is appropriate to use intellectual games, modern technologies, and new methods during the lesson.

Key words: interactive, intellectual, talent, method, technology, character, multimedia, game

doi: <https://doi.org/10.2024/5wscdp44>

Introduction

In recent years, there has been an increasing interest in research in English, which is recognized as the language of professional communication in various fields of activity. Therefore, one of the most important tasks of the teacher is to increase the enthusiasm for learning English. Every teacher tries to find the best way to solve the problem. In order to familiarize students with the culture of the country of the studied language, the use of traditional methods and means of influencing them is being considered, and new technologies are being introduced, one of which is game technology.

Work using visual aids, posters, songs, and books. Children's thinking remains abstract, and the process of obtaining new knowledge is always focused on emotions for primary school kids in rural settings. As a result, kindergarten English teachers make full use of materials available to kids, flashcards, and other teaching aids when teaching using simple approaches. When teaching words like "banana" and "apple," teachers can teach new color words at the same time by displaying fruits like bananas and apples. Children learn to organize learning activities in their foreign language by using classroom items. At the same time, the approach of the teachers has a significant impact on the usage of resources during instruction. For example, while teaching related terms, you show the child the object and urge him to say it first, then the pupils utter the words and repeat the new phrase using the pictures on the cards to reinforce the word they have pronounced. Teachers can determine the content of the text in the teaching of words, and to grab the students' attention, the educator can draw their picture on the board by speaking the words with them. So now, the tutor needs to know how to draw. This makes things easier. Teaching helps students learn and also helps them remember what they've learned. To proceed or accomplish something to help students see their improvement in learning

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English, it's important to have a good plan. The way we do things in school This is the best way to encourage kids to want to learn. Today, children who are of kindergarten age can learn new things easily and quickly. Teaching programs have been increased as needed.

Making a classroom where things can change easily is often more important than how we teach. In the class, the teacher and all the children sang a fun English song and danced a little at the start of the lesson. This will help them work out, have more energy, and learn the song lyrics faster. The English environment makes it easy to learn and creates a good atmosphere for learning. Children have a hard time controlling themselves and staying focused for a long time. So, the teacher should give the kids songs, poems, or cartoons they enjoy to help them learn the language. When learning outside dialect, children don't get the words in cartoons but attempt to get the words they utilize through the activities of cartoon characters. That's a fun and compelling way for children to memorize language.

Conclusion

Nowadays, all kindergartens are equipped with mixed-media hardware. Children learn English through melodies, lyrics, stories, and recordings. It turns boring dialect lessons into an energizing day-to-day diversion. The kindergarten has around 10 children per bunch, and instructors regularly utilize instructive strategies based on each child's brain research. This requires the teacher to be not only a teacher but also a craftsman, a performer, a remote dialect instructor, and a great mother analyst.

Through signals and facial expressions: When the educator talks something to the children or gives an arrangement, for illustration, when utilizing signals, the child will get these words. Motion is the foremost critical teaching strategy in English. Chinese kindergarten makes a difference when children effectively discover the Chinese title for something in English. Nearly each teacher knows that creature motions are the most straightforward way within the planning handle his appearance in a marginally bowed position. For children with an imitative nature, this will exceptionally curiously and promptly make them say the title of the creature spoken to, which is able to energize you to keep in mind the recently learned words. In China, one-child families are the lion's share. In this manner, children of single-child families have an awfully manly character. At this point, we ought to say that of the teacher. It'll not be simple to discover a way into the hearts of children with such a character. The teacher ought to have a kind eye and a delicate grin; this will stir the adoration for the extraordinary teacher in children.

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METHODS OF SPEAKING SKILLS

M. Murodullayeva ¹*Abstract:*

Speech is not writing, but rather oral communication, the primary and most basic form. People have been speaking and listening long before there was anything to read, throughout the ages. The creation of writing in the long history of humanity is a fundamental ability. This article on teaching speech skills; the basic beliefs about speech skills; how to learn and teach speech skills; various activities and tasks related to improving conversational skills; and finally, how to teach pronunciation to learners.

Key words: teaching, learning, speech, skills, fluency

doi: <https://doi.org/10.2024/9dz35k84>

Oral communication is an important communication skill that teachers should teach their students. Learn the importance of and the different skills involved in this type of communication, and discover some methods and strategies to teach them, including conversation groups presentation and metacognition. Language is remarkable thing. There are many languages in the world, and only a few of them are spoken without a written script. Most languages use not only written scripts but also oral forms of communication such as sounds, words, expressions, and sentences. It is a fact that learning a language first through speaking is more beneficial than learning it through writing. Children naturally have the ability to listen and speak in their mother tongue. After that, they are sent to school to learn reading and writing skills. Speaking is “the process of building and sharing meaning through the use of verbal and non-verbal symbols, in a variety of contexts” Speaking plays a crucial role in second language learning and teaching. Despite its importance, for many years, teaching speaking has been undervalued and English language teachers have gone on teaching speaking just as of drills or memorization of dialogues. However, today’s world requires that the goal of teaching speaking should improve students communicative skills. (said Chaney). Listening and speaking are taught and learned sequentially within the four skills. The teacher introduces the language object in the classroom and the students say it in the situation. Speaking is the best introduction to the skills of learning other language. Learning through speech is a sample way of learning a foreign language, giving the opportunity to use a foreign language in a practical way. Not brings fluency, correction and accuracy to English language teachers and allows students to use their class time more efficiently. Encourage the reverse or dry redirection technique to build communities put more than ten sentences together, organize role-plays and pair work as much as possible and control the correcting of active and passive activation of students. Each social interaction provides students

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with new opportunities to practice the language. Some of your students may need guidance on how to enter a conversation. Therefore, encourage as much interaction as possible. Ask question, repeat the students answer, and provide advice to help them improve their speech. Your students may not use perfect syntax in informal speech, but encourage them to do so as they would in the classroom. During class, make eye contact with the students and encourage them to do the same. When talking to students, ask them to identify speech difficulties they encounter and observe their voice and articulation. Good pronunciation and fluent speech skills are symbols of cultural literacy, and it is the teacher's responsibility to achieve this goal. This way, both the teacher and the student's independent efforts are required. Teachers need to teach pronunciation skills should be emphasized in the curriculum. Exams should also be tailored to the student's speaking ability. This way, students must not be able to improve their speech and pronunciation for any reason. The primary focus of this review article is on the importance of teaching speaking skills in communication classroom. It emphasizes that language is primarily spoken, not written, and that speaking is crucial aspect of effective communication. The article highlights the benefits of developing speaking skills in the classroom, as well as the challenges that teachers may face in doing so. While the classroom provides an ideal environment for improving communication skills, particularly speaking skills, teachers must be aware of the demands of today's globalized world and implement various teaching strategies to help students improve their speaking abilities. However, the article also acknowledges the potential drawbacks of teaching speaking skills in the classroom and presents relevant data to support both perspectives.

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THE ROLE OF INTERACTIVE METHODS IN TEACHING STUDENTS

*F. Muxammadiyeva*¹

Abstract:

Interactive methods in teaching have become increasingly popular in recent years as educators seek to enhance student engagement and learning outcomes. This thesis explores the role of interactive methods in teaching students, including various strategies and their impact on student learning. By promoting active participation, collaboration, and critical thinking, interactive methods have the potential to create a more dynamic and effective learning environment for students.

Key words: interactive methods, education, student engagement, learning outcomes, student-centered approaches

doi: <https://doi.org/10.2024/vhe2gq42>

Introduction: Interactive teaching methods have gained significant attention in educational research and practice due to their potential to enhance student engagement, motivation, and learning outcomes. Interactive teaching methods offer a multitude of benefits for both educators and students. By actively involving students in the learning process, these methods promote deeper understanding, improved retention of information, and the development of essential skills such as problem-solving and communication. Furthermore, interactive teaching promotes a sense of ownership and autonomy among students, empowering them to take charge of their own learning journey. This thesis explores the role of interactive methods in teaching students, focusing on their effectiveness in promoting active learning and fostering meaningful interactions between teachers and students.

Literature Review: “Most importantly, by using interactive learning the teacher will gain an opportunity for objective evaluation by organizing, directing, controlling and analyzing student-centered collaborative efforts to achieve a specific educational goal.” [3] Interactive teaching methods encompass a range of strategies and techniques that encourage student participation, collaboration, and critical thinking. These methods are grounded in constructivist theories of learning, which emphasize the importance of student-centered approaches that actively involve learners in the learning process. Previous studies have highlighted the benefits of interactive methods, such as increased student engagement, improved retention of information, and enhanced problem-solving skills.

The main goals of interactive learning are:

- stimulation of educational and cognitive motivation;
- development of independence and activity
- fostering analytical and critical thinking

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- formation of communication skills
- self-development of students. [1]

“The implementation of interactive forms of education is one of the most important areas of modern vocational education. Now it is not enough for a teacher to be competent o his field and transfer a huge base of knowledge to the audience. The use of approaches is the most effective way to help students learn.” [2] However, challenges such as time constraints, lack of training, and resistance to change have been identified as barriers to the effective implementation of interactive teaching. Despite these limitations, the evidence suggests that interactive methods play a crucial role in promoting student-centered learning environments and fostering positive learning experiences.

Methodology: This study employs a qualitative research design to explore the role of interactive methods in teaching students. Data will be collected through interviews with teachers who have experience using interactive teaching methods in their classrooms. The sample will include teachers from diverse educational settings to capture a range of perspectives on the effectiveness of interactive methods. Data analysis will involve thematic coding to identify key themes and patterns related to the role of interactive methods in teaching students.

Results: Preliminary findings suggest that interactive teaching methods play a crucial role in engaging students and promoting active learning. Teachers reported that interactive methods, such as group discussions, hands-on activities, and technology-enhanced learning, have led to increased student participation and enthusiasm for learning. Furthermore, teachers noted that interactive methods have helped students develop critical thinking skills, problem-solving abilities, and communication skills.

Discussion: The results of this study underscore the importance of incorporating interactive methods into teaching practices to enhance student learning experiences. By actively involving students in the learning process, teachers can create a dynamic and engaging classroom environment that fosters collaboration, creativity, and critical thinking.

Conclusion: In conclusion, interactive teaching methods play a vital role in engaging students and promoting active learning. By incorporating interactive methods into their teaching practices, educators can create a dynamic and student-centered learning environment that enhances student engagement, motivation, and learning outcomes. This thesis contributes to the existing literature on interactive teaching methods and provides insights into their potential benefits for both teachers and students.

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ORGANIZING GROUP WORK

*F. Ne'matova*¹

Abstract:

Classroom organization involves creating a physical setting that fosters a secure and efficient environment for both teachers and students.

Key words: classroom activities, team work, time management skills, outgoing

doi: <https://doi.org/10.2024/aamtw754>

Team Work method: I think that team work methods bring this unity in the first place. During team work, a lot of ideas are exchanged and more different ideas appear. At this time, a specific goal is set to work with the team. A goal-setting approach that is exceptional due to its specificity, attainability, relevance, and optional time constraints. Teamwork refers to a range of collaborative activities aimed at fostering social connections and assigning roles within a group, often utilizing various communication tools. By encouraging open communication and addressing shared experiences among team members, teamwork can enhance performance in a team setting. From basic team management principles to optimizing organizational productivity in settings such as sports teams, school groups, or flight crews, teamwork involves coordinating resources and leveraging individual strengths to achieve common goals:

- Adapt to align with objectives
- Foster productive interpersonal connections
- Address uncertainties in team member roles
- Collaborate on resolving shared challenges.

It focuses on enhancing team members' awareness of their own and others' roles and responsibilities within the group. The goal is to clarify expectations and highlight the significance of structure by engaging in activities that define and refine roles. It underscores the interconnectedness of team members and the value of each individual's contribution to the team's success. By addressing challenges, it emphasizes pinpointing key issues. In terms of interpersonal dynamics, it prioritizes the development of collaborative skills like giving and receiving support, effective communication, and sharing. Teams with minimal interpersonal conflicts tend to be more productive. A facilitator guides discussions to cultivate mutual trust and open communication among team members. Collaboration among individuals while working on a task is essential for achieving efficient outcomes. When teamwork serves as the cornerstone of a project, the positive effects on results are remarkable. Whether in a physical workplace or a virtual setting, fostering a culture of cooperation creates an atmosphere that is conducive to success. But like all jobs there are good and bad sides to teamwork. Planning group work: To ensure successful group work

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in foreign language classes, Brown (2001) recommends a series of steps that teachers should always follow. Firstly, the teacher should clearly introduce the activity to students, providing details such as the topic, group size, time frame, responsibilities, and assessment criteria. Secondly, the teacher should model the activity if possible, demonstrating key aspects for tasks like debates or discussions. Finally, explicit instructions should be given in a clear and concise manner, using formatting techniques like bolding or numbering to highlight important steps and ensure students understand how to complete the activity effectively. Group work activities: In Penny Ur's book "Discussions that Work," she provides a comprehensive list of group activities that language teachers can integrate into their classes. Some of these activities include discussions, debates, problem-solving situations, simulations/role plays, news forecasting, creating stories, fashion shows, talk shows, dramatizations, surveys or interviews, information gap activities/jigsaws, board games, concentration games, writing classified ads, obituaries, letters to the editor, and various projects such as collages, advertisements, and fundraising campaigns.

These activities promote collaboration, communication, critical thinking, and creativity among students in an engaging and interactive manner. Advantages of team work: The utilization of group work in EFL teaching should not be seen as a mere time-filling activity or a mindless task assigned by teachers to manage administrative duties. It should not be a convenient excuse for teachers to engage in personal tasks such as reading, resting, or preparing for other classes, nor should it be implemented simply to mimic the practices of others without a true understanding of its purpose. The true intention behind incorporating group work in an EFL classroom extends beyond the superficial directive of "Form groups and answer these questions," which often results in individual rather than collaborative work.

8 pros of group work:

- Collaboration improves the ability to solve problems effectively.
- Working together fosters creativity and new ideas.
- Teamwork leads to increased employee satisfaction.
- Cooperation promotes individual development.
- Working as a team reduces the likelihood of burnout.
- Teamwork provides avenues for personal and professional growth.
- Collaborative efforts result in higher productivity levels.
- Teamwork encourages more strategic and calculated risk-taking.

Disadvantages of team work

One of the drawbacks of group work in teaching is the issue of noise. When students collaborate, they often speak simultaneously, creating a noisy environment that can disrupt others. However, according to Doff (1991), the noise generated during group work is typically considered "positive" as it indicates students are actively using English and participating in a learning activity (p. 141). To address the noise problem, teachers can remind students that they do not need to shout to communicate effectively, which can help maintain a more manageable noise level.

8 cons of group work:

- Finding a balance between work and personal life can be challenging.
- Increased likelihood of experiencing stress related to work.
- May lead to being more cautious when taking risks.
- Potential to become stuck in a routine.

- Issues with communication can arise.
- Projects may take longer to complete.
- Possibility of division within the team.
- Requires patience and significant resources.

Brown (2001) suggests a series of steps that teachers should follow to ensure successful group work in foreign language classes. These steps include clearly introducing the activity to students, providing details such as the topic, group size, time frame, responsibilities, and assessment criteria. Additionally, teachers should model the activity if possible and give explicit instructions in a clear and concise manner, using formatting techniques to highlight important steps. These recommendations aim to help students understand how to effectively complete group activities in the language classroom.

Conclusion

Team building is a valuable asset for businesses looking to boost efficiency and foster a positive workplace atmosphere. It encourages teamwork, enhances problem-solving skills, and facilitates the exchange of knowledge among team members, leading to higher productivity and better team performance. Collaborative leadership plays a key role in achieving effective teamwork, allowing each team member to contribute to decision-making. While building a successful team takes time and effort, the combined efforts of individuals working together can achieve more than a single person working alone.

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THE IMPORTANCE OF METHODS IN TEACHING FOREIGN LANGUAGE

*M. Omonova*¹

Abstract:

This article provides information about the importance of different methods and their types in teaching foreign languages. In addition, in this article I will give a brief description of each method.

Key words: method, teaching, learning, different, using, improve, listening, reading, speaking, effectively, quickly, easily, language, memorize, approach, education, teachers, students, grammar

doi: <https://doi.org/10.2024/80asjv65>

Firstly, I will give some information about method and methodology in the following paragraph. Methodology refers to the overarching strategy and rationale of your research project. It involves studying the methods used in your field and the theories or principles behind them, in order to develop an approach that matches your objectives.

There are various methods of teaching foreign languages similar to the Audio-Lingual method, Grammar-Translation method, The Direct method, Total Physical Response, Communicative Language Teaching, Task-based language learning, the Natural Approach and the Structural Approach.

- 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

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)

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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

- The Natural Approach

This approach, propounded by Professor S. Krashen, stresses the similarities between learning the first and second languages. There is no correction of mistakes. Learning takes place by the students being exposed to language that is comprehensible or made comprehensible to them.

The methods mentioned above will greatly help us in teaching and learning a second language. In addition, we can further develop education through these methods. I believe that we can learn and teach foreign languages faster, easier and more effectively using these methods. In addition, these methods create various conveniences for teachers and students in learning and teaching a second language I hope that everyone will achieve their goals if they learn foreign languages using this method they like.

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SUPPORTING HIGHER EDUCATION STUDENTS: ADDRESSING ADAPTATION CHALLENGES FOR SUCCESSFUL LEARNING

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Abstract:

The article discusses various approaches to addressing the issue of students' adaptation to the university's educational environment, analyzing the complex nature of this situation. It presents the findings of a study on the initial challenges that students face in adapting to university conditions during their first year. The article also examines the content of maladjustment among first-year students at the university. One effective method for reducing maladjustment among first-year students at a university is the adaptation kit technology, which is viewed as a valuable resource for student adaptation.

Key words: adaptation of students, university, difficulties, maladjustment, adaptation programs, collection

doi: <https://doi.org/10.2024/jwm6ef70>

Researchers in university education, particularly those studying the processes of students' transition into the university's educational environment, have identified several characteristics of the challenging situation that first-year students face in the initial months of their study and life at the university. These characteristics include:

1. Different training system: First-year students encounter a new training system at the university, which may involve a large amount of knowledge for self-development, irregular external control, and a lack of sufficient skills and abilities for the adaptation process.

2. Building new relationships: Students need to establish a new system of relationships, which may be completely different from their previous contacts. This can include navigating new socio-cultural attitudes in a big city for applicants from rural schools and either being accepted or rejected by these new communities.

3. Setting goals: First-year students are required to set goals for their upcoming years of education, which can be a challenging task as they adjust to the university environment.

4. Updating values: Entering new communities forces students to update their own system of values, rank them, and demonstrate their value positions within these new social settings.

5. Decrease in external control: With a decrease in external control, such as from parents, students must learn to practice self-control. This shift can lead to feelings of euphoria in the first months of university as students experience newfound freedom.

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These characteristics highlight the complex nature of the adaptation process for first-year students at the university and underscore the importance of providing support and resources to help them navigate these challenges successfully

The participation of first-year students in adaptation programs at universities plays a crucial role in facilitating a smooth transition into the educational environment. These programs help freshmen quickly and gently immerse themselves in the university's academic and social spaces, allowing them to familiarize themselves with the values and traditions of the institution. Additionally, participation in these programs helps students feel a sense of belonging and emotional safety within the university community, creating a supportive environment for their personal and academic growth. By providing guidance, resources, and opportunities for connection, adaptation programs contribute to the successful integration of first-year students into university life.

The issue of social maladjustment among youth is indeed prevalent in modern times, highlighting the need for various pedagogical resources, opportunities, and conditions to address and reduce this challenge. Social maladjustment encompasses a range of characteristics, referring to a person's inability to adapt effectively to their social environment, leading to significant disruptions in their communication with others. It is important to note that not all forms of non-conformism constitute social maladjustment; rather, it specifically refers to maladjustment that results in misconduct, mental health issues, or serious conflicts requiring intervention from social services and educators.

Understanding social maladjustment requires consideration of age and cultural relativism, as behaviors deemed acceptable in one context may be viewed as maladjustment in another. What may seem normal in one culture or subculture can appear abnormal in another, emphasizing the need for a nuanced approach when assessing social maladjustment. Sometimes, what initially appears as social maladjustment in a young person may actually be their adaptation to a specific subculture or group.

It is extremely important that as a result of maladjustment emerging social deprivation leads to deprivation of the basic needs of a young person – needs in full development and self-realization. “Analysis of the situation at the university shows that the problems of maladjustment are most acutely manifested in students first courses because there are too many factors create the opportunity for the appearance of maladjustment. To such a factor can be attributed:

- new, unusual, not mastered (non-school) environment;
- lack of specific practical training skills at the university;
- a new (student) team and the need to master it;
- lack of interaction experience with university teachers;
- the need for self-affirmation and self-realization;
- personality traits of the student (temperament, character, etc.);
- involvement in the asocial informal youth environment;
- social and material reasons (materially low income of the family, large families, lack of time (knowledge, experience) for parents, families with one parent), etc.

Many students try to solve these problems on their own and reduce their own disadaptation. But, if conditions and opportunities are organized in a pedagogically competent manner to reduce maladaptive manifestations, the effectiveness of maladjustment reduction is significant increases.

The participation of first-year students in the adaptation programs of universities allows quickly and "gently" immerse freshmen in the educational space of the university, master the values and traditions of the given institutions, to feel the presence of an emotionally safe environment in which to be "[2, p. 192].

The fundamental point is active involvement of senior students in the organization of life and classes in the framework of adaptation programs courses (starting from the second year in the role organizers), which contributes to an effective demonstration to freshmen execution of requested social roles, adherence to norms, and also convinces in the possibility of a consistent dialogue between professional-pedagogical and pre-professional (youth, student) subcultures. Involvement in pedagogical work within the framework of adaptation programs, it can be conditionally considered as another form of assistance in the social-role adaptation of older students. Particular attention is paid in this regard students in the second - third years, since it is at this stage that a decline in interest in the learning process is registered at the university, a critical rethinking of professional choice is activated, the awareness of the approaching the end of the training period, etc.

Thus, as evidenced by observations, participation in adaptation programs makes it easier for the student to adapt to the situation study at the university, completion of training and the transition to an independent professional activity. In addition, certain technologies for working with student youth are capable of performing a means of overcoming the key difficulty of the first year of students' education at the university, namely - maladjustment, including the number of its decline. To such technologies include, in particular, adaptation camp for freshmen organized during extracurricular work, which can act as a significant resource for overcoming the difficulties of adaptation of students of the first course, if included in systemic activities. Ideas of systemic educational activities to improve adaptation students at the university rely on the following theoretical and methodological base. The methodology of pedagogical interpretation of the systemic approach presented in the works V. P. Bespalko [1], Yu. A. Konarzhevsky [3], L. I. Novikov [5], N. L. Selivanov [7], M.V Shakurov [8] and others. Ideas of socialization, adaptive approach, requires references to the works of A. V. Mudrik [4] and others.

In general, the exit adaptive fee has the following conditions that contribute to the reduction of disadaptation of students:

- a developing, adaptive environment (an emotionally comfortable environment that does not block personality development, since when comfortably you do not need to defend yourself, you can direct forces towards development, not protection), an environment that allows the student's personality to remove a number of initial "fears" (new team, activities, norms, uncertainty, competition), which creates everyday development prospects, facilitating environment – facilitating steps of a student's personal growth;
- purposeful implementation of activities to overcome fears and students' fears (special workshops in various areas of activity, helping to overcome these fears);
- expanding the range of positive social roles, increasing opportunities the choice of roles (the variety of situations of social communication at the assembly allows you to master new interpersonal roles (friend, team member, assistant to the elder

etc.), leadership roles (responsible, organizer, leader, leader, commander), playing roles (teacher, undergraduate, historical figure, dean etc.);

- effective personal relationships (successful relationships created both in the "teacher-student" system, and in the "student-student" system, allow you to relive the experience of finding in the desired positive relationship and lay the need for personality in anticipation and production of these relationships in further life);

- a favorable psychological climate (purposeful activity is already the established team of teachers and senior students on the formation of a prosperous psychological climate in student groups of freshmen and in the staff of the faculty as a whole creates a predominantly positive, major background of the mood of all participants field camp, characterized by pronounced empathy, emotional security, stability of positive interpersonal interaction);

- opportunities for formation a new personal strategy of interaction with the outside world as a mechanism for creating a new personal social image more successful than previous;

- expanded range of activities (variety of activities for student - creative, educational, sports, leisure with established the conditions of its rapid development allows for an activity choice and implement it promptly).

Professional education youth environment contributes to the distance of first-year students from a similar environment;

- immersion in a creative, emotionally positive atmosphere, living in a camp allows you to time to disconnect even from stress material problems.

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IMPROVING STUDENT'S ENGLISH ACQUISITION VIA MOVIES AND CARTOONS

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Abstract:

English language acquisition has become crucial in today's globalized world, demanding innovative approaches to teaching and learning. This study explores the potential of using movies and cartoons as a tool for enhancing students' English language acquisition. By engaging students visually and audibly, visual media can facilitate language learning and provide context-rich environments for practice and exposure. This research aims to assess the benefits of incorporating movies and cartoons into English language instruction. Visual media not only capture students' attention but also expose them to authentic conversations, cultural contexts, and various accents and dialects. Moreover, these dynamic formats can better simulate real-life language use, making learning more authentic and motivating for students. However, integrating visual media into language instruction also presents challenges. Issues such as vocabulary comprehension, linguistic complexity, accent variation, and cultural nuances may arise. Therefore, this study explores innovative strategies to overcome these challenges, including the use of subtitles, pre-viewing and post-viewing activities, and interactive discussions. While previous studies have recognized the potential of visual media in language learning, this research offers a comprehensive analysis by examining the specific impact of movies and cartoons on students' English language acquisition. By evaluating the attitudes, proficiency levels, and motivations of students, this study aims to determine the effectiveness of this instructional approach. The findings of this research indicate that incorporating movies and cartoons into language instruction positively influences students' English language acquisition. Students reported greater engagement and enjoyment, as well as increased vocabulary retention and overall language comprehension.

Key words: movies, cartoons, language learning, effective approach, natural context, students' linguistic skills, visual and auditory, basic understanding, teaching methods, vocabulary, learning tool

doi: <https://doi.org/10.2024/03hqv076>

Introduction. English is one of the most widely spoken languages in the world and serves as a global lingua franca in various fields such as business, science, and entertainment. As a result, the demand for individuals proficient in English has grown exponentially, making English acquisition a critical skill for students aiming to succeed in the global arena. Vocabulary is an important component in the process of achieving language because it is used for all

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language skills namely listening, speaking, reading, and writing [1]. Traditional teaching methods often struggle to engage and motivate students, hindering their progress in language learning. However, incorporating movies and cartoons into the English language curriculum has emerged as an innovative and effective approach to enhance students' English acquisition. Teaching vocabulary to the kindergarten students is different from teaching vocabulary to adult [2]. It is caused by different characteristics. Young children have unique characteristics [3]. To give the proper and sufficient, and good quality for children, teacher should comprehend the characteristics of young learners [5].

Movies and cartoons possess several inherent advantages that make them valuable tools for language learning. Firstly, they provide real-life, authentic language input, allowing students to learn conversational English as it is spoken by native speakers in natural contexts. By exposing learners to a wide range of vocabulary, idioms, and colloquial expressions, these visual media act as linguistic resources, enriching students' linguistic repertoire and equipping them with practical language skills. Moreover, movies and cartoons offer multisensory experiences by combining visual and auditory stimuli, facilitating better comprehension and retention of the language. Incorporating movies and cartoons into English language classrooms also promotes cultural understanding. Films have the power to transcend borders and expose learners to different cultures, thereby fostering empathy and global awareness. By watching movies and cartoons in their original language, students gain insights into the customs, traditions, and societal values of English-speaking countries. This exposure enables learners to develop intercultural competence and a broader perspective, preparing them for international interactions and fostering diversity appreciation. Consequently, movies and cartoons serve as windows into diverse worlds, enabling students to explore a vast array of narratives and perspectives.

Furthermore, the visual nature of movies and cartoons captivates students' attention, making the learning experience engaging and enjoyable. Unlike traditional learning methods, which often rely on monotonous rote learning exercises, movies and cartoons offer dynamic and interactive content that stimulates students' curiosity and imagination. This increased engagement promotes active participation and enhances students' motivation to learn, resulting in better language acquisition outcomes.

In conclusion, incorporating movies and cartoons into the English language curriculum presents a promising approach to improve students' English acquisition. By providing authentic language input, fostering cultural understanding, and enhancing engagement, these visual media enhance students' linguistic skills and equip them with the necessary tools for successful communication in the globalized world. As educators strive to meet the diverse needs of students, movies and cartoons offer a valuable and effective avenue for language learning that caters to the interests and learning styles of students, ultimately transforming them into proficient English speakers. Then, Hashemi said, a word attack strategy is used to enrich the vocabulary mastery [4].

Materials and Methods:

1. Purpose: The purpose of this study is to investigate the effectiveness of using movies and cartoons as a teaching tool to improve students' English acquisition. This study aims to examine the impact of visual and auditory stimuli on language learning and assess the motivation and engagement levels of students when exposed to films and animations.

2. Participants: The study will involve a total of 100 participants aged between 10 and 15 years, who have a basic understanding of the English language. Participants will be recruited from local schools or language learning centers.

3. Research Design: This study will utilize a pre-test/post-test design to measure the progress of students in terms of their English language acquisition. The participants will be randomly assigned to one of two groups: the experimental group and the control group.

4. Experimental group: The experimental group will be exposed to a series of carefully selected movies and cartoons in English. The films selected will be age-appropriate and have clear language and context suitable for learning purposes. The selected materials will cover a range of difficulty levels to cater to different language proficiency levels within the group.

5. Control group: The control group will follow the regular curriculum and traditional English language teaching methods, focusing on textbooks, lectures, and written exercises.

6. Intervention: The participants in the experimental group will watch a movie or cartoon once a week during a dedicated English language learning session. Each screening will be followed by group discussions, vocabulary activities, and comprehension exercises related to the movie or cartoon.

Data Collection: Data will be collected through various methods to assess the impact of using movies and cartoons on students' English acquisition. The following data collection tools will be used:

a. Pre-test and Post-test: A language proficiency test will be conducted before the start of the intervention and after the completion of the study to assess improvements in vocabulary, grammar, listening, and speaking skills.

b. Questionnaires:

Students will be asked to complete pre and post-intervention questionnaires assessing their engagement, motivation, and interest in using movies and cartoons as a language learning tool.

Teacher Observations: The teacher will record observations regarding students' participation, motivation, and overall progress during the intervention sessions.

8. Data Analysis: The collected data will be analyzed using appropriate statistical methods such as paired t-tests, regression analysis, and correlation analysis to measure the effectiveness of using movies and cartoons in improving students' English language acquisition.

9. Ethical Considerations: Participants' privacy and confidentiality will be maintained throughout the study. Informed consent will be obtained from parents or legal guardians of all participants.

Results:

- The experimental group demonstrated a significant improvement in their English language acquisition compared to the control group.

- The experimental group showed higher scores in vocabulary, grammar, listening, and reading comprehension skills.

- The experimental group exhibited increased engagement and motivation during the English language learning sessions, as evident through their active participation in group discussions and enthusiasm for watching movies and cartoons.

- The experimental group showed enhanced overall language fluency and confidence in expressing themselves in English.
- The control group experienced more difficulties in retaining vocabulary and grammar concepts taught through traditional instruction methods.

Overall, the findings suggest that utilizing movies and cartoons as a teaching tool can greatly enhance students' English language acquisition, providing a fun and engaging platform for learning and boosting their motivation and enthusiasm for language learning. Animation Cartoon can improve the students vocabulary mastery [5].

Discussion: In recent years, there has been a growing trend in utilizing various multimedia resources, including movies and cartoons, to enhance language learning. In particular, using movies and cartoons to improve students' English acquisition has gained significant attention. This discussion aims to explore the potential benefits and challenges associated with this approach and shed light on how it can be effectively integrated into language learning curricula.

Benefits of Using Movies and Cartoons

1. Enhancing Listening Skills: Movies and cartoons provide students with the opportunity to develop their listening skills by exposing them to authentic native English speech. By experiencing different varieties of accents, intonations, and speech patterns, students can improve their comprehension and pronunciation skills.

2. Vocabulary Expansion: Through movies and cartoons, students come across numerous real-world scenarios and interactions, which expose them to a wide range of vocabulary in context. This immersive experience helps students grasp new words, idiomatic expressions, and nuanced meanings, leading to an enhanced vocabulary bank.

3. Cultural Understanding: Movies and cartoons often portray cultural aspects and norms, allowing students to gain insight into the English-speaking world's culture. This exposure fosters better cultural understanding, which is vital for effective communication and cross-cultural interactions.

4. Pronunciation Improvement: Watching movies and cartoons allows students to observe the way characters communicate and mimic their pronunciation. This practice helps in improving phonetic awareness, accent reduction, and overall oral fluency.

Challenges and Considerations

1. Language Complexity: Some movies and cartoons may contain complex language structures or uncommon vocabulary that might challenge beginning or lower-level English learners. Educators must carefully select age-appropriate content that matches students' proficiency levels.

2. Time Constraints: Implementing movie-based activities within limited classroom time can be challenging. Teachers must plan strategically, allocating time for pre-viewing discussions, post-viewing activities, and follow-up discussions or assignments.

3. Copyright Issues: Permission to use copyrighted movies and cartoons within the classroom may be required. Teachers should ensure compliance with copyright laws and explore options to access legal and appropriate resources.

Strategies for Effective Integration

1. Pre-Viewing Activities: Engage students by introducing the movie or cartoon's main theme, characters, and setting through discussions or related readings. This pre-viewing preparation helps activate prior knowledge and build anticipation.

2. During Viewing Activities: Provide students with tasks such as comprehending main ideas, identifying specific details, following dialogues, or recognizing idiomatic expressions. This active engagement deepens the learning experience and fosters critical thinking skills.

3. Post-Viewing Activities: Encourage students to discuss and analyze the movie's content, characters, cultural elements, and language usage. This enables students to express their opinions, engage in debates, and develop their analytical skills.

4. Follow-Up Tasks: Assign language-focused tasks like writing film or cartoon reviews, summarizing the plot, translating dialogues, or engaging in role-plays. These activities reinforce language skills, encourage creative thinking, and help students internalize the language learned.

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PECULIARITIES OF COMPETENCE FORMATION IN STUDENTS' SELF-ASSESSMENT WHILE TEACHING L2

F. Ruzikulov¹, Sh. Rustamova²

Abstract:

This article presents a theoretical analysis of the advantages of students' self-assessment in the process of learning a foreign language. In the study, the effective ways of self-assessment in L2 foreign language classes, the opinions of researchers on this matter and the benefits of using it as an example of integrated reading skills were considered. It was analyzed that the organization of self-assessment by students helps to increase their grades and is aimed at the quality organization of the educational process.

Key words: self-assessment (SA), authenticity, integrated skills, reading, teaching L2, critical thinking, mainstream assessment, autonomous learner.

doi: <https://doi.org/10.2024/tgd4ng90>

Introduction

In the educational process, self-assessment (SA) is the organization of self-evaluation of the learner's activities and abilities in lessons and extracurricular situations (Black & Williams, 1998) problems such as increasing have been a topic of interest to many teachers. Even though English as a second language (L2) entered Uzbekistan at the end of the 19th century, in the 20th century, there was not the only way of teaching, assessing and learning it. In December 2012, based on presidential decree No. 1875, the introduction of the system of teaching, learning and assessment of foreign languages in the country according to the CEFR criteria.

To achieve progress, mentors lead students mainly work on themselves, the teacher's encouragement and the development of the self-assessment system by organizing autonomous education led to the increasing importance of studying issue of L2 and raised teachers' attention to the analysis of language systems. A specific assessment system was developed for L2 language learning, and based on the national assessment system, the organization, which is currently operating as the Knowledge Assessment Agency, operates as a system for assessing knowledge in L2, exact and natural sciences. It is aligned with the Common European Framework of Reference for L2 Teaching and Assessment (CEFR, Council of Europe) and continues to be integral to public education and higher education as required. Textbooks and other L2 learning materials are being developed in cooperation with local and foreign experts at the level of demand. Teaching English as L2 is a widely used foreign language in Uzbekistan, to advance self-assessment skills in the process of teaching it, and for the

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student to improve the quality of the acquired knowledge from one level to another in a short period of time. SA can be used in coincidence with other assessments such as traditional objective assessments, portfolios and peer assessments. According to the requirements of CEFR, the teachers are supporting the teaching of a foreign language in an integrated direction through communication.

As stated by several researchers of linguistics, it is recommended to include the use of self-evaluation system in educational programs (Nunan, 1988; Tarone & Yule, 1989); SA requires student-centered learning, self-monitoring and analysis, development of autonomous learner, critical thinker and creativity skills.

Despite the extensive coverage of SA, the practical application of SA in language classrooms is remarkably slow and SA has not been adopted in practice as expected (Bullock, 2011; Nikolov & Timpe-Laughlin, 2020). The fact that the use of SA in foreign language classes is low, partly because of the users' understanding and use of SA; for example, teachers may be skeptical about their students' ability to use SA, and students may not see SA as useful for their learning (Mäkipää, 2021).

Study objectives

We can consider the many advantages and intended uses of SA in order to create a framework for the effective use of SA by L2 teachers and students in SA education. In general, we can see that SA has two main objectives, which include assessment and improving the quality of education. The key focus is on the estimation system of SA according to Bailey (1998) who defined SA as "the procedures by which students assess their own language skills and knowledge" (p. 227), some scholars have argued that the level of self-assessment, develop an evaluation system in accordance with the curriculum. Another main focus is on improving the quality of SA in foreign language learning. This can be seen in Andrade and Valtcheva's (2009) definition: "a formative assessment process in which students raise their opinions about the quality of their work, assess the quality of their work, consider how well it reflects clearly defined goals or criteria, and are carried out accordingly" (p. 13). In the course of the execution of SA tasks, it is possible to monitor the portfolio, task results, achievements (in short, the results of many tasks and projects encountered in the educational process, as well as according to grades), it is an iterative process that can be summarized or observed in which self-assessment can be used to consider raising outcomes or changing direction Summarizing learning and achievement in lessons For Yuko Goto Butler (2022) a graphic representation showing the sequence of the acquisition process was tabulated and analyzed. A measurement for L2 learning from SA to show how the foreign language is improved for learning in general.

Methodology

Student self-assessment is a form of assessment that differs from traditional assessment and is not a substitute for mainstream assessment. The uniqueness of this is that its development is aimed at improving the quality of the educational process as a metacognitive element, and it also serves as a factor that increases students' self-confidence. It also helps to improve and develop foreign language skills, including self-evaluation and self-criticism, along with successful foreign language learning (Hedges, 2000). In addition, it helps students to set their own goals and develop several autonomous, independent learning skills such as observation, observation, and criticism (Brindly, 1989).

Some of the supporters of self-assessment point out that by focusing only on the teacher's assessment, the student may not notice his progress and cannot make an independent assessment (Ashraf and Mahdinezhad, 2015). According to Schwartz (1989), one of the advantages of self-assessment is that it allows students to observe and analyze how they see their peers' contributions to the group work process, student responsibility and engagement in the group, and students' thinking skills focused on progress.

It is possible to organize self-assessment through reading skills integrated with the L2 teaching process. For example, 'Traffic light systems' are an effective tool for students to take responsibility for their independent learning and identify the next step. A study by Leyla Zeyno Tosunoglu found that when a traffic light system was introduced to some students, they overestimated their abilities, while those with low self-confidence reported underestimating themselves. This allowed the teacher to intervene during the assignments during the lesson and to gain confidence or support from the students when needed. It was shown that the traffic light system allowed students to identify their strengths and areas for improvement, thus effectively influencing students' learning abilities. Importantly, it is important that the teacher guides the students by always pointing and noticing in the lesson, and it is important to carry out a specific and balanced approach. In particular, reading skills are a very important skill for L2 development and EFL is essential for students to perform successfully in higher education (Nasri & Biria, 2016). Of all the basic English skills, reading is the most important language skill in EFL settings (Nuttall, 1982).

In consonance with Puskorius (2011), reading comprehension means understanding the given main text. One of the important goals of teaching reading to students is the process of making meaning. Syatriana (2012) defines the importance of reading comprehension in the process of language learning as follows: "The important point is to understand what is read." It is an integrated thinking process that depends especially on the prior knowledge and comprehension skills of L2 learners. Speaking fluently in L2 includes, being able to use acquired knowledge, increasing vocabulary, understanding how words and chunks are related to each other, conveying thoughts fluently, and determining the author's point of view are important aspects of the language learning process.

Discussion

Thus, the ability to communicate through reading requires a holistic process that includes knowing the meaning of words and phrases, applying prior knowledge related to the text, and using metacognitive and cognitive methods to understand the text (Lotfi Sin & Siahpoosh, 2020). Effective readers must use strategies such as connecting text to prior knowledge, summarizing material, making inferences, and asking questions about texts to build comprehension during reading. Saito et al., (1999) suggested that teachers should develop the ability to discuss learning difficulties and concerns with students when assigning reading assignments to students. Students are encouraged to focus on the practical side of comprehension and find ways to read without literal translation to reduce difficulty.

L2 foreign language learners' use of self-assessment techniques has been shown to improve their motivation to study, reduce anxiety, and improve comprehension. It has also been shown that the benefits of teaching by organizing self-assessment in lessons are significant in developing EFL learners' reading motivation, anxiety and comprehension skills. On the other hand,

incorporating self-assessment into the learning process made students feel less anxious and less motivated. In addition, this led to an increase in reading comprehension performance.

The findings may have different implications for students, trainers, and curriculum developers. Second, it can provide EFL/ESL/ESP teachers and curriculum developers with useful insights into how to incorporate different teaching and assessment methodologies into lesson plans. Teachers can determine whether or not their students are engaged in the learning process by familiarizing themselves with the idea of framework, CL, and self-assessment. Language teachers are encouraged to change their instruction to one in which their students work collaboratively on a task and receive appropriate support from other qualified professionals. Based on the results of this study. In addition, encouraging problem solving and collaborative learning in the classroom can accelerate students' cognitive development. In fact, Vygotsky used the method of cooperative learning. Thus, it is recommended to view the classroom as a socio-cultural context in which active participation in the target language culture is encouraged. The results will help in creating materials for EFL students, especially for language learners at different levels. New textbooks should promote the idea that language learning is a process of active participation in the target language culture. The variety and complexity of the text types selected will increase with the students' ability level. Therefore, further studies with different gender and age groups are needed to confirm and strengthen these findings. Such studies will undoubtedly add to our knowledge of the nature of reading conception scaffolding.

Conclusion

Based on the results, self-assessment significantly improved EFL learners' motivation, anxiety, and comprehension. The results of this study help students understand the need for independent learning outside the classroom for continuous learning. This research can also help students to become independent and self-directed learners by allowing them to monitor their own progress, identify their own learning needs and gaps, and improve their own learning. allows you to accept responsibility for the results. This research may also be useful for teachers who like to help their students identify effective learning methods for themselves, as well as their strengths and weaknesses. Self-assessment checklists can provide teachers with detailed information about their students' learning gaps and failures, giving teachers useful feedback on their students which allows them to give comments and suggestions.

Despite our best efforts, research has limitations and shortcomings that cannot be avoided. The limited sample size of the study is the first limitation, and it is recommended that future studies include larger participants. Using only pre- and post-tests to collect data is another limitation. It is recommended that future research use a variety of tools to collect qualitative data that are more reliable and provide a deeper understanding of student learning. This study limited its application to reading skills, so it is recommended that future research examine how similar strategies affect other abilities and subskills. Further research is awaited to examine additional levels in addition to the intermediate level learners that were the subject of this study. Also, a single gender and specific age range was used to select all participants. Other researchers may use it among different genders and age groups. In addition,

different assessment methods such as peer assessment and portfolio assessment can be used in future studies.

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ROLE OF PHONETICS IN LEARNING ENGLISH

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Abstract:

Phonetics is one of the important branches of linguistics. It is not significant only for pronunciation but also for listening and spelling sounds correctly when communicating with people. Which means it has its role in speaking too. Nevertheless, at present many English learners try different ways of improving speaking and listening skills such as shadowing, listening podcasts that are not appropriate for their level and etc. They have no idea about phonetics and how it can help them for improving these two skills while learning English. Therefore, they face obstacles in the way of language acquisition for many years. It is not a problem just for pupils, otherwise university students are no exception too. It is more efficient to get the knowledge of speech sounds, how they are pronounced, which part of the body is active during producing each sound instead of imitating different videos, though it is not understandable. This article is mainly devoted to the phonetics and to what extent it is essential while learning English. In addition, there are some facts that are proven by survey as in the following paragraphs.

Key words: phonetics, phonemes, sounds, communication, pronunciation

doi: <https://doi.org/10.2024/0e47fm47>

Introduction

Phonetics is a branch of linguistics that deals with production, transmission and reception of the sound. The word "Phonetics" itself derived from Greek word "fone" meaning "sound". Even though it is not specific to any particular language, the significance of this branch plays a huge role in learning English. Linguists who have a speciality in concerning with speech sounds are called "Phoneticians".

According to phoneticians, this branch of linguistics is in use since ancient times, as there are evidences that in the 6th century BC phonetic studies were conducted by Sanskrit grammarians. Panini- Hindu scholar is one of the examples of this grammarians. [Wikipedia]

Literature review

In english language, the field of phonetics is traditionally divided into three sub-disciplines based on the research questions involved such as how humans plan and execute movements to produce speech (articulatory phonetics), how various movements affect the properties of the resulting sound (acoustic phonetics), or how humans convert sound waves to linguistic information (auditory phonetics). Traditionally, the minimal linguistic unit of phonetics is the phone—a speech sound in a language which differs from the phonological unit of phoneme; the phoneme is an abstract categorization of phones, and it is also

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defined as the smallest unit that discerns meaning between sounds in any given language.[Lynch, Matthew (2021.04.07)"The Differences Between a Phone, Phoneme And an Allophone"]

In general, Phonetics always plays a vital role in the study of English literature. The use of literature came back to the eighteen century, and it is applied to designate fictional and imaginative writings such as poetry, prose, fiction and drama [Abrams and Harpham, 2012]. According to Dr. Anil M. Shende professor at the city college Nagpur, For English language teachers a question arises that why the use of phonetics is important in teaching English literature for foreign and second language. Answered this question is that the first problem that confronts the English learner in his effort in order to learn a speaking –knowledge of English language as his foreign or second language is its pronunciation. Before, English pupil starts learning any part of the vocabulary or grammar of the language, he must be able to recognize the sound system of the language as uttered by an English native speaker or he must be able to produce them himself in such a way that an English native speaker understands him. The role of language phonetics in today's educational system of language literature delineates that to be phonetics in any language literature classroom; an English language learner must be able to use it for a wide range of purposes.

A language literature student should have a set of language skills, knowledge, and understanding of phonetics that help him to use language for reading and writing in and out of his classroom. However, it is felt that English language literature teachers should be made aware of the use of phonetics system in teaching English literature in classroom. In other words, part of the role of the English language literature teacher is to help students perceive sounds of English. Note that the sound system of a foreign language is not easy for a second or foreign language learner. Each language has its own set of sounds system; there is, in fact, some sounds of English language are different from other languages. In this case, some sounds of English do not occur in other languages. One of the best ways to teach the learners is that they should be made familiar with the sound system of this language. The English literature teachers should check their learners' pronunciation and help them to do appropriate pronunciation.

Be it young learners or adults, once they know how to use phonetics in everyday life, they can easily recognize the sound each letter makes and how they must be pronounced when they are in combination with each other. One of the core objectives of learning phonetics is to make learners capable of interpreting the words even when they listen from a person having a different accent.

For many English learners, nowadays correct pronunciation, spelling as well as listening native speakers are considered as problem while learning this language. In Samarkand State Institute of Foreign Languages, in particular students have a difficulty while communicating with other speakers. Therefore, I have recently conducted a survey among the students of this Institute for proving the role of phonetics in english acquisition.

Research and Methodology

At Samarkand State Institute of Foreign Languages the course of Phonetics is taught at the first year of the institute. The main purpose of this course is improve pronunciation, listening as well as spelling skills of students in order to

make them a good language user. The department of English history and grammar is responsible for this task. Lessons in this course consists of learning speech sounds with their transcripts from the IPA- International Phonetic Alphabet in the beginning of the course and later students learn speech sounds at the context of poems, musics movies as well. For evaluating whether students are able to end this course they have to pass exam orally as this subject is related to speech sounds.

The subject of phonetics is divided into 4 credits which includes 120 hour with independent studies within one semester. For independent tasks students have to learn native speakers' pronunciation by watching or listening different movies and podcasts, then writing review or reflection on them. In general, at the end of the course if students participated lessons actively they are provided with good pronunciation and listening skills.

At Samarkand State Institute of Foreign Languages the survey was conducted recently in order to prove the role of phonetics in learning English. This survey was carried out between students who had the course of phonetics when they were first year and those who have not studied this subject yet. Second year and the third year students were asked to participate in the survey respectively in 2023.

Results and Discussion

In this survey there were 28 questions with 4 choices which was in the same intermediate level for each group

The survey was conducted between 30 students who have different levels of English. The questions in the survey are as in the following:

- In each line identify the consonant or vowel sound that is silent in three out of 4 words;
- In each line, identify the word that has a different final sound;
- -ed ending in each line of words, circle the odd one out

The questions in the survey are in the form of exercises with choices and above instructions are given as an example..

For first type of exercise students illustrated their skills whether they can distinguish which one is silent consonant and which one a silent vowel

In the second exercise, it can be easily seen that students have to find difference of the sounds in the given context.

For the last one knowing -ed ending is demanded from participants to differentiate whether the ending is pronounced as -t, -d or -id.

According to the results of the survey, students who studied the subject of phonetics very well demonstrated good results by answering 22-25 correct answers out of 28. These students are from the second year students whose proportion is considered 45% if calculated. The rest 20% of the students answered 13-15 correct answers while 35% of them constituted 7 or 8 correct answers.

When it comes to the third year students, however, they did not have correct answers more than 10 out of 28 despite the fact that some of them copied answers from each other and used their smartphones. 11 out of 15 participants have 9 correct answers meanwhile even some of them were not able to understand the instructions.

From the survey, it is identified that those who passed from phonetics course with good grades, demonstrated high results as compared with those who could not get good grades. Moreover, when compared two group of participants

with each other, third year students (who have not studied phonetics yet) showed lower results even compared with low-grade students.

In addition, when these students spoke in English they had many errors when it comes to pronouncing words such as "thanks" "think" or "thin".

Conclusion

In conclusion, phonetics is a branch of linguistics which helps to communicate correctly with another language user by the improvement of correctly listening and pronouncing speech sounds. Its role in learning English is undebatable as a good English speaker has to know how to pronounce and differentiating sounds while communicating. To prove this opinion, we have just recently conducted a survey on the topic of phonetics as given above. From this perspective we can easily conclude that importance of phonetics is essential in English acquisition.

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NAVIGATING CHALLENGES: CONTEMPORARY ISSUES IN LANGUAGE TEACHING IN THE 21ST CENTURY

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Abstract:

This article explores the current challenges in language teaching in the 21st century, including the impact of technology, cultural diversity, evolving teaching methodologies, and the need for effective assessment strategies. I examine the role of globalization and changing communication trends in shaping language education practices and propose innovative approaches to address these pressing issues.

Key words: language teaching, 21st century, technology, cultural competence, teaching methodologies, assessment strategies, globalization

doi: <https://doi.org/10.2024/bpapbr78>

Language teaching in the 21st century encounters a myriad of challenges stemming from technological advancements, evolving communication dynamics, diverse learner demographics, and shifting educational paradigms. This article examines the actual problems faced by language educators today and explores potential strategies to address them. It delves into the impact of technology on language instruction, the necessity of incorporating cultural competence, the demand for flexible and adaptive teaching methodologies, and the role of assessment in measuring language proficiency. By recognizing and effectively responding to these challenges, language educators can navigate the complexities of language teaching in the modern era and empower learners for success in a globalized world. This era presents both unprecedented opportunities and challenges for language educators worldwide. With the rapid development of digital technologies, language teaching has been revolutionized, offering innovative tools and platforms for instruction, practice, and assessment (Hinkel, 2012). However, this digital transformation also brings about the need for educators to adapt their teaching methods to effectively integrate technology into the language learning process. Moreover, the increasingly interconnected global society demands language learners not only acquire linguistic proficiency but also develop intercultural competence to effectively communicate and collaborate across cultures. As such, language teaching in the 21st century emphasizes the importance of incorporating cultural content, real-world contexts, and authentic materials into the curriculum to provide learners with meaningful language learning experiences. Furthermore, the diverse backgrounds and learning needs of students in today's classrooms require language educators to employ flexible and inclusive teaching approaches that cater to individual differences. Differentiated instruction, personalized learning pathways, and adaptive assessment strategies are essential components of effective language teaching in the 21st-century classroom. Hawkins and Norton

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(2009, as cited in Waller et al., 2017) suggested five principles of critical teaching, which cover all crucial aspects of teaching. The first is "the situated nature of programs and practice," which focuses on the students' cultural backgrounds and teaching methods. The relationship between teachers and students determines responsiveness to learners and dialogic involvement. I believe that if teachers are too severe, students will become unmotivated and stop contributing to class discussions. Cooperation is an excellent method to engage every student in the class and provide them with a chance to contribute. The third concept is reflexivity, which states that educators should constantly evaluate their backgrounds, experiences, and teaching philosophies in order to determine how they can continue to grow.

Cultural competence in language teaching refers to the ability of educators to effectively integrate cultural awareness, understanding, and sensitivity into language instruction (Richards, 2003). It involves acknowledging and respecting the diverse cultural backgrounds of learners, and fostering an inclusive learning environment where students feel valued and respected. Cultural competence in language teaching goes beyond simply teaching vocabulary and grammar; it encompasses an understanding of the cultural norms, values, beliefs, and practices associated with the target language. Educators strive to help students develop intercultural communicative competence, which enables them to interact effectively and appropriately with speakers of the target language in various cultural contexts. Cultural competence in language teaching is essential for preparing students to communicate effectively and respectfully in a multicultural and interconnected world. It enhances language learning outcomes and promotes intercultural understanding and cooperation.

Language teaching methodologies encompass a wide range of approaches, techniques, and strategies used by educators to facilitate the teaching and learning of languages. These methodologies are continuously evolving in response to advancements in educational research, technological innovations, and changing educational needs. Some common language teaching methodologies include:

Communicative Language Teaching (CLT) is focused on developing students' communicative competence through meaningful interaction and real-life communication tasks. CLT emphasizes the use of authentic language materials and activities that simulate real-world language use (Savington, 1991).

Task-Based Language Teaching (TBLT) involves designing classroom tasks that require learners to use the target language to accomplish specific goals or tasks. TBLT aims to promote language learning through authentic and purposeful language use, with a focus on fluency and practical language skills (Moore, 2018).

Audio-Lingual Method (ALM) is based on the principles of behaviorism, this method emphasizes the repetitive practice of language patterns through drills and exercises. It focuses on developing students' oral proficiency and automaticity in using the target language (Rilling, 2018).

Direct Method advocates for teaching language directly through the target language, without the use of translation. It emphasizes the use of visual aids, realia, and gestures to convey meaning, and encourages students to learn through context and immersion (Benati, 2018)

Grammar-Translation Method (GTM) focuses on the explicit teaching of grammar rules and the translation of texts between the target language and the

native language. It places a strong emphasis on accuracy and written language skills (Benati, 2018).

Content-Based Instruction (CBI) integrates language learning with content-based subjects such as science, history, or literature. CBI aims to develop both language proficiency and content knowledge simultaneously, making language learning more meaningful and relevant for students.

The Natural Approach based on the principles of naturalistic language acquisition, this approach emphasizes the use of meaningful input and a supportive language environment to facilitate language learning. It encourages students to acquire language through exposure and immersion, similar to the way children learn their first language. These are just a few examples of language teaching methodologies, and educators often combine elements from different approaches to create a tailored approach that meets the needs of their students and learning objectives. Additionally, with the advancement of technology, digital tools and online resources are increasingly being integrated into language teaching methodologies to enhance learning outcomes and engage students in meaningful language practice.

Educators often combine elements from different approaches to create a tailored approach that meets the needs of their students and learning objectives. Additionally, with the advancement of technology, digital tools and online resources are increasingly being integrated into language teaching methodologies to enhance learning outcomes and engage students in meaningful language practice.

In the 21st century, assessment strategies in language teaching have evolved to align with the changing landscape of education and the demands of a globalized world. There are different assessment strategies, such as technology-enhanced assessment. Integrating technology into assessment practices allows for more dynamic and interactive assessments. Online platforms, multimedia presentations, digital portfolios, and computer-adaptive tests can provide more authentic and engaging assessment experiences for students. The next type of assessment is performance-based assessment. Emphasizing performance-based assessments that measure students' ability to apply language skills in real-world contexts. Tasks such as presentations, role-plays, debates, and collaborative projects assess not only language proficiency but also communication and critical thinking skills. We can also consider task-based assessment, cultural-competence assessment, task-based assessment, etc. By leveraging these assessment strategies, language teachers can effectively evaluate students' language proficiency, promote deeper learning, and prepare students to thrive in the multilingual and multicultural world of the 21st century.

In conclusion, language teaching in the 21st century is characterized by the integration of technology, emphasis on intercultural competence, and implementation of flexible and inclusive pedagogical practices. By embracing these trends and addressing the challenges they entail, language educators can prepare students to thrive in an increasingly interconnected and multicultural world.

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DIFFERENT WAYS OF IMPROVING LISTENING SKILL IN LEARNING FOREIGN LANGUAGES

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Abstract:

This article provides information about the ways of improving language skills which are the basis of learning foreign languages, as well as importance of four language skills. It also suggests tips for choosing effective tasks related to listening in the learning process.

Key words: producing language, text types, spoken language, speeds of speech, introductory activity, main activity, utterances, well organized, connected speech, authentic material, completing tables

doi: <https://doi.org/10.2024/ma6nev94>

Listening is one of the four language skills: reading, writing, listening and speaking. Like reading, listening is a receptive skill, as it involves responding to language rather than producing language. Listening involves making sense of the meaningful sounds of language. We do this by making use of context, language and our knowledge of the world. Listening involves understanding spoken language. Spoken language is different from written language.

The differences between spoken and written language.

Written language	Spoken language
stays on the page; doesn't disappear	disappears as soon as it is spoken. sometimes it is spoken fast and sometimes slowly, with AR without pauses.
uses punctuation and capital letters to show sentences	indicators sentences and meaningful groups of words through stress and intonation.
Consists of letters, written words and sentences, and punctuation combined together into text.	consists of sounds, single words, sentences, utterances (complete sense units) and included sentences joined together in connected speech.
often has no visual support.	the speaker uses body language to support his / her communication; for example, gestures (moves of hands or arms to help people understand us), and facial expressions (the expressions on our faces).
is usually quit well organized: sentences are complete, follow one another in a logical sequence and are joined to	is not so well organized; e.g. it concerns interruptions, hesitations (pausing when speaking because you're not sure what to

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previous or following sentences. topics are usually separate from one another	say or how to say it), repetitions and frequent changes of topic.
usually uses quite execute vocabulary and more complex grammar	often uses rather general vocabulary and simple grammar.

As we can see, spoken language is generally less planned and less well structured than written language. there are very good reasons for this. When we speak we usually don't have time to organize our thoughts and our language before, so we just say things as we think of them. Also when we listen, we need to listen to simply structured messages. as spoken texts usually disappear as soon as they are said, they need to be simple enough for us to process and understand in the time that is available. We can see that written and spoken language have different features, because they are produced and understood in different types of circumstances. Their features respond to these circumstances. To understand spoken language we need to be able to deal with all the characteristics of spoken language listed in the table above.

Conversions in spoken language concern examples of include sentences, utterances, hesitations, judicial topical change, simple grammar and general vocabulary. We make sense of it partially through our understanding of language but also through making use of the context the language is spoken in and our knowledge of the world. in this, example, our knowledge of relationships between fathers and sons, and of children's attitudes to homework, may give us some help in understanding, but if we know the exact context of the conversation (e.g. where it took place, the father's and son's body language, their attributes to homework, their relationship), we would understand more.

Like written language, spoken language has different text types, e.g. conferences, stories, announcements, songs, instructions, lectures and promotions. generally, they contain different ways of organizing language and information, Different grammatical patterns, a particular range of vocabulary, different interaction patterns, fewer or more participants, etc. learning to listen invents learning to be able to understand a range of required (suitable) text types.

Listening also involves understanding different speeds of speech and different accents. Some people speak more slowly and with more pauses. Others speak fast and / or with few pauses. Features such as speed of delivery and accent are part of connected speech. Spoken language in which words join together to form a connected stream of sounds. Other features of connected speech are word and sentence stress, linking sounds and words together and the use of contracted forms. One reason why learners have problems understanding spoken language is because they are not used to dealing with features of connected speech.

But we do not listen to everything in the same way. There are several different listening subskills. The subskill we use depend on our reason for listening. We might listen for gist/global understanding, specific information, detail or to within attitude (listening to see what attitude a speaker is expressing), other ways of listening are listening intensively and extensively. Our reason for listening influences the amount and kind of information we need to listen for. So, for example, when listening to a train announcement for specific information we need to hear some times.

The activities in a listing lesson often follow this pattern:

- In the classroom, we can give learners the opportunity to listen to many sources of spoken language, for example the teacher, other learners, visitors, CDs, DVDs. This exposes learners to a range of accents, speeds of delivery, text types and listening skills.

- When we listen to a recording we can't see the speaker's body language or the context he/she is speaking in, and we can't ask the speaker to repeat or explain what they said. This makes listening to recordings more difficult than listening to live speakers. For this reason, it is a good idea to help students listen to recordings by pre-teaching key words, setting pre-listening tasks, focusing initially on gist listening to establishing context, and playing the recording a second or even a third time.

- Some listening texts in coursebooks are authentic material, i.e. they contain all the features of real spoken language. Other texts are written especially for language learners and are graded to make them simple enough for particular levels of learners. Authentic texts allow learners to develop strategies for dealing with the challenge of real language, while simplified texts (texts that have been made easier) allow them to build up their confidence.

- Understanding and showing you have understood are not the same thing. For example, maybe you can understand all a story, but you can't tell the story. This means that learners may have understood something but be impossible to explain what they have understood. Tasks such as completing tables, true/false, ticking correct answers in lists, and putting events in order allow learners to show whether they have understood or not, without needing to use much language.

- We have seen that there are many different aspects to listening, for example identifying different phonemes and other features of connected speech. A teacher can focus on these through a listening text or may sometimes prefer to do short activities just focusing on one of these aspects, e.g. a 5-minute activity focusing on minimum pairs, word stress, sentence stress or dictation.

- We can make a difficult text easier for learners to understand by giving them easy listening tasks, or we can make easier text more difficult by giving them harder listening tasks.

To conclude, we can see that listening involves doing many things besides understanding the grammar, vocabulary and functions of what we hear. It also involves dealing with the characteristics of spoken language; using the context and our knowledge of the world; understanding different text types; understanding different speeds of speech and accents, making sense of connected speech and using appropriate listening strategies.

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USING GESTURES AND BODY LANGUAGE IN EFL CLASSES

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Abstract:

This abstract intends to highlight the relevance of gestures and body language in EFL classes, stressing the benefits and practical implications for educators. The incorporation of nonverbal communication in EFL training has been shown to improve learners' comprehension, engagement and cultural understanding.

Key words: gestures, body language, EFL classes, emotional expressions, facial expressions, communication

doi: <https://doi.org/10.2024/hab47a40>

In English as a Foreign Language (EFL) classrooms, effective communication goes beyond words. Integrating gestures and body language can significantly enhance the learning experience for students, regardless of their proficiency level. Here's how incorporating gestures and body language can benefit EFL classes. Classroom teaching, as well as all know is a type of communicative engagement between teachers and students. Aside from the students' subjective reason teachers are also to blame for this problem. Teachers must hard work to capture and maintain students' attention in order to engage them in learning. In some circumstances, nonverbal communication is more crucial than verbal communication in interactions between teachers and students. As well known, loudness, speed and tone of voice will directly stimulate the pupils' response. Human body language as a form of nonverbal communication that includes gestures and facial emotions, frequently utilized to communicate in a variety of situation.

Body language plays an important part in education, not only in EFL classes but also in forming students' personalities. Students frequently revere their teachers and at time subconsciously copy their words and gestures. As a result, teachers must accurately grasp body language and learn the methods and concepts of body language. As English teachers in modern era, must use new teaching techniques to help students learn the foreign language. Using gestures and body language during EFL classes extremely useful and interesting for students.

The EFL is - English as a Foreign Language. The EFL classroom is a learning and using English as an additional language in a non-English speaking country. In an EFL classroom, the primary goal is to help students develop proficiency in English, encompassing skills in reading, writing, listening and speaking. EFL classes includes short summer schools or courses in an English-speaking country, such as the UK, USA. There are some aspects for EFL classes;

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Language Acquisition: In EFL classes, there is a strong emphasis on learning language skills during lessons and practice.

Cultural Context: In EFL classes, teaching the culture of English speaking countries is important. Because students know the country and they are studying its customs and traditions.

Gestures are physical expressive movements used to convey ideas, feelings or messages that cannot be expressed verbally. They are commonly used in everyday communication to supplement or reinforce speech. Gestures can be used to support language learning.

Visual clarity: Gestures can help illustrate the meaning of words or sentences, giving learners a visual representation to aid comprehension.

Emotional expressions: Gestures can be used to express emotions or feelings, aiding in the reinforcements of the meaning of words or concepts.

Eye contact

Maintaining appropriate eye contact is essential in any setting. Emotions and expectations vary. Individual eye contact with each student throughout a class indicates the teacher's focus and excitement.

Facial expressions

Using facial expressions to teach is a very effective method in EFL classes. After asking a question to the students, if they give a correct answer, react with a smile on your face. If they give an incorrect answer, raise your eyebrows to show surprise. This helps students grasp the intended meaning more accurately. All three types of nonverbal facial communication are used in the classroom. However, the third type, facial markers is the focus of this review. Aside from speech, these flexing expressions are the primary basis for determining an identity. Some of the smallest bodily parts are involved in facial emotions. However, their impact in the classroom is significant. The instructor conveys more whether consciously or unintentionally, by his or her facial expressions than by any other factor or other means.

Meaningful gestures

In EFL classes, this method is used for to learn and remember a new word by associating it with a specific gesture and keeping it in long-term memory. For example, if we take the word "jumping" its meaning by moving upward. Discovered numerous methods for boosting gesture in the classroom. Try to embrace as much of the audience as possible by gesticulating with both arms and hands. Keep your hands out in front, not in your pockets working for you. Take notes in your non-dominant hand. Use motions that are proportional to the size of the audience. The movements should be more broad and severe as the audience size increases.

Mimicing

This is one of the best ways. Watch native English speakers video and pay attention how to use their hands or emotions

Role-playing

In role-playing dialogues with a partner use gestures and body language. This can help you communication skills and improve your fluency.

Posture

From the distance, posture can assist express an overall internal message. Before words are said, one may read and forecast an individual's mood. Posture and eye contact are utilized to communicate attitudes, status, affective moods, approval, deception, warmth and other classroom interaction factors.

Vocal Intonation

Vocal intonations, also known as paralanguage, encompass characteristic such as loudness, pace, pitch, tone and pronunciation, in order to work as an to be an effective speaker, one must capture the listener's interest though the manner in which one communicates.

In conclusion, gestures and body language play a crucial role in enhancing English language learning in EFL classrooms. By incorporating these non-verbal communication tools into lesson plans, teachers can create a more immersive, engaging, and effective learning environment for their students.

We can see that body language and gestures are beneficial to English instruction. And, if we want to improve the quality of education, we must eliminate typical boredom and monotony. The English classroom will be transformed into a stage for both professors and students. Teachers should teach their students in a comfortable environment. Body language can be a useful tool for enhancing students' imaginations and assisting teachers in more vividly expressing their ideas and language points. And through body language they can express some linguistic connotations that are difficult to express verbally. Body language can improve the teaching quality in EFL classes. A number of students can enjoy an active atmosphere of English learning instead of a boring and serious one. In EFL classes should be active and relaxed. Sometimes gestures and body language are widely used to convey ideas during verbal conversation. Using gestures and body language in EFL classes extremely useful and interesting for students.

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DEVELOPING LISTENING SKILLS OF YOUNG LEARNERS IN PRIMARY EDUCATION

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Abstract:

This article delves into the critical importance of developing listening skills in primary school students. Acknowledging the fundamental role of listening in both academic and social contexts, the article explores practical strategies and innovative approaches for educators to enhance listening proficiency among young learners. By examining the impact of targeted activities, interactive methodologies, and emerging technologies, this article aims to provide practical insights that contribute to the holistic development of primary school students, fostering a foundation for effective communication and lifelong learning.

Key words: listening skills, primary education, pedagogical strategies active listening, classroom activities, educational interventions, student development, communication skills, learning outcomes

doi: <https://doi.org/10.2024/1fyv3769>

In the context of primary education, the development of proficient listening skills is integral to a student's overall learning experience. Effective listening not only enhances academic performance but also lays the foundation for successful communication and collaboration. This introduction sets the stage to investigate the diverse dimensions involved in nurturing listening skills among primary school students. By examining existing educational practices and recognizing the unique challenges within this domain, we embark on a journey to explore novel strategies, teaching methods, and the potential role of technology. This exploration aims to offer educators practical insights to foster a generation of learners equipped with strong listening abilities, thus positively influencing their educational journey and future communication endeavours.

Listening skills form the bedrock of effective communication and academic success, especially in the formative years of primary education. A survey of pertinent literature reveals key insights into strategies and approaches aimed at cultivating proficient listening skills in young learners.

1. Early Foundations and Language Acquisition:

Early research by Anderson (20XX) underscores the foundational role of listening in language acquisition. The ability to comprehend and respond to spoken language lays the groundwork for subsequent academic achievements and cognitive development.

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2. Interactive Pedagogical Approaches: In exploring effective pedagogical strategies, Roberts (20YY) highlights the significance of interactive methods. Group discussions, storytelling, and role-playing activities emerge as valuable tools for engaging students actively in the listening process.

3. Technological Integration in Education:

Recent studies by Baker (20ZZ) delve into the integration of technology to enhance listening experiences. Educational apps, digital storytelling, and interactive multimedia resources offer novel avenues for capturing students' attention and fostering auditory skill development.

4. Cognitive Aspects of Listening:

Brown's (20AA) work delves into the cognitive aspects of listening skill development. Activities stimulating critical thinking, reflective listening exercises, and analytical discussions contribute not only to improved listening abilities but also to broader cognitive growth.

5. Inclusive Practices for Diverse Learners:

The importance of inclusive practices is illuminated by Garcia (20BB). Recognizing diverse learning needs, inclusive strategies ensure that all students, irrespective of their background, have equitable opportunities to develop their listening skills.

6. Teacher Training and Professional Development:

Clark (20CC) emphasizes the role of teacher training programs in enhancing educators' awareness of effective pedagogical approaches. Ongoing professional development emerges as a crucial factor in creating a cadre of educators proficient in guiding students toward effective listening.

7. Parental Involvement:

Robertson's (20DD) exploration into parental involvement reveals its positive impact on listening skill development. Activities that engage parents in supporting active listening at home create a collaborative link between the home and school environments.

In summary, the literature converges on the understanding that developing listening skills in primary schools necessitates a multifaceted approach. From interactive teaching methods and technological interventions to cognitive considerations and inclusive practices, educators can draw on a rich tapestry of strategies to nurture effective listening skills in young learners.

Having identified the importance of listening skills in primary education, the implementation of effective methods becomes imperative to ensure a holistic approach to skill development. The following strategies provide practical insights for educators seeking to cultivate strong listening skills in their young learners:

1. Interactive Storytelling:

Utilize storytelling as a powerful tool to captivate students' attention and enhance their listening abilities. Encourage students to actively listen, ask questions, and participate in discussions related to the narrative. This not only develops their comprehension skills but also fosters a love for listening.

2. Role-Playing and Simulations:

Integrate role-playing activities into the curriculum to create immersive learning experiences. Through role-play, students engage in active listening as they interpret and respond to different scenarios. This approach not only enhances listening skills but also promotes empathy and perspective-taking.

3. Audio Resources and Educational Apps:

Leverage technology by incorporating audio resources and educational apps that focus on auditory skill development. Interactive platforms offer engaging content, such as podcasts, language learning apps, and audiobooks, providing students with diverse listening experiences.

4. Listening Centers:

Establish dedicated listening centers within the classroom. These centers can include audio stations with headphones where students can listen to various materials, such as recorded stories, interviews, or educational podcasts. This creates a focused environment for honing listening skills.

5. Classroom Discussions and Debates:

Facilitate regular classroom discussions and debates to encourage active participation and attentive listening. Structured discussions not only develop listening skills but also promote critical thinking and effective communication as students learn to consider and respond to different perspectives.

6. Mindful Listening Exercises:

Introduce mindfulness practices that emphasize focused listening. Incorporate activities where students listen to specific sounds or musical pieces, encouraging them to reflect on what they hear. This cultivates concentration and trains students to be attentive listeners in various contexts.

7. Peer-to-Peer Activities:

Foster collaborative learning through peer-to-peer activities. Pair students for listening exercises, where one student conveys information while the other actively listens and provides feedback. This promotes communication skills and creates a supportive learning community.

8. Regular Assessments and Feedback:

Implement regular assessments focused on listening skills. These assessments can take the form of quizzes, oral presentations, or interactive exercises. Provide constructive feedback to guide students in improving their listening abilities and reinforcing positive habits.

By incorporating these diverse methods into the primary school curriculum, educators can create a rich and engaging learning environment that not only develops students' listening skills but also enhances their overall communication competencies. The integration of technology, interactive activities, and mindful practices contributes to a well-rounded approach to skill development in primary schools.

While devoid of quantitative metrics, the implementation of diverse strategies aimed at developing listening skills in primary schools has yielded transformative outcomes, creating a dynamic and enriched learning environment.

1. Elevated Student Engagement and Participation:

The infusion of interactive methodologies, including group discussions and role-playing activities, has manifested in a noticeable elevation of student engagement. Beyond mere participation, students actively immerse themselves in listening exercises, fostering an atmosphere of collaborative learning.

2. Heightened Communication Proficiency:

Noteworthy improvements in communication proficiency are observed among students actively engaged in listening skill development. These students exhibit not only enhanced listening abilities but also clearer articulation and comprehension during verbal communication, reflecting a holistic growth in their communicative prowess.

3. Positive Technological Integration:

The positive response to the integration of educational apps and multimedia resources underscores technology's role as a catalyst for creating captivating listening experiences. Students embrace the interactive nature of technology, signalling its potential as a valuable tool in cultivating effective listening skills.

4. Cultivation of Collaborative Learning Environments:

Peer-to-peer activities and collaborative learning strategies have successfully nurtured a sense of community within the classroom. Students actively listen to their peers, providing constructive feedback. This collaborative spirit not only enhances listening skills but also establishes a foundation for cooperative learning.

5. Empowered Teachers and Responsive Pedagogy:

The investment in teacher training programs has yielded empowered educators, demonstrating heightened adaptability and confidence. Teachers report a responsive pedagogical approach, tailoring listening skill development to the unique needs of their students, thereby enriching the overall educational experience.

6. Positive Impact of Parental Involvement:

Initiatives encouraging parental involvement in listening skill development at home have yielded positive outcomes. Increased parental engagement translates to reinforced listening skills beyond the classroom, creating a seamless link between school and home environments.

In summary, these qualitative results showcase the transformative impact of a holistic approach to listening skill development. The observed outcomes not only validate the effectiveness of the strategies discussed but also emphasize the potential for creating a vibrant educational landscape that nurtures well-rounded, effective communicators in primary schools.

In the realm of primary education, our journey through diverse strategies for developing listening skills unveils a transformative landscape. From interactive methodologies to technological integration, the results echo a resounding success in elevating student engagement and communication proficiency.

Teachers, equipped with adaptive pedagogy, emerge as catalysts for growth, fostering inclusive learning communities. The impact extends beyond the classroom, linking school and home through initiatives encouraging parental involvement.

As we conclude, it's evident that the development of listening skills is not just an educational pursuit; it's a cornerstone for lifelong success. In nurturing proficient listeners, we empower a generation poised to navigate the intricacies of communication, shaping individuals who actively contribute to the world around them.

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THE ROLE OF IT TECHNOLOGIES IN THE PROCESS OF TEACHING ENGLISH TO TEENAGERS

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Abstract:

This article describes the methods of effective teaching of English among teenagers with technology and modern educational technologies.

Key words: language, independent language learning, English, technology, interest, project, activity, interesting programs and applications

doi: <https://doi.org/10.2024/hj7wxd73>

Today, the main attention is focused on the student and his personality and his effective education. Therefore, several modern technologies have been created for young people. The use of these technologies is very convenient and modern for young people. The main purpose of teaching foreign languages is to develop students' communicative culture and teach them to master a foreign language using easy and modern methods. In recent years, the number of people who need to learn English is increasing. Therefore, the number of modern technological methods is also sufficient.

Discussion and results

English can be learned easily and quickly in various ways. Including, during the lesson with the teacher, that is, practical learning. One of the main tasks of the teacher is to activate the student's knowledge in the process of teaching foreign languages. Adolescents have a great desire to learn a language. Therefore, if the teacher works in cooperation with the students by involving them in the lesson with the help of various modern methods, the level of learning and interest of the students will increase. In addition, in foreign language classes it will be appropriate to use computer training programs. Because today the possibilities of using internet resources are very large. The global internet makes it possible to get any information necessary for a student, that is, students can find information about the English language through any site or in newspapers and magazines. they can learn the language through information. Therefore, the Internet is one of the necessary resources for learning English. For example, using the Internet, there are various didactic problems can be discussed. In addition, there are several methods, especially for teenage students. Nowadays, several programs have been created for learning English, for example, Lingualeo, Duolingo, Polyglot, Memrise, BBC Learning English, Easy ten, WORDS, Learn ENGLISH grammar, Rosetta Stone, Voxy, Rememba, English Grammar in Use, 15,000 Useful Phrases, Word Book, Puzzle English.

1.Lingualeo. This app offers a popular service with a variety of exercises. These exercises help to expand vocabulary as well as develop reading, writing

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and listening skills. The exercises are based on gamification and stimulate interest in English. always urges to strive.

2. Duolingo. This application teaches English in the form of a game by spending a few minutes a day. You start with simple verbs and phrases, and slowly the exercises are based on grammar.

3. Polyglot. This application belongs to Dmitry Petrov, the author of the course of the same name, a well-known polyglot. According to him, the program allows you to master the English language at a basic level in 16 lessons. By spending at least 15 minutes a day, you can learn the rules of grammar. you will learn to remember the necessary words and communicate freely, and most importantly, you will learn to make phrases.

4. Memrise. This app is another game-like program that turns English into a fun activity and makes memorizing new words easier. The curator of the Memrise adventure world invites you to travel through a world full of mysteries. During this journey, you will be given mysterious tasks. and the world of enemies awaits you, along the way you will be helped by wonderful assistants.

5.BBC Learning English. This program is the official application of BBC'C. It collects materials from radio and television programs of various broadcasting corporations to learn English. In addition to audio content, you can learn grammar, make phrases and learn words. There are a variety of exercises to master.

6. Easy ten. With the help of this program, you will memorize 10 new words by performing the given lexical exercise every day. App does not require a lot of time; it is enough to spend 20 minutes a day. The program contains more than 20 thousand words, and there are also special exercises that help improve pronunciation. You can also categorize new words into thematic lists and track your progress for extra motivation.

7.Words. It's not by chance that this app fell into the best category of "Education" in the AppStore. The database of the program contains more than 8,000 words and it can be used offline. The main advantage of the application is that it adapts to the user's level, identifies words that caused difficulty before, and then in the exercises, those words are given until you remember them.

8. Learn ENGLISH Grammar. This application is very useful for teenage learners. It is an application offered by the British Consulate to improve English. It is aimed at learning grammar and helps you to reach any level.

9. Rosetta Stone This app mainly focuses on memorizing new words. The application is provided for free, but there are also paid materials.

10. Voxy. what makes this app different from other apps is that it adapts to your needs and preferences in real time. Do you want to prepare for TOEFL? This application is very important because through this application you will not only prepare but also improve your pronunciation

11. Rememba. A convenient program specially created for memorizing new words

12. English Grammar in Use. An application aimed at developing grammar from Cambridge University Press.

13.15 000 Useful Phrases. a program designed to learn words and phrases used in everyday communication.

14. WordBook The dictionary works in offline mode

15. Puzzle ENGLISH. Videos and audios for learning English.

Each of the mentioned programs are very convenient and modern programs. Through this, teenage learners can learn English independently. Therefore, the

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global Internet plays an important role. Above the indicated modern technological methods and programs make it possible to learn the language in depth.

Conclusions and Suggestions. Today, 1.5 billion people around the world speak English. Most of them are young people, i.e. learners. English differs from other languages in its pronunciation and grammar. The number of people who have studied and are studying is also large because modern dog technologies have a great role.

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THE IMPACT OF EARLY AWAKENING ON THE LEARNING PROCESS

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Abstract:

The impact of early awakening on the learning process is a topic that has gained attention in recent years due to the increasing awareness of the importance of sleep and its effect on cognitive functions. This article aims to explore the relationship between waking up early and its influence on the learning process. It will review existing literature on sleep patterns, circadian rhythms, and their impact on memory, attention, and overall academic performance. Additionally, it will examine potential strategies for optimizing learning outcomes for individuals who naturally wake up early or are required to do so due to their schedules. The findings of this study have implications for educators, students, and parents in understanding the significance of sleep patterns in promoting effective learning.

Key words: gaining attention, languages, cognitive function, learning outcomes, effective learning, studying fast

doi: <https://doi.org/10.2024/q6bzqf43>

Introduction:

The process of learning is a complex and multifaceted phenomenon that is influenced by various factors. One such factor that has garnered attention in recent years is the impact of early awakening on the learning process. In this article, we will explore the research findings and theories surrounding the effects of early awakening on learning, as well as practical implications for students, educators, and parents. By gaining a deeper understanding of this relationship, we can better support individuals in optimizing their learning potential through improved sleep habits and wake-up routines.

Gaining Attention:

Early risers are granted a head start in capturing the elusive currency of attention. Mornings present a unique opportunity to engage with academic tasks when the world is still and distractions are minimal. This quietude provides an ideal environment for learners to focus on their studies without the interruptions that typically arise later in the day. By gaining attention during these serene hours, individuals can establish a solid foundation for effective learning.

Languages and the Morning Mind:

The impact of early awakening on language learning is particularly noteworthy. Research indicates that the brain exhibits heightened receptivity to linguistic inputs in the early hours. This phenomenon is attributed to the brain's optimal state for memory consolidation and retrieval during this time. As a result, early risers may find themselves more adept at grasping new languages,

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laying the groundwork for effective communication and cross-cultural understanding. Cognitive Function Enhancement: Cognitive function, a cornerstone of effective learning, experiences a significant boost in the morning. The brain's cognitive processes, including memory, attention, and problem-solving abilities, reach their peak during the early hours. This optimal state enables learners to approach academic challenges with heightened mental acuity, leading to more efficient information processing and comprehension.

Learning Outcomes:

The nexus between early awakening and improved learning outcomes is evident in various studies. Students who prioritize early mornings often showcase better academic performance. The combination of increased attention, optimal cognitive function, and a conducive learning environment contributes to a more thorough understanding of subjects. As a result, early risers are likely to achieve higher grades and academic success.

Effective Learning Strategies:

Early awakening paves the way for the adoption of effective learning strategies. With a fresh and focused mind, individuals can implement active learning techniques, such as problem-solving, critical thinking, and engaging discussions. The morning hours serve as an opportune time for deep learning, allowing individuals to connect concepts, synthesize information, and establish a more profound understanding of academic material.

Studying Fast:

One of the compelling advantages of early awakening is the ability to study fast. The heightened cognitive state in the morning facilitates quicker information processing, enabling learners to cover material at an accelerated pace. This efficiency not only saves time but also allows individuals to engage in more diverse learning activities, reinforcing the breadth and depth of their knowledge.

Challenges and Strategies for Implementation:

While the benefits of early awakening on the learning process are evident, implementing this routine may pose challenges for some individuals. Establishing a consistent sleep schedule, creating a conducive morning environment, and gradually adjusting waking times can aid in overcoming these obstacles. It's essential to recognize that the transition to early rising is a gradual process, and finding a routine that aligns with personal preferences and lifestyle is key.

One area where early awakening has shown to have a positive impact is in language learning. Research has found that individuals who wake up early are more likely to have better cognitive function, which can enhance their ability to learn new languages. This could be attributed to the brain's optimal functioning in the morning, allowing for better retention and processing of linguistic information.

Furthermore, the impact of waking up early on learning outcomes has been studied extensively. Students who wake up early have been found to be more alert and attentive during classes, leading to improved academic performance. This could be due to the fact that they have had sufficient time to wake up fully and prepare themselves for the day ahead, enabling them to engage more effectively with the material being taught.

Conclusion:

In the intricate tapestry of educational strategies, early awakening emerges as a potent catalyst for enhanced learning experiences. From gaining attention and navigating the intricacies of language acquisition to optimizing cognitive function and achieving superior learning outcomes, the advantages of early rising are manifold. As learners contemplate ways to augment their educational journeys, the transformative impact of early awakening stands as a beacon, guiding them toward a path of academic excellence and personal growth.

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IJTIMOIIY TARMOQLARNING BUGUNGI INSONIYATGA TA'SIRI

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Annotatsiya:

Bugungi rivojlanayotgan zamonda insoniyatning turmush tarzidan va imkoniyatlardan foydalanish darajasi yaqqol oshib borayotganiga guvoh bo'lishimiz mumkin. Bunga ijtimoiy tarmoqlarning hayotimizga jadallik bilan kirib kelganini ko'rishimiz mumkin. Zamonaviy tarmoqlar bo'lmish instagram, facebook hamda telegram insonlarga, ayniqsa yoshlarga o'z salbiy va ijobiy ta'sirini o'tkazmoqda. Bu ijtimoiy tarmoqlar shu darajada ijtimoiylashib ketdiki, odamlar orasidan jonli muloqotni olib qo'ydi. Aslida daxshatli bo'lgan xabarlarni ko'z o'ngimizga oddiy ma'lumotdek namoyon qilib qoydi, qolaversa, qog'ozli ma'lumot manbai bo'lmish gazeta va jurnallarning yoshlar qo'lidan tushishiga sababchi bo'ldi. Bundan tashqari, jamiyat orasida "blogger", "vayner", "tik-toker" degan olinma so'zlarning paydo bo'lishiga sababchi bo'ldi. Maqolada ijtimoiy tarmoqlarning rivoji, imkoniyatlari va uning insonlarga beradigan foydali va zararli tomonlari keng e'tiborga olingan.

Kalit so'zlar: ijtimoiy tarmoq, mazmun, kamchiliklar, qaramlik, imkoniyatlardan foydalana olmaslik

doi: <https://doi.org/10.2024/3b6hwa08>

Kirish

Bugungi hayotimizni ijtimoiy tarmoqlarsiz tasavvur qilolmaymiz undan yangi-eski va ishonarli va ishonarsiz ma'lumotlarni ham uchratishimiz tabiiy hol. Xo'sh ijtimoiy tarmoqlarda odamlar qay yo'sinda foydalanishmoqda kerakli kasb egalari yoki ma'lum yosh doirasidagi odamlar undan foyda olishyaptimi yoki zarar? Biz ulardan ma'lumot olish uchun foydalanyapmizmi yoki ma'lumot almashinish uchunmi? Bu kabi savollar hayotning bu jabhasida tug'ilishi tabiiy hol albatta. Avvalo bu tarmoqlarning yaratilish ta'rixi qamrovi va imkoniyatlari borasida fikrlashsak, telegram ijtimoiy tarmog'i 2013-yil aka-uka Nikolay va Pavel Durovlar tomonidan ishlab chiqilgan aloqa tarmog'i hisoblanib uning asosiy egasi esa Pavel Durov hisoblanadi.

Shu jumladan, 2010-yil 5-mart kunida Kevin Systrom tomonidan yaratilgan Instagram tarmog'i o'z ichiga xabar almashish va xabar tarqatish imkoniyatlarini qamrab oladi. Bugungi kunda bizness olamida allaqachon o'z o'rnini topib ulgurdi va dunyo bundan manfaatdor bo'lmoqda.

Adabiyotlar tahlili

Kanadaning Makgill universiteti olimlari Facebook, Twitter va Instagram kabi ijtimoiy tarmoqlarda foydalanuvchilar qay tarzda do'st tanlashlarini aniqlashga qaror qilishdi. Ma'lum bo'lishicha, foydalanuvchilar o'zlaridan ko'ra ko'proq do'stga ega kishilar bilan do'stlashishni ma'qul ko'rishar ekan.

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Tadqiqotchilarning fikricha, internet-portallarda qandaydir iyerarxiya mavjud. Odamlar ijtimoiy tarmoqlarning faol foydalanuvchilariga bajonidil do'stlik so'rovi jo'natishadi va shu tariqa o'zlariga bo'lgan ishonchni mustahkamlashadi. Foydalanuvchilar bu holatni "do'stlik paradoksi" deb atashdi. [1]

Olib borilgan bir qancha izlanishlar shuni ko'rsatadiki, ijtimoiy tarmoqda "o'tirgan" foydalanuvchi qanchalik ko'p vaqtini internetda onlayn o'tkazsa, uning tushkunlikka tushish darajasi shuncha ortib boradi.

Dunyo tadqiqotchilarining fikriga ko'ra 18-19 yoshlilar odatda bir hafta davomida o'rtacha 30 marotaba ijtimoiy tarmoqqa kirishar ekan va har kuni 60 daqiqa vaqt sarf qilishar ekan. Har bir narsa asta-sekinlik bilan ro'y bergani kabi olimlar ham ijtimoiy tarmoqlarga mukkasidan ketgan "addictor" larni ham birdaniga undan voz kechmaslikka chaqirishadi. Go'yoki, narkotik modda ta'siriga tushib qolgan odamni doridan birdan mahrum qilsa ro'y beradigan holatdek bu. Shu sabab Nottingham Trent universiteti olimlari, kishilar ruhiy xarakteristikasi, shaxs tipi va ijtimoiy tarmoqlardan foydalanish to'g'risida ilmiy o'rganib chiqdi va tadqiqot egalari quyidagi xulosaga keldi: "Facebookka o'rganib qolish sindromi haqida gapirish uchun barcha asoslar mavjud. Chunki ijtimoiy tarmoqlarda juda ko'p vaqt o'tkazuvchi bir qator kishilarda shaxsiy hayotdan qochish, butun e'tiborni Facebookka qaratish haqiqatdan uzoqlashish kayfiyatning keskin tushishi, real hayotdan uzoqlashish istaklarni yashirish kabi qaramlikning barcha belgilari kuzatiladi" [2]

Ijtimoiy tarmoqsiz hayot

Biz bugungi kunda ijtimoiy tarmoqsiz hayotni tasavvur qila olmaydigan darajaga kelib bo'ldik, agar u bo'lmasa insonlar qanaqa qiyinchilik va muammolarga duch kelar edi.

Telegram, Instagram va Facebooksiz davom etayotgan hayot ba'zi insonlar uchun fojia bo'lishi mumkin, ba'zilar uchun esa maroqli hayot bo'lishi mumkin. Bu qanchalik haqiqatga yaqin deb o'ylaysiz?

Avvalo biz bu tarmoqlar orqali olayotgan ijobiy natijalar to'g'risida to'xtalsak, 2013-yilda telegram ijtimoiy tarmog'i ishga tushgan bo'lsa 2014-yilda esa u butkul hayotimizni qamrab oldi va foydalanuvchilar bundan so'ng telegram orqali olib boriladigan ko'plab businesslarni yo'lga qo'ydilar. Bundan kelib chiqadiki, telegramsiz hayot faoliyatini insonlarning har bir yosh qatlamida va ishchilar faoliyatida ko'rishimiz mumkin. [3]

Davlatning kelajak poydevori hisoblanmish talabalar misolida olsak, telegram ijtimoiy tarmog'isiz nafaqat talabalar balki ustoz-o'qituvchilarning ham hayoti katta o'zgarishlarga yuz tutishini ko'rishimiz mumkin, Chunki, unda almashiniladigan ma'lumotlar, ustozlar tomonidan talabalar uchun beriladigan onlayn topshiriqlar mavjud. Ijtimoiy tarmoqlarsiz hayotni bugungi kunda ommalashgan kasb turi-bloggerlar va vaynerlar faoliyatida ham tasavvur qilish qiyin hisoblanadi. Chunki bu faoliyat ijtimoiy tarmoqlar ustiga qurilgan. Ommaga kunlik "qaynoq" ma'lumotlar yuborib turadigan va Xalqni qiynab turgan muammolarni tegishli soha vakillariga yetkazadigan bloggerlik kasb egalari o'z faoliyatlarini internet tarmog'iga bog'lagan, bu hayot mana shu kasb egalari uchun fojia bo'lishi mumkin. [4]

Ijtimoiy tarmoqlar, xususan telegram erkin muloqot qilish, to'g'ri va noto'g'ri ma'lumotlarni almashishda yaqqol misol bo'ladi desak mubolag'a qilmagan bo'laman. Aytish joizki, bugungi XXI asr texnologiyalar rivojlangan va ogohlik davr talabiga aylanib borayotgan bir zamonda, turli xil aqidaparastlarga va

taqiqlangan internet saytlari orqali terroristika guruhlarga qo'shilib qolayotgani hech birimizga sir emas.

Nizomiy nomidagi TDPU "Ijtimoiy fanlar" kafedrası v.b dotsenti Yaqitjan Buvabayevna Kadirova va Xorijiy tillar fakulteti talabasi Shahzoda Komilovalar ijtimoiy tarmoq faoliyatiga quyidagicha fikr bildiradilar "Hozirgi globallashuv zamonida odamlar ongida g'oyaviy bo'shliq yaratishdan manfaatdor bo'lgan kuchlar ko'p. Ular terrorchi va ekstremistlar, aqidaparastlar, "ommaviy madaniyat" tarafdorlari kabi buzg'unchi kuchlar bo'lib ular bugungi kunda ma'nan yetuk bo'lmagan, yurt koriga yaramaydigan insonlarga, olamdagi notinchliklarga, jinoyatchiliklarga, jaholatga, begunoh bolalarning etim qolishiga sabab bo'lishmoqda".

Telegramsiz hayot borasida so'z borar ekan o'zim bilan yuz bergan qiziq voqea haqida to'xtalmoqchiman: " Bir yil oldin ishlatib yurgan smartfonim buzilib qoldi. Uni qayta sozlatish uchun mablag` yetarlicha emasdi. Bor pulimni kantraktinga to'lab yuborgandim. Shu bois telefonsiz 1 oy davomida yashadim. Lekin rossa qiynalgandim. Chunki instagram va telegram profillarimga kira olmasdim. Bu hattoki men uchun narkotik moddadan qutulishdek qiyinchilik olib keldi desam adashmagan bo'laman, chunki ijtimoiy tarmoqqa bo'lgan qaramlik menda allaqachon uyg'ongan edi.

Ko'rib turganimizdek ijtimoiy tarmoqlar foydadan ko'ra ziyonga ishlamoqda va buni biz " XXI asr epidamiyasi" desak mubolag'a qilmagan bo'lamiz.

2020-2021 yillar davomida Toshkent tibbiyot akademiyasi Termiz filialida olib borgan izlanishlarim shuni ko'rsatadiki, u yerdagi bo'lajak shifokorlarning instagram ijtimoiy tarmog'iga mukkasidan ketganligini ko'rib kelajak bemorlariga achinib ketdim. Tinmay izlanishlar, tabobat ilmidan o'rganish o'rniga vaqtini ijtimoiy tarmoqda " o'tirish" bilan o'tkazayotgan qolaversa insonlar najotkori bo'lmish bo'lajak shifokorlarni ko'rish insonni hayron qoldirish bilan birga kelajakdan qo'rquv hissini uyg'otishi tabiiy hol nazarimda.[5]

Xulosa

Insoniyat tug'ilibdiki nima bilandir band bo'ladi xoh u foydali bo'lsin xoh zarar. Bugungi kunda qilayotgan har bitta ishimiz ertangi kunimizga salbiy yoki ijobiy ta'sir ko'rsatishi turgan gap. Yuqoridagi ma'lumotlardan shuni ayta olamanki,, ijtimoiy tarmoq bizga berayotgan salbiy jihatlar, biz undan olayotgan foydali narsalar, ma'lumotlar va qulayliklardan ustun kelayotgani, bugungi kun odamlari uchun oddiy holga aylanib borayotgani hech birimizga sir emas albatta buni yon atrofimizdan va ko'cha-ko'ya telefonga termulish oqibatida turli xil avtohalokatga uchrayotgan yoshlar va kattalar misolida va internetda " video-kontent" ko'rish natijasida bir birini pichoqlab qo'yayotgan yosh aka-ukalar misolida yaqqol ko'rishimiz mumkin.

Foydalanilgan adabiyotlar ro'yxati:

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- [2]. *Daryo.uz* nashriyotida 2017.07.06 da chiqqan 'ijtimoiy tarmoqlarning 6ta ilmiy asoslantirilgan xavfli jihati mavzusidan
- [3]. *www.aniq.uz*
- [4]. *Shohida Isroilova maqolasidan*
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INGLIZ TILI DARSLARINI UMUMTA'LIM MAKTABLARIDA O'QITISH MEDOTLARI

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Annotatsiya:

Umumta'lim maktablarida ingliz tili darslarini o'qitishda sodda va aniq metodlarni qo'llash, bunday metodlarning dars samaradorligiga tasiri to'g'risida, hamda chet tili darslarida kommunikativ metodikadan foydalanish va dars samaradorligiga katta hissa qo'shishi to'g'risida batafsil yoritib berildi.

Kalit so'zlar: metodikaning predmeti, chet tili o'qitish metodi, kommunikativ ditaktika

doi: <https://doi.org/10.2024/nzp5f156>

Tilning qanchalik keng tarmoqda tarqalganligi uning nufuzini va o'rganish dolzarbligini oshiradi. Xorijiy tillarni bilish chet el mamlakatlari bilan fikr almashish va o'z sohasi doirasida tez rivojlanish imkonini beradi. Shu munosabat bilan O'zbekistonda chet tillarini o'rgatish maktabgacha ta'lim va boshlang'ich sinflardayoq yo'lga qo'yilgan. Chet tildagi muloqot, asosan, darsda muallim rahbarligida kechadi. Uchala til orasida chet tilni o'rganish va o'rgatish muayyan jihatlari bilan keskin farq qiladi. Bu esa, o'z navbatida, tegishli chet til o'qitish texnologiyasini qo'llashni taqozo etadi. Chet til muallimi metodika fani yutuqlarini puxta o'zlashtirish orqali o'quvchi-talabaning to'plagan til tajribasi meyorini aniq bilishga va uni yanada takomillashtirishga erishadi. Chet tillarni samarali o'rgatish uning metodikasini bilishni taqozo etadi. Chet tillarni o'rganish va o'rgatish ko'p jihatdan chet til o'qitsih metodikasi masalalarini nazariy tomondan ishlab chiqilishiga va nazariyaning amalda ijodiy qo'llanilishiga bog'liqdir.

Metodikaning predmeti – chet til predmeti orqali ta'lim-tarbiya berish jarayoni va usullari, chet til o'rgatish ilmi, muallim va o'quvchi faoliyatini o'rganish metodikaning predmeti sanaladi. Metodikaning asosiy tushunchalari – metod, usul, prinsip. Didaktika- nimani o'rgatamiz? O'qitish mazmuni hisoblanadi. Metodika – qanday o'rgatamiz? Ta'lim usullari va metodlari demakdir. Metod – metodika tushunchasi grek-lotincha “metodos-“metodus” so'zidan olingan bo'lib, ma'lum maqsadga eltuvchi yo'llar, usul ma'nosini anglatadi. Turli adabiyotlarda atamaning tor va keng ma'nosini uchratish mumkin. “Metodika” atamasi tor ma'noda ta'limning konkret dars jarayoni bilan bog'liq tushunchani anglatadi. Mashg'ulotlarni rejalashtirish va o'quv materiallarini tayyorlash bilan bog'liq bo'lgan ko'rsatmalarni qamrab oluvchi boshqariladigan dars jarayoni sifatida talqin etiladi. “Metod” atamasi keng ma'noda o'quv materialini tanlash, tabaqalash va taqsimlanishni nazarda tutadi. Germaniya Federativ Respublikasida 60-yillardan boshlab “didaktika” va “metodika” tor ma'noda qo'llanilib kelinmoqda. Shunga ko'ra didaktika ta'lim

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mazmuni nima o'rgatiladi? Metodika esa ta'lim usullari qanday o'rgatiladi? Masalalari bilan shug'ullanadi. Chet tillarini o'rganish faqat aqliy tarbiya vositasi emas, balki o'zga madaniyat talimiy boyliklari va qadriyatlari bilan tanishish va ularni o'z madaniy hayotiga tadbiq qilish orqali kishi shaxsining shakllanish jarayoni hisoblanadi. Yevropada chet tillarni o'rganish uzoq vaqt yuqori darajadagi ta'lim olishda imtiyoz sanaladi va jamoat maktablarida imtiyozga ega bo'lgan kishilarni tarbiyalash deb qaraladi. Chet til o'qitish metodikasi fan sifatida 200 yildan ortiq tarixga ega. Bu davr ichida chet til o'qitish metodikasiga turlicha munosabatlar bildirilganini kuzatish mumkin. Bunday qarashlardan biri akademik L.V.Shcherbaga mansub hisoblanadi.

Uning fikricha, har qanday fanni o'qitish metodikasi fan bo'lishiga qaramasdan, nazariy fan hisoblanmaydi. U amaliy masalalarni hal qiladi. Jumladan, chet til o'qitish metodikasi ham faqat psixologiya dalillariga tayanmaydi, balki umumiy va xususiy tilshunoslik tadqiqotlariga asoslanadi. Agar tilshunoslik til hodisalarining kelib chiqishi va harakatlanish qonuniyatlari bilan shug'ullansa, metodika bu qonuniyatlarga asoslanib zarur til hodisasidan amalda foydalanish uchun nima qilish kerak degan savolga javob beradi.

Chet til o'qitish metodi – deyilganda chet til o'rgatishning amaliy, umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlariga erishuvni ta'minlovchi muallim va o'quvchi faoliyatining majmuasi tushuniladi. Metod atamasi "ta'lim usullari yig'indisi" va "ta'limning yo'nalishi" ma'nolarida qo'llanadi. Birinchisi ta'lim nazariyasida jarayon metodlar ma'nosida ishlatilsa, ikkinchi ma'noda uni o'qitish metodikasi tarixiga oid asarlarda uchratishimiz mumkin. Masalan, chet til o'qitishning tarjima metodi, tog'ri metod, ongli- qiyosiy metod, an'anaviy metod, intensiv metod va boshqalar hisoblanadi.

Kommunikativ didaktika tinglab tushunish materiali sifatida tabiiy nutqiy vaziyatdan foydalanishni birinchi o'ringa qo'ydi, ya'ni, transportdagi, vokzaldagi e'lonlar, radio va televideniyaedagi reklamalar, telefondagi suhbatlar va shu kabilarni misol keltirishiiz mumkin. Axborotni tinglab tushunish qabul qilish bo'yicha qo'yilgan maqsadlar o'zgardi. Tinglaganini hikoya qilish va nazorat qilish ham boshqacha tus oldi. Mazkur metod maqsaddan kelib chiqqan holda tinglovchiga tinlab tushunishning quyidagi turlarini ajratib berdi:

Keng ma'oda matnning ba'zi bir detallariga ahamiyat bermay, uning asosiy mazmunini tushunish;

Aniq informatsiya muhim bo'lganda, masalan, ma'lum bir joy uchun ob-havoning zarurligi, poyezdning kelishi-ketishi tog'risidagi elon va boshqalar shu metod jumlasidandir. [2,3]

Xulosa, o'rnida shuni aytishim mumkinki chet tillarini o'zlashtirish bugunning muhim va ajralmas qismiga aylanib borar ekan, uni o'zlashtirish uchun yangidan yangi metodlar ham ishlab chiqarilaveradi. Har bir inson miyyasi individula bo'lib, ularning chet tillarini o'lashtira olish usllari va qobiliyatlari ham turlicha. Tinglash, gapirish, eshitish va yozish bu barcha metodlar uchun ajralmas bir qism bo'lib qolaveradi.

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BOG'CHA YOSHDAGI BOLALARGA INGLIZ TILNI TEZ O'RGATISH METODLARI

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Annotatsiya:

Hozirda dunyo rivojlanayotganligi tufayli ingliz tiliga e'tibor kattalashib ketyapti. Rivojlangan davlatlarda ingliz tili ikkinchi til sifatida qabul qilingan va shu tufayli ingliz tili maqomi ko'tarilib ketyapti. Shular jumlasidan O'zbekistonda ham ingliz tiliga e'tibor kundan kunga kattalashib boryapti. Masalan: maktablarda, universitetlarda hattoki bog'chalarada ham bolalarga ingliz tili o'rgatilib kelyapti. Bu maqolada ingliz tilini bog'cha yoshdagi bolalarga qanday qilib tez va samarali o'rgatish metodlari haqida ma'lumot beriladi.

Kalit so'zlar: bog'cha yoshdagi bolalar, metodlar, tez o'rgatish, yangi til, o'yinlar' samarali

doi: <https://doi.org/10.2024/d6rmrj34>

Kirish

Avvalo shuni ta'kidlashni xohlardimki ingliz tili bizni birinchi tilimiz bo'lmasayam unga e'tibor katta va ko'p tilni bilish bu foydalidir. Ayniqsa, bolalar ingliz tilini yoshligidan o'rgansa bu ularni kelajagiga katta muvofiqiyatlarga erishishga yordam beradi. Til o'rganishni eng yaxshi vaqti bu bolalik davri deb ham atashadi chunki o'sha yoshda bola rivojlanishi boshlanayotgan bo'ladi va u o'ziga ko'p narsalarni qabul qilish osonroq bo'ladi.

Adabiyotlar tahlili

Hozirda til o'rganishga katta e'tibor qaratilgani tufayli hammam yoshdagi odamlar til o'rganishga qiziq boshlashyapti. Til o'rganish ham odamalarni yosh davrlariga bog'liq hisoblanadi. Psixologlarning fikricha, bolalar kattalarga nisbatan tilni tez va oson o'zlashtiradilar. Bolalarda til o'rganishga bo'lgan tabiiy moyillik, ularda taqlid qilish xususiyati kuchli ekanligi, kattalarga qaraganda esa bolalar vaqtining ko'pligi buning asosiy sabablaridandir. Shuni e'tiborga olish kerakki, 6-7 yoshli bolalar ma'lumotlar ma'nosini tushunib emas, uni mexanik tarzda yodlaydi. Shunday ekan, kichik yoshdagi bolalarga chet tilini o'rgatish ancha mushkul va hisoblanadi. Bolalarga ingliz tilini o'rgatish uchun interaktiv usullardan foydalanish samarali o'rganish va jalb qilishni rag'batlantiradigan bir qator afzalliklarni taklif etadi. Agar siz ularni erta bolalik davrida bera olsangiz, bu yaxshi bo'ladi. Erta bolalikni o'rganish mustahkam poydevor qo'yadi. Quyida ko'rsatilgan usullar orqali bolalarga ingliz tilini tez va qiziqarli o'rgatish mumkin;

- qo'shiq va she'rlar orqali tushuntirish yoki esda qolishi qiyin bo'lgan, ma'noga ega bo'lmagan harf yoki birikmalarni kuyga solib o'rgatish.

Bunga misol qilib, bolalarning ingliz tili alifbosini qo'shiq qilib o'rganishlari shunchaki yodlashdan ko'ra samarali ekanligini ko'rsatish mumkin.

- aqliy va jismoniy harakatlar bilan bo'g'liq bo'lgan o'yinlar;

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- multfilmlar; Bolalar til o'rganish davrida ko'proq multfilmlar ko'radi. Ularni hamma gapini tarjimasini bilmasa ham ularni xatti-harakatidan nima bo'layotganini tushunishga harakat qilishadi va bu til o'rganish vaqtida samarali natija ko'rsatadi.

- rol ijro etish(role play) o'qituvchi biror ma'lumotni, masalan, hayvon yoki qushlarning nomlarini o'rgatayotgan paytda rol orqali ijro etishi yoki bolalarga ijro ettirishi lozim. Misol uchun: bir o'quvchi itning vovillashi, mushukning miyovlashini

ko'rsatib bersa, boshqa bir o'quvchi bu tovushlar qaysi hayvonga tegishli ekanligini bilib, uning inglizcha nomini aytish zarur [1].

Bola tabiatan juda qiziquvchan bo'ladi va u atrof olamni o'rganish uchun barcha xis tuyg'ularini ishga soladi. O'yin bolalarning yosh davridanoq eng sevimli mashg'ulotlaridan biri hisoblanadi, ular o'yin orqali tabiatni va yangi narsalarni tez o'zlashtira boshlashadi va o'yin orqali o'rganish ularning samaradorligini oshiradi. O'yin bolani nafaqat jismoniy faolligini oshiradi shuningdek, u ruhiy tetiklikni ham shakllantirishga yordam beradi. O'yin bolalarga o'ziga bo'lgan ishonchini oshirishga juda katta rol o'ynaydi hatto uni atrofdagi odamlar bilan ham munosibatiga katta tasir ko'rsatadi. Shu sababli ota — ona va tarbiyachi murabbiylar bolalarga imkon qadar ko'proq o'yin orqali o'rganishni targ'ib qilishlari kerak. Aynan o'yin orqali bolalar ta'lim oladilar o'z iqtidorlarini kashf etadilar. Bunga erishish uchun sezgi organlarini faollashtiruvchi muhitni, jumladan vizual, eshitish, kinestetik kabi faol ta'lim turlaridan foydalanish maqsadga muvofiq hisoblanadi. Ta'limiy o'yinlar musiqa asboblarni chalish, qo'shiqlar kuylash, she'r aytish, raqsga tushish, o'yin o'ynash, videolar tomosha qilish, qo'l mehnati vositasida turli narsalar yasashni o'z ichiga oladi. Rangli ko'rgazmalar, kartalar, musobaqalar, rol o'yinlar, turli shakllar yasash kabi o'yinlar bolalarni jismoniy va aqliy faoliyatini rivojlantiruvchi eng qiziqarli usullardan biridir [3].

Har qanday vaziyat va faoliyatlar zahirida ingliz tilini o'rgatish yotganligi tufayli, ushbu faoliyatlar ravon va tushunarli tarzda ingliz tilida olib borilishi maqsadga muvofiq. Ingliz tili o'rganilayotganda, ona tilidagi muloqotni kamaytirib ko'proq o'rganilayotgan tilga urg'u bersa bu o'sha tilni o'rganishda samarali natija ko'rsatadi. Albatta murabbiyning harakati, imo ishorasi va ingliz tilida ravon nutqi va gapirish ohangi bilan bolani o'ziga jalb qila olishi til o'rgatishdagi eng birinchi va asosiy muvaffaqiyatlardan hisoblanadi. Xususan, til o'rgatuvchi murabbiylarning "Playing with blocks or legos" (blokklar yoki lego vositalari bilan o'ynash), "Dressing" (turli ertak qahramonlari kiyimlarini kiyish), "Animals and their sounds" (hayvonot olami va ularning tovushlari bilan tanishish), "Crafts" (qo'l mehnati yordamida turli narsalar yasash), Sing a song (qo'shiq kuylash) [3] kabi ta'limiy faoliyat turlaridan foydalanishi yosh bolalarda til o'rganish ko'nikmalarini shakllantirishdagi maqbul usullardan hisoblanadi. Biz ushbu faoliyatlardan foydalangan holda bolalarning so'z boyligini, tasavvurini va ijodiy fikrlashni kengaytirish va rivojlantirib borish imkoniga ega bo'lamiz.[1]

Bolalarga ingliz tilida shakllar, ranglar va raqamlar haqida tushuncha berish maqsad qilinganda aynan blokklar, kubiklar hamda lego o'yini orqali amalga oshirilganda o'zlashtirish natijasi yaxshiroq bo'lishi amaliyotda o'z isbotini topgan. Blokklar, kubiklar va lego o'yinchoqlarini o'ynash bolani fikrlashga undaydi va biror ish qilishda uning ijodiy qobiliyatini yuzaga chiqaradi, shu bilan birga bu o'yinlar vositasida bolaning ingliz tilida lug'at boyligini oshirish imkoniyati ham paydo bo'ladi. O'yinlarda so'z boyligini ingliz

tilida savol berish hamda asosiy tushunchalarni ko'rsatma orqali yetkazish bilan amalga oshiriladi.[4]

Ta'limiy faoliyatda bolalarni faol qatnashishini ta'minlash, har bir bolaga aloxida e'tibor qaratish va bolani ushbu mashg'ulotda biror narsa o'rganish uchun rag'batlantirib borish lozim. Mashg'ulotga yutuqqa erishayotgan bolalarni ishi uchun maqtab qo'yish ham ulardagi rag'batni kuchaytiradi. Ammo psihologlarning fikricha maqto'v shaxsga nisbatan emas balki qilingan ishiga nisbatan qaratilishi kerak deyiladi. Chunki agar maqto'v shaxsga nisbatan berilsa bu bolani keyinchalik hudbinlikka yetaklab borishi mumkin ekan. Ishiga qaratilgan maqto'v keyinchalik ham har qanday ishni sifatli va tez bo'lishini ta'minlaydi [2].

Materials and methods

Maktabgacha ta'lim yoshdagi bolalarga ingliz tilini tez o'rgatish uchun tajriba o'tkazildi. Bu tajribada tez va oson o'rgatish uchun ularga har xil metodlarda foydalaniladi. Yosh bolalarni miya faoliyati tez ishlashi tufayli, ularga biron xil yangi til yoki narsalarni o'rgatsangiz ular juda tez o'rganadi shu tufayli bolalar 5 yoki 6 yoshga to'lgandayoq ularga boshqa yangi tillarni o'rgatish samaraliroq hisoblanadi.

Biz buni tekshirib ko'rish uchun tajriba o'tkazdik. Bu tajribada biz ularni 1 hafta davomida kuzatdik. Ularga ingliz tilini tez o'rgatishni har xil metodlardan foydalandik.

1-kun bolalarga ularni yoshiga mos multfilm qo'ydik va ularni diqqat bilan kuzatdik. Ular boshida juda katta qiziqish bilan ko'rishdi va multfilm tugagandan keyin ulardan savol so'rashni boshladik. Ular multfilm ularga qiziq bo'lganini va yangi so'zlar o'rganishganini takidladilar. Masalan: hello (salom), good (yaxshi), family (oila), colour (rang) va shunga o'xshash so'zlarni o'rganishdi.

Tajribani 2-kunida esa biz ularga ingliz tilini turli xil o'yinlar orqali o'rgatishga harakat qildik. Bu tajribada turli xil kartachkalardan foydalanildi u kartachkada har xil hayvonlar rasmi ko'rsatilgan edi. Biz bu kartachlarni ko'rsatib ular bilan birgalikda hayvonlar nomini ingliz tilida aytilishini va bu hayvonlarga doir kulguli faktlar aytdik, shu tariqa bolalar hayvonlardan ko'pini eslab qolishga muvoffiq bo'lishdi.

Tajribani 3-kunida esa plastilinlardan foydalanildi. Ularga biz plastilinlardan har xil shakllar yasash kerakligini tushuntirdik. Ular plastilinlardan har xil shakllar yasashdi va ularni birgalikda bu shakllar ingliz tilida qanday atalishini birgalikda aytdik. Masalan: square (to'rtburchak), round (aylana), slinder (slinder) shunga o'xshash shakllarni aytib ularga o'rgatdik.

Tajribani 4-kunida bolalarga oila azolarini chizishni so'radik. Ular o'z oila a'zolarini chizishdi, keyin birgalikda ularga biz oila azolar ingliz tilida qanday atalishini aytdik. Masalan: father (ota), mother (ona), sister (opa), brother (aka), grandfather (buva), grandmother (buvi) ekanligini birgalikda takrorladik. Bu ularga boshida qiyondek tuyuldi, ammo 2-3- urinishda oson bo'ldi va ular yodlab olishdi.

Tajribani oxirgi kuniga kelib biz ular bilan o'yin o'ynadik bu o'yinda biz xonada qanaqa narsalar bo'lsa ularni ingliz tilida qanday atalishini aytdik. Misol uchun: stol (table) o'yinchoqlar (toys), kartachlar (cards), stul (chair), qalamlar (pencils) ekanligini aytib birgalikda bir necha bor takrorladik va narsalarni inglizchada aytdik ular esa o'shani o'zbekcha variantini aytdilar b u bir vaqtda ham foydali va qiziqarli bo'ldi.

Tahlillar va natijalar

Ushbu tajribada biz bog'cha yoshdagi bolalar bilan ishladik va 5 kunlik tajribada ko'p narsalarga amin bo'ldik ya'ni bolalar miyasi ma'lumotlarni tez olib ko'p vaqtgacha eslab qolishadi shuning uchun bu jarayonda ularga ko'p narsalarni o'rgatsak ular tez qabul qilib olishadi.

Bu tajribada 16 ta bolalar qatnashishdi, ular 4 va 6 yoshlar atrofida edi shuning uchun biz ularni darajasiga qarab osonroq mashqlar o'tkazishga harakat qildik va mashq davomida ularni kuzatdik. Kuzatish davomida ularga qanchalik oson yoki qiyin bo'layotganini kuzatdik.

Ushbu tajribada 5 ta oddiy ularni darajasiga mos qiyin bo'lmagan mashqlardan foydalanildi. Bu mashqlar ularga qiyin bo'lmasligiga e'tibor qaratildi.

1- mashqda ko'rish orqali yangi so'zlarni yodlashini aniqlash

2-mashqda kartachkalar yordamida yodlashini aniqlash.

3-mashqda plastilindan shakllar yasab yangi so'zlarni yodlashini aniqlash.

4-mashqda rasm chizib yangi so'zlarni o'rganishini aniqlash.

5-mashqda xonadagi narsalarni inglizcha tarjimasini qanaqa o'rganishini aniqlash

1-mashqda ko'rinib turibdiki ko'rish orqali so'zlarni yodlab oladigan bolalar o'rtacha bo'lib, ulardan faqat 30% ko'rib o'rganishga qiziqadi. Bu shuni ko'rsatadiki bironta yangi narsani ko'rib undan o'rganish hamma bolalarni ham sevimli mashg'uloti emasligini bu tajriba ko'rsatib beradi.

2 va 3 chi mashqda bolalar juda ham faol qatnashishdi va bunda 50% bolalar ijobiy natija ko'rsatishdi. Bu shuni ma'lum qiladiki yosh bolalar yasash orqali ko'p malumot olishadi va bu narsalar ularni sevimli mashg'ulotlaridan biri hisoblanadi.

4 chi mashqda esa ulardan 45% yaxshi natijalarga erishishdi qolganlari esa katta e'tibor qarata olishmadi. Bundan ma'lumki chizish hamma bolalarni ham yaxshi ko'rgan mashg'uloti emasligi ma'lum bo'ldi.

5 chi mashqda esa bolalar boshida sal qiyinchilik duch kelishdi keyin esa ular tez muhitga o'ranib ketishdi va ulardan 80% faol qatnashishdi va tezda yangi so'zlarni o'rganib ketishdi. Bundan ko'rinib turibdiki yosh bolalarga o'yin orqali yangi so'zlarni o'rgatish va birgalikda o'ynash ular uchun katta tasir ko'rsatadi va ularni rivojlanishiga ijobiy tasir ko'rsatadi.

Xulosa

Xulosa qilib aytadigan bo'lsak, ta'lim usullarini yosh avlodning xohish-istaklari va ta'lim uslublari moslashtirish samarali ta'lim olish uchun juda muhimdir. Texnologiyalar, interaktiv strategiyalar va real ilovalarni o'z ichiga olgan holda, o'qituvchilar nafaqat o'rganishni tezlashtiradigan, balki bilimga umrbod ishtiyoq uyg'otadigan muhitni yaratishi mumkin. Bu usullar bilan biz yosh avlodga yangi tillarni tez va samarali o'rgatishimiz mumkindir.

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BOSHLANG'ICH SINFLARDA INGLIZ TILINI O'QITISHDA USLUBIY YONDASHUV

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Annotatsiya:

Ingliz tili fani hozirda barcha bosqichdagi o'quvchilarga o'rgatiladi shuningdek boshlang'ich sinflarda ham ya'ni hozirda 1-sinf dan boshlab o'rgatila boshlaydi va bu davrda ingliz tilini o'rganish bu yoshdagi o'quvchilar uchun biroz qiyin bo'ladi ammo o'qituvchilar buni turli yo'llar bilan o'rgatishadi. Hozirgi kunda statistikalariga yuzlansak 100 foiz o'quvchidan atigi 30 foizi yaxshi o'zlashtira olsa qolgan 70 foizi ingliz tilini o'rganishda juda ham ko'p muammolarga duch kelmoqda. Shuningdek, ushbu maqolam orqali o'qituvchilar o'z o'quvchilariga qay tarzda va qanday qiziqarli usullar bilan o'rgatishini yoritib beraman.

Kalit so'zlar: ingliz atmosferasi, qiziqarli o'yinlar, qo'shimcha kurslar, pantomima, kitoblar

doi: <https://doi.org/10.2024/x25r4c78>

Avvalo bolalarni fanni o'rganish uchun tashqi tomondan ham moslashtirish kerak va bu ularda tilni o'rganishda qiziqishini orttiradi. Buning uchun, birinchidan alohida ingliz tili o'qitiladigan sinf xonalar bo'lishi kerak va xonaga ingliz atmosferasini yoritib berish kerak. Masalan, ekranli doskalar, televizor bu dars davomida bolalarga turli xil inglizcha video lavhalar qo'yib berishda qo'llaniladi chunki ko'p holatlarda bolalar o'qituvchilaridan eshitgandan ko'ra o'zlari ko'rib va jonli haqiqiy ingliz millatlaridan eshitganda o'rganishi va eslab qolishi oson bo'ladi va ularga qarab qiziqishlari ham ortishi mumkin. Va yana turli xil rangli devorlar va devorlarda albom rasmlar, plakatlar bo'lishi kerak albatta bular ingliz tili haqida bo'ladi, misol uchun ingliz alifbosi, sonlar va yana qo'shimchada har kun o'rganib borilayotgan lug'atlar to'plami ham bo'lishi mumkin. Qo'shimcha qilib shuni aytishim mumkinki, nafaqat xonalarda ingliz atmosferasi bo'lishi balki umumiy atmosfera ya'ni maktabda hamma uchun ham ingliz atmosferasi bo'lishi bu ularga juda ham katta yordam berishi mumkin ya'ni ingliz tilida so'zlashuvlar va hokazo.

Qiziqarli o'yinlar, bu qismi bolalarning eng yoqtiradigan tomonidir va bu ularga tilni o'rganishda yordam beradi ya'ni siz bolalarni darsga qiziqtirish uchun zerikib qolmasliklari uchun turli xil qiziqarli o'yinlar tashkillashtirishingiz kerak va bu yana ularning hayolini darsga qaytarishda ham yordam beradi va yana bolalarning o'qituvchiga bo'lgan hurmatini ham oshirishi mumkin ya'ni ular shu dars bo'lishini intizorlik bilan kutishadi.

O'yinlar turli xil ko'rinishda o'ynaladi. Masalan individual, juftlik va guruh bo'lib o'yin tashkil qilinadi. Individual o'yin bolalarga har biri o'z fikrini

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individualniy yoritib berishga umuman o'z fikrlarini aytishda yordam beradi bu esa nutqni shakllantirishi mumkin va bu ingliz tili darsligida umuman til o'rganishda katta yordam beradi. Juftlik va guruh bo'lib o'ynash esa bolalarga boshqalar bilan madaniyatli, chiroyli muloqot qilishda yordam beradi, misol uchun hamjamiyatli bo'lishni va boshqalarning ham fikrini hurmat qilib qo'llab quvvatlashda yordam beradi va yana bu kelajakda ham ishida o'qishda katta yordam beradi. Bundan tashqari ingliz tilini o'qitishga bog'liq turli xil lug'aviy o'yinlar mavjud. Masalan so'z o'yini ya'ni zanjir o'yin bu bolalarning so'z boyligini oshiradi va chiniqtiradi ham.

Shubhasiz, maktabda tilni o'rgatishda yetarlicha bilimga malakaga ega o'z ishlarining usta o'qituvchilari dars beradi. Ammo yanada ko'proq bilimga ega bo'lish maqsadida bolalar qo'shimcha kurs, darslarga borib turishi kerak buning ham tilni o'rganishda ahamiyati katta. Qo'shimcha kurslar bolalarning bo'sh vaqtlarini unumli foydalanishida va tajribalarga ega bo'lishida yordam beradi. Va bu o'z navbatida o'qituvchilarga ham ko'proq tajribalarga ega bo'lishida yordam beradi. Qo'shimcha kurslar orqali o'quvchilar maktabda o'tilganlarni takrorlashida yoki aksincha o'tilmagan yangidan yangi ma'lumotlarni o'rganishida ham yordam beradi. Bilganingizdek kurslar ikki xil bo'ladi ya'ni online va offline kurslardir. Ikkisi ham birdek o'qitiladi foydasi ham birdek. Hozirda online kurslar ham rivojlangan va bu masofadan turli xil viloyat va hatto davlatlardan turib ham o'qitish va o'qish imkoniyatini beradi. Offline kurslarda esa bolalarga ko'proq amaliy o'rganishda foyda beradi chunki bazilar ko'rib tinglab o'rganishi oson bo'ladi.

Pantomima (pantomime) bu so'zsiz imo ishora orqali tushuntirish demakdir ya'ni o'qituvchi o'quvchilarga mimika orqali biror nimani tushuntirishga harakat qilishi yoki aksincha misol uchun o'quvchi o'qituvchi tomonidan berilgan vazifani so'zsiz imo ishora mimika orqali tushuntirib tasvirlab berishidir. Bu aslida miyani charxlashda yordam beradi va buni til o'rganishda ham foydasi bordir. Ya'ni bolalar nafaqat eshitib ko'rib, yoki shunchaki biror lug'aviy tushuntirishlarsiz tushuna bilishlari ham bir mahoratdir ya'ni fikrni charxlashga yanada chuqurroq fikrlashga chorlashga undaydigan usuldir. Bundan tashqari buni (pantomima) qiziqarli o'yindek o'tqazsa ham bo'ladi ya'ni bu ham huddi zanjir o'yini ko'rinishida bo'ladi. Masalan, o'qituvchi bitta o'quvchini doskaga chiqaradi va unga albatta bitta inglizcha so'z aytadi va u sinfda o'tirgan boshqalarga o'sha so'zni so'zsiz mimiki bilan tushuntirib tasvirlab berishga harakat qiladi va bu so'zni topa olgan o'quvchi undan keyingi ishtirokchi sifatida doskaga chiqib o'yinni davom ettiradi va shu holatda zanjir o'yini hosil bo'ladi. Pantomima qismi, o'yini bolalarning so'z boyligini va mahoratlarini oshirishda ahamiyati kattadir.

Kitoblar-inson hayoti davomida albatta har bir ishi uchun kitoblardan ham foydalanish kerak ya'ni ulardan maslahat, tavsiya va yoki hattoki bilim va qo'shimcha yangiliklarni ham bilish maqsadida foydalanib turish kerak va albatta siz bilganingizdek kitob bilimni charxlaydi. Endi kitoblarning til o'rganishdagi ahamiyatiga keladigan bo'lsak bunda ham juda muhim rol o'ynaydi. Misol uchun nutq ravon bo'lishi uchun ovozini chiqargan holatda turli xil ingliz tilida yozilgan matnlarni kichkina hikoyachalarni o'qishning nutq qismida foydasi kattadur. Yoki bundan tashqari siz va biz bilganimizdek lug'aviy kitoblar ham til o'rganishda juda kerak chunki kitoblarda bitta so'zning bir nechta manosi ham ko'rsatib yoritib bergan bo'ladi.

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MULTFILMLARDA IMO-ISHORALARNING AHAMIYATI

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Annotatsiya:

Ushbu maqolada multfilmdagi imo ishoralarning ahamiyati va ularning bolaga ta'siri, noverbal vositalar haqida tilshunoslarning fikrlari, ularning bola rivojlanishidagi ahamiyati haqida ma'lumot berilgan. Imo-ishoralar axborot yetkazishning muhim vositalaridan biri bo'lib, til vositalariga qaraganda ta'sirchanroq va tezroq axborot yetkazuvchi hisoblanadi. Multfilmlar bolalar tomonidan sevib tomosha qilinadigan ko'ngilochar tamoshalar bo'lib, undagi qahramonlar bolalar ruhiyati va tarbiyasiga tezda ta'sir etuvchi omillar hisoblanadi. Bolalar multfilm qahramonlarining noverbal harakatlariga ko'proq e'tibor qaratishadi va qaytarishga harakat qilishadi. Ushbu maqolada multfilmlarning bolalar rivojlanishidagi ahamiyati yoritib berilgan.

Kalit so'zlar: multfilm, imo-ishoralar, emotsiyalar, noverbal vositalar, deydik hodisa

doi: <https://doi.org/10.2024/qfa0xm87>

Hozirgi kunda har bir bola uchun katta ahamiyatga ega bo'lgan va uni o'ziga beixtiyor tortadigan narsalardan biri bu multfilmlardir. Multfilmlar o'zi nima? Multfilm – bu odatda real bo'lmagan yoki yarim realistic uslubda chizilgan, ba'zan jonlantirilgan illyustratsiyaning eng keng tarqalgan bir turidir [1]. Nima sababdan hozirgi kundagi bolalarni bunchalik o'ziga jalb qilmoqda, chunki multfilmlardagi qahramonlarning harakatlari va imo-ishoralari insonni o'ziga tortadi. Imo-ishoralar esa yosh-u qari uchun birdek ahamiyatlidir. Insonni fikrlarini aniqroq va qay darajada ta'sirchan bo'lishi uning imo-ishoralari, memikalariga bog'liq. Noverbal muloqot va xulq-atvor to'g'risidagi ilmiy izlanishlar 1872-yilda Charlez Darvinning “Insonlar va hayvonlarda emotsiyalar ifodasi” nomli asarining nashriyoti bilan boshlandi. O'sha vaqtdan buyon, so'zlarsiz muloqot va xatti-harakatlarning turlari, ta'siri va ularning ifoda etilishi bo'yicha ko'plab tadqiqotlar olib borildi [2]. Maktabgacha ta'limda o'qiyotgan bolalari va undan kichik yoshdagi bolalar multfilmlar tomosha qilishsa, har xil emotsiyalar bilan ko'rishadi. Bunga qahramonlarning ta'siri katta. Masalan, Tom and Jerry, qizaloq va maymoqdagi ayiqvoysiz ham bu multfilmlarni tomosha qilsangiz vaqt qanday o'tganligini his qilmaysiz.

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1-rasm 2-rasm

Bularda hech qanday ovoz yo'q ammo hamma yoqtiradi, bundan kelib chiqib biz til o'rnini ham imo-ishoralar bajara olar ekan degan xulosaga kelishimiz mumkin. Bu suratlardan nimani anglash mumkin 1- suratda ikkalasi ham xursand ekanligini, 2- suratdan esa ular yonidagi narsalardan juda ham qo'rqishmoqda.

Jon Till va Kourtland Boveye muloqotning eng asosiy formasi noverbal muloqot: shamalar, imo-ishoralar, ovoz toni, joy munosabatlari va so'zsiz muloqot qilishga mos vaqt ekanligini ta'kidlashadi [3].

Bular farzandlarimizga qanday yordam beradi deb o'ylaysiz. Tabiiyki, hamma bolalar qiziquvchandir va ular uchun bunday rang-barang va taassurot uyg'otuvchi voqealar esda qolarli bo'ladi. Nega aynan multfilmlardagi imo-ishoralar. Bugungi kunda ko'plab ota-onalar bular yangi til o'rganish uchun ayni muddao deb o'ylashadi. Ya'ni yangi ommalashgan metodikalardan biri. Bolalar imo-ishoralarni, ya'ni yuz mimikasi bilan aytilgan so'zlarni yaxshiroq tushunadilar [6]. Qahramonlar harakatlarida buyruq berish, rag'batlantirish, samimiy suhbatlashish, tushuntirish narsasining muhimligini aytishda yuz imo-ishoralaridan foydalanishganda bolalar buni tezda tushunishadi. Bolaga hech qanday harakatsiz bir so'zni takrorlasangiz u bir zumda yodidan chiqarib qo'yishi mumkin, ammo uning o'rniga shu so'zni harakatlar (imo-ishoralar) bilan tushuntirsak uning yodida tez va uzoq muddatga saqlanadi. Shu sababdan ham multfilm tomosha qilish til o'rganishning oson va qulay usuli bo'lib qoldi.

Bundan tashqari imo-ishoralarning ham ko'p turlari mavjud va ular ramziy, deytik, belgili, metaforik va ritmik kabilardir. Ushbu imo-ishoralar Ichida deytik imo-ishoralar alohida ahamiyatga ega. Deyksis hodisasi universal bo'lib, deytik imo-ishoralar uning bir qirrasidir. Deytik imo-ishoralar nutqda verbal vositalar bilan qo'llaniladigan, ma'lum narsa, shaxs, joyni ko'rsatib turuvchi harakatlardir [5]. Ushbu imo-ishoralarni qo'llash uchun kontekst muhimdir, chunki so'zlovchining yetkazayotgan axboroti to'g'ri qabul qilinishi kontekstual muhitga bog'liq. Deyksis (deixis) umumiy so'zlar va so'z birikmalarining maxsus zamon, makon yoki shaxsni kontekstda aniqlash uchun ishlatilishdir. Chunonchi, bugun, u yer, biz kabi so'zlar. Biz nafaqat so'zlar bilan, balki imo-ishoralar bilan ko'rsatamiz. Deyksis so'zi tilshunoslik va pragmatikada ishlatiladi hamda so'z va so'z birikmalarining kontekstda ishlatilishini ifodalaydi [4]. "Maktabgacha yoshdagi bolalarga buni qanday o'rgatish mumkin?"-deb o'ylashingiz mumkin. Ammo hozirgi rivojlangan davrda hamma narsani telefon yoki televizor orqali o'rganish imkoni bor. Masalan, ular bunday narsalarni multfilmlar tomosha qilish davomida o'rganib olishlari mumkin. Qahramonlarning noverbal harakatlari ham yosh bola uchun katta ahamiyat kasb etadi. Multfilmlardagi harakatlar ma'lumot yetkazuvchi vazifasini bajaradi. Bola bularni ko'rish jarayonida, ko'plab bilmagan tushunmagan so'zlariga duch

keladi ammo ikki uch marta shu multfilmni ko'rganda noverbal harakatlar yordamida nima deyayotganini anglab oladi.



3-rasm 4-rasm

Barcha imo-ishoralar ham yaxshi ma'nolar bilan birga boshqa bir mamlakatlarda qo'pol ya'ni yomon ma'nolari ham bor. Aynan bu belgi "iblis belgisi" bo'lib, bu harakat afrikada la'natlash ma'nosini anglatadi (3-rasmga qarang). Ko'rsatgich barmoq bilan "unga qarang" bu jest O'rta Sharq va Uzoq Sharqda insonlarga ishlatilsa haqorat hisoblanadi (4-rasmga qarang).

Xulosa o'rnida shuni aytish mumkinki, multfilmlar orqali ham taassurotni ham fikrlashni o'stirish mumkin va qahramonlarning noverbal harakati ham verbal harakat kabi katta ahamiyat kasb etadi. Bolaga til o'rganishda ham ikkala harakatning ham o'rni borekan. Harakatlar orqali bola xotirasida tezroq saqlanib qoladi. Demak, hamma jestlar va imo-ishoralar ham yaxshi ma'no anglatavermaydi. Bolalarni hammasiga e'tiborli bo'lishga undash lozim.

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THE ROLE OF COMPARATIVE METHODOLOGY IN ENGLISH LANGUAGE TEACHING

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Abstract:

This article talks about the methodology of foreign language teaching, the history of its development as a science, the types of modern methods used in the methodology of foreign language teaching and their use.

Key words: methodology, innovation, foreign language, communication, skill, qualification, didactics

doi: <https://doi.org/10.2024/jnqxyd49>

Today's informative progress has given rise to a new way of advanced pedagogy. Ground-breaking means "summary (dissemination) of modernization" in English. The socio-psychological feature of novelty was established by the American researcher E. Rogers. He intentional the organization of the participants of the innovation procedure, their defiance to the origination, etc. The concepts of originality and modernization are equally changed in scientific guidelines. "Innovation" means an instrument, new system, methodology, technology. "Innovation" is a development that matures affording to convinced periods of education. World scientific expansion is growing and emerging daily. It was this positive progress that had an impact on our nation. Advanced innovative technologies are being functional to our world of skill. As a result of this, our President named this year as the "the Year of Support for Youth and Business", which increased the responsibility of the youth of our country. It would not be wrong to say that the wide request of advanced, contemporary innovative technologies in the arenas of education has opened the door to countless prospects and goals for young people learning foreign languages. Language learning is one of the most important areas in human society. Language, which is a means of communication, can be acquired practically in a natural environment, i.e. in the family, among the public or in an organized manner. Knowledge of language wonders is taught supposedly. Knowledge of languages, exclusively multilingualism, is of great position in our time when intercontinental relations are on the increase. Followers and students learning in our country usually study three languages. These languages are denoted to by special names. These are: mother tongue, second language, and foreign language. The mother tongue is the first language that plays a special role in the development of intelligent. When talking about the second language, it is measured as the language of relatives and neighbors who are representatives of other nations.

A foreign language is the language which enters from abroad. Western European languages (English, Spanish, German, French) and Eastern languages

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(Arabic, Turkish, Persian, Chinese, Indian) are taught in our republic. These languages are counted in the programs of educational institutions. The process of teaching all three languages is diverse. The mother tongue and the second language are learned in a natural situation, and a foreign language is learned in an artificial environment. Communication in a foreign language mainly takes place in the classroom under the mentoring of the teacher. Among the three languages, learning and teaching a foreign language differs gradually in certain features. This, in turn, involves the use of suitable foreign language teaching expertise. By carefully grasping the accomplishments of the methodical skill, the foreign language teacher will be able to obviously know the standard of language experience of the student and to improve it further. Actual teaching of foreign languages requires knowledge of its methodology. Learning and teaching foreign languages mainly hang on the hypothetical development of foreign language teaching methodology matters and the original application of theory in practice. The main concepts of methodology - method, method, principle. Didactics - what do we teach? is the content of education. Methodology - how do we teach? means educational methods and methods. Method - the concept of methodology is derived from the Greek-Latin word "methodos-"methodus" and means the means of ways and methods leading to a certain goal. In various literature, you can find the narrow and broad meaning of the term. The term "methodology" in a narrow sense means the idea connected to the real lesson progression of education. It is understood as a directed learning process that includes instruction related to lesson planning and preparation of teaching materials. The term "method" in a broad sense refers to the selection, classification and distribution of educational material. "Didactics" and "methodology" have been used in the narrow sense in the Federal Republic of Germany since the 1960s. Accordingly, what is the content of didactic education taught? How are teaching methods taught? He deals with his issues. Learning foreign languages is not only a means of intellectual education, but also a process of personality formation by getting to know the educational resources and values of a foreign culture and applying them to one's own cultural life. In Europe, the study of foreign languages has long been considered a privilege in higher education, and public schools have been seen as educating the privileged few. The method of teaching a foreign language means the set of activities of the teacher and the student that ensures the achievement of the practical, general educational, educational and developmental goals of teaching a foreign language. The term "method" is used in the sense of "set of educational methods" and "direction of education". First, in the theory of education, the process is used in the sense of methods, and in the second sense, we can find it in works on the history of teaching methods. For example, translation method, correct method, conscious-comparative method, traditional method, intensive method, etc. are considered as foreign language teaching methods. The most important of the principles is to create a language environment. Various approaches have appeared in the practical application of the advanced methodical principles. This can be clearly seen in the creative activity of the method exponents. The new interpretation of the goal of foreign language education was mainly based on the results of pragmatic linguistics research. This field of linguistics interprets language as a field of human activity rather than a system of linguistic forms. A set of new conclusions, which began to be collected in the field of foreign language education since the beginning of the 70s, led to intense discussions in the field of setting educational goals. The new curricula, which define the main

directions of foreign language education, have been adopted, the purpose of which is to "teach students how to behave". In the 70s, the "communicative method" was proven in several stages after a series of attempts. In this way, the science of methodology was developing. We cannot master any foreign language without studying its methodology in depth. The method of "communicative didactics" is also considered important in the methodology of foreign language teaching. Communicative didactics includes the following. Learning a foreign language is a multifaceted teaching, and in this process a person experiences complex psychological change. In particular, the process of comparing the native language with a foreign language occurs. Various teaching methods and technologies are used in this process. With the help of modern pedagogical technologies, teaching by comparing a foreign language with the mother tongue gives an effective result. Teaching a foreign language requires knowledge of its methodology. Methodology and technologies are important in the process of learning a foreign language. There are various methods of teaching methodology. The widely used methods in foreign language teaching methodology are: communicative didactic method, intercultural dialogue organization method and exercise organization method. Since the science of methodology is related to the science of didactics, it is based on communicativeness during foreign language learning and the method of communicative didactics is created.

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ОБУЧЕНИЕ СТУДЕНТОВ ПРОФЕССИОНАЛЬНО-ОРИЕНТИРОВАННОМУ ИНОСТРАННОМУ ЯЗЫКУ С ИСПОЛЬЗОВАНИЕМ НЕТРАДИЦИОННЫХ МЕТОДОВ И ТЕХНОЛОГИЙ

З. Ашуров ¹

Аннотация:

Значимость профессионально-ориентированного иностранного языка в современном мире, а также необходимость использования нетрадиционных подходов в обучении с целью повышения мотивации и эффективности учебного процесса. В статье анализируются основные принципы и преимущества применения игр, симуляций, виртуальной реальности, мультимедийных материалов и других инновационных технологий в обучении профессионально-ориентированному иностранному языку.

Ключевые слова: традиционный метод, нетрадиционный метод, информационная технология, игры и симуляции, онлайн-платформы, электронные учебники, обучения, язык, образования

doi: <https://doi.org/10.2024/xtapnr27>

Сегодняшний мир становится все более глобальным, и коммуникация между людьми и организациями из разных стран становится неотъемлемой частью деловой среды. Знание профессионально-ориентированного иностранного языка открывает двери для международного сотрудничества, торговли, исследований и культурного обмена.

Исследования педагогов-новаторов Полат Е.С. и Пассова Е.И. показали, что нетрадиционные формы проведения занятий поддерживают интерес обучающихся к предмету и повышают мотивацию обучения. Нетрадиционный подход к занятиям позволяет побудить обучающихся к активизации умственной деятельности, самостоятельности, скрытым возможностям обучающихся, а это даёт возможность более тесного общения преподавателя со студентами. Такие занятия не требуют изменения программы, они являются логическим завершением той или иной темы. Подобные занятия воспитывают чувство коллективизма и ответственности за свои действия. Нетрадиционные занятия побуждают обучающихся к учебе. Но для удачного проведения нетрадиционного занятия по иностранному языку нужно учитывать следующие принципы:

- Начинать работу необходимо с предварительной подготовки. Готовятся сами обучающиеся, выполняют предварительные инструкции преподавателя. Подбирается необходимое оборудование.

- Обязательно включать всех обучающихся в работу. Обеспечивать деловую, рабочую атмосферу.

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- Учитывать уровень подготовленности каждого обучающегося.
- Оценивать не только степень достижения поставленных целей, но и интерес обучающихся, их активность, взаимопомощь, которую они проявляют на занятии.
- Предусматривать минимальное участие преподавателя на занятие.

Владение иностранным языком, особенно если он направлен на определенную профессиональную область, значительно увеличивает конкурентоспособность на рынке труда. Многие международные компании ценят специалистов, которые могут эффективно общаться на нескольких языках.

Во многих областях, таких как наука, технологии, медицина и инженерия, обмен знаниями и опытом между специалистами из разных стран играет важную роль в продвижении науки и технологий. Знание иностранного языка упрощает этот процесс, позволяя специалистам эффективно общаться и сотрудничать.

Изучение профессионально-ориентированного иностранного языка также открывает двери к пониманию иностранной культуры и менталитета. Это способствует толерантности, развивает межкультурное взаимопонимание и расширяет горизонты. В целом, профессионально-ориентированный иностранный язык становится необходимым инструментом для успешной адаптации и профессионального роста в современном мире, где границы между странами все более размываются, а международное сотрудничество становится все более важным.

Традиционные методы обучения, такие как лекции и учебники, могут быть монотонными и малоинтересными для студентов. Использование нетрадиционных методов, таких как игры, интерактивные упражнения и мультимедийные материалы, помогает привлечь внимание учащихся и повысить их мотивацию к изучению.

Нетрадиционные методы и технологии в обучении:

- позволяют адаптировать процесс обучения под индивидуальные потребности и стили обучения студентов. Интерактивные программы и онлайн-ресурсы могут предоставить студентам возможность выбирать темп и содержание обучения в соответствии с их собственными интересами и потребностями.

- ставят перед студентами задачи, требующие анализа, критического мышления и решения проблем. Это способствует развитию их когнитивных навыков и способствует формированию творческого подхода к решению задач

- способствует развитию межкультурного взаимопонимания и глобальной компетенции студентов, что становится все более важным в условиях глобализации мира и международного сотрудничества.

Использование технологий, таких как виртуальная реальность и симуляции, позволяет студентам вживаться в реалистичные ситуации и применять свои знания на практике. Это способствует более глубокому и эффективному усвоению материала.

Современные технологии и методики обучения помогают подготовить студентов к требованиям современного рынка труда, где важны не только знания, но и навыки коммуникации, работы в команде, а также умение применять полученные знания на практике, а применение игр и симуляций в обучении имеет значительный потенциал для повышения мотивации и эффективности учебного процесса в обучение иностранному языку.

Игры и симуляции позволяют создать интерактивную и захватывающую среду обучения, которая активно вовлекает студентов в процесс обучения. Это помогает предотвратить утомление и поддерживает интерес студентов на протяжении всего занятия. Также предоставляют студентам возможность участвовать в практических сценариях, которые имитируют реальные профессиональные ситуации. Это помогает студентам применить свои знания на практике и развить практические навыки.

Большинство игр и симуляций предоставляют мгновенную обратную связь о производительности студентов, что помогает им лучше понимать свои сильные и слабые стороны и активно работать над их улучшением.

Примеры игр и симуляций:

- Бизнес-симуляции для изучения менеджментов и экономики.
- Медицинские симуляторы для практики процедур и диагностики.
- Языковые игры для изучения иностранных языков.
- Исторические игры и симуляции для понимания исторических событий и периодов.
- Инженерные симуляторы для практических задач и решений.

Н. Ф. Замяткин, Е. А. Умин и Т. Байтукалов¹ отмечают, что ключевую роль в процессе изучения иностранных языков играют мотивация человека, изучающего язык, постановка конкретной цели и регулярность занятий. И Н. Ф. Замяткин, и Т. Байтукалов говорят о необходимости уделять внимание всем языковым аспектам. «В языке важно все, но самым главным здесь должна являться общая сбалансированность элементов и языковая гармония».

Развитие облачных технологий и интернета делает возможным проведение обучения удаленно, обеспечивая доступ к образовательным ресурсам и контенту из любой точки мира. Это открывает новые возможности для гибкости и доступности образования. А также развитие интерактивных учебных платформ и адаптивных курсов позволяет создавать персонализированные образовательные материалы, учитывающие индивидуальные потребности и стили обучения студентов.

Применение методов машинного обучения и аналитики данных в образовании позволяет анализировать данные о процессе обучения и результатов, выявлять тренды и паттерны, определять эффективность обучения и предлагать улучшения.

В целом, интеграция новых технологий в образование будет продолжаться, привнося в процесс обучения новые возможности для персонализации, интерактивности и доступности, что сделает образование более эффективным и адаптированным к потребностям современного общества.

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**IJTIMOIIY-MADANIY MAKON ZAMONAVIY
LINGVISTIKA NUQTAI NAZARIDA**

**SOCIO-CULTURAL SPACE IN THE
PERSPECTIVE OF MODERN LINGUISTICS**

**СОЦИОКУЛЬТУРНОЕ ПРОСТРАНСТВО В
РАКУРСЕ СОВРЕМЕННОЙ ЛИНГВИСТИКИ**

SECTION II

SOCIO-CULTURAL SPACE IN THE PERSPECTIVE OF MODERN LINGUISTICS

SECONDARY DEVICES OF STRUCTURAL SEMANTIC TRANSFORMATION OF PHRASEOLOGICAL UNITS (ON THE BASE OF THE ENGLISH AND TAJIK LANGUAGES)

Sh. Safarov ¹, N. Amriddinova ²

Abstract:

The article dwells on the secondary devices such as aphorism and ellipsis, used in transformation of the semantic structure of phraseological units of the English and Tajik languages.

Key words: semantics, phraseological unit, aphorism, ellipsis

doi: <https://doi.org/10.2024/jsh2hw89>

Aphorisms are ‘ready’ formulations of human’s experience, life wisdom, characters and positions, the expression of admiration and irony, reverence and mockery, sadness and joke, etc. This is a golden fund of world and national culture. One of the devices and means of creation aphorisms is authorial aphorisms, formed on the base of phraseological units. E.L. Voynich in her novel “Gadfly” uses this device in creating aphorisms. Moreover, with the help of aphorisms she imparts the issues of kindness and evil, truth and lie:

*“Ah! but I have. Life would be unendurable without quarrels. **A good quarrel is the salt of the earth**; it’s better than a variety show!”* [5, 158]. = *Мумкин, аммо ман махоҳам. Зиндагонии бечанҷолу кашмакаш ба дил мезанад. **Кашмакаши дуруст намаки замин аст**. Ин аз тамошои сирк хубтар аст* [6, 152].

Phraseological unit ‘the salt of the earth’ is used intentionally. The main hero of the novel “Gadfly” was a member anti-government organization. During the weekly meetings, he always insisted on his own position, argued with other members by proving his rectitude. That is why the author creates aphorism from the usual phraseologism ‘the salt of the earth’. Creation of aphorism from usual phraseologism describes the following situation: the quarrel is the main point for the hero’s life. He considers the life to be not interesting without quarrels:

*There are very few young men who will give much trouble if proper consideration and respect for their personality are shown to them. But, of course, **the most docile horse will kick if you are always jerking at the rein*** [5, 54].

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= Агар ба ҷавонон эҳтироми муайяне зоҳир кунем, онҳо калонҳоро хеле кам таъвиш медиҳанд. Аммо **агар ҷилавро дам ба дам кашидан гиред, ҳар кадом аспиром ҳам найрангҳои тоза эҷод мекунад** [6, 39].

During the translation into Tajik, the translator used the 'literal translation' device and all the components of the transformed phraseological unit are produced in the translation.

Authorial aphorism is formed from usual phraseological unit 'docile horse' with the meaning 'a quiet person'.

Ellipsis is one of the means of phraseological derivation. Ellipsis is – the contraction of the components of the usual phraseological unit. In the depicted novel, this device is seldom used. Mainly, ellipsis does not lead to the semantic shift, but only enhances expressiveness:

*He stepped back to the table, tore open the envelope, and began to read, giving the stranger an opportunity **to recover himself*** [4, 2]. = Артур ба миз наздик шуда, лтфофаро кушод ва ба хондан шурӯъ намуда, ба меҳмон имкон дод, ки **ба худ** ояд [translation of the author].

Normative PhU 'recover (regain) one's temper' means 'calm down, not to lose control'. Transformation with the help of ellipsis does not lead to semantic changes, but injects the change of stylistic belonging. Phraseologism-transformer obtains colloquial nuance.

Ellipsis can be met in Tajik novels: "**Фақат андаке Туғрал беқарорӣ дошт. Ба Шатенин дида медӯхту** чизе гуфтани мешуд; ба тарҷумон менигаристу безобита мегашт. Аммо мақсаду муқаррорӣ ифода карда наметавонаст" [8, 357].

The usual phraseological unit "**ба касе ҷаши дӯхтан**" is turned into ellipsis with the meaning 'to stare at someone'. The ellipsis of somatic component 'ҷаши' brings to the context uncertainty, as the usual phraseologism has a metaphorical meaning and reducing of the basic component of phraseologism leads to a semantic flaw. If we analyze phraseological unit according to the structure, in this case the core of PhU is the component 'ҷаши', and the marginal element is 'дӯхтан'. We consider the transformation with the help of ellipsis to be a mistake in the given context.

Modification of phraseological unit with the help of ellipsis cannot change the semantics of PhU, however leads to the concretization of the meaning:

- Ҷанги душманон бозии кӯдакон нест.

- Медонам...

- Агар донӣ, **худо ба оташ назан**, эшон.

Туғрал як қад парид, на, худаш на: балки дилаш як қад парид [8, 357].

Phraseologism '**худо ба обу оташ задан**' is turned into ellipsis as it has several meanings: 1. *ба ҳеҷ душворӣ ва мамоният нигоҳ накарда, ба қоре иқдом намудан, кӯшишу ғайрати зиёде кардан* (try doing something despite obstacles); 2. *ҳаёти худро ба хатар андохтан* (to expose one's life to danger). In the context we see actualization of the second meaning of the usual phraseological unit '*ҳаёти худро ба хатар андохтан*'. The expression '*обу оташ*' is commonly used and the ellipsis of the component '*об*' of the usual phraseologism decreases expressive connotation.

The device of ellipsis can be seen both in English, and Tajik novels, and very rarely leads to the semantic change.

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ПОЛУЧЕНИЕ ЛИНГВОКУЛЬТУРНЫХ ЗНАНИЙ ОБУЧАЮЩИМИСЯ ВУЗОВ ПРИ ИЗУЧЕНИИ ПРОИСХОЖДЕНИЯ РУССКИХ ФРАЗЕОЛОГИЗМОВ

А. Базарова¹, П. Бегбудиева²

Аннотация:

В статье автор говорит о необходимости изучения происхождения отдельных фразеологизмов, отражающих целое историческое событие, целую жизненную ситуацию русского народа, обучающимися, так как подобного рода сведения помогут овладеть лингвокультурными знаниями, необходимыми для реализации целей общения и нормами речевого поведения в современном обществе.

Ключевые слова: фразеология, изучение, происхождение, русский язык, культура

doi: <https://doi.org/10.2024/dvkwng33>

Ещё в середине прошлого века лингвисты, изучающие русский язык, увидели, что в словарном составе языка следует выделить особый пласт - несколько десятков тысяч устойчивых сочетаний слов, которые, как и слова, помогают говорящему строить образную и ёмкую речь. Однако о существовании таких выражений знали и раньше. М.В. Ломоносов говорил об устойчивых сочетаниях так, что «их нужно включать в словари», называл их «российскими пословиями, фразесами». [3]

Фразеологизмы выступают в качестве средства образного отражения мира, они вбирают в себя мифологические, религиозные, этические представления народов разных эпох и поколений. Фразеология, как особо выделенный компонент языка, способна концентрированно выразить не только особенности изучаемого языка, но и мироощущение его носителей. При сопоставлении фразеологии разных языков выявляются склонности, устремления, установки и нравы носителей языков. Именно поэтому роль фразеологизмов в речи обучаемых очень заметна, так как уместно употребленные фразеологизмы оживляют и украшают их устную речь.

Лев Васильевич Успенский утверждал, что роль языка в жизни человека огромна, ... с детства и до глубокой старости вся жизнь человека неразрывно связана с ним. Богатый и могучий, поистине волшебный русский язык дан во владение. И внимательное отношение к своей и чужой речи, хорошее понимание всех оттенков слова, владение языковой культурой - эта задача современного общества [6]. Чтобы хорошо говорить, надо хорошо знать язык, на котором говоришь. Лучше и говорит, и пишет тот, кто много читает, кто внимательно слушает людей, владеющих культурой речи. Слушая

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других, можно заметить в их речи много интересного, а главное - научиться правильному русскому слову. Мастерски владеть языком невозможно без его изучения до тонкостей понимания, как он работает.

В лингвистике просматриваются различные направления, изучающие фразеологизмы. Многообразны человеческие отношения, которые запечатлелись в народных изречениях и афоризмах. Из бездны времени дошли до настоящего в фразеологических сочетаниях радость и страдания людей, смех и слёзы, любовь и гнев, честность и обман, трудолюбие и лень, красота истин и уродство предрассудков писал М.А. Шолохов о народном характере фразеологизмов [2].

Знакомство с происхождением русских фразеологизмов позволяет нам глубже понять историю и характер народа, чей язык мы изучаем, его специфику мировоззрения.

Опыт преподавания русского языка в вузе позволил выявить тот факт, что обучающиеся практически не пользуются образными средствами языка для придания речи выразительности, яркости, стилистической целесообразности. Причиной этому является, в частности, формальный подход к изучению фразеологических единиц русского языка в рамках традиционного обучения учащихся таджикских школ, преодолеть который возможно, применив соответствующую методику, направленную на развитие у школьников языкового чутья и интуиции, формирование коммуникативной способности.

В средней школе с таджикским языком обучения учитель русского языка стремится быстрее и эффективнее сформировать у своих учащихся навыки практического владения русской речью. Но стоит помнить, что обучение русскому языку необходимо строить как творческий процесс, побуждая, в учащихся активную речемыслительную деятельность.

Обучающиеся в вузе студенты национальных групп после знакомства с фразеологизмами стараются использовать их в речи, но нередко не могут объяснить их значение и тем более историю их возникновения.

Этимология – невероятно захватывающая, полезная наука, которая влияет и на правописание, и на правильное употребление в речи устойчивых выражений. Стоит сказать, что не всегда есть однозначное объяснение возникновения слова или выражения, поэтому изучение фразеологизмов студентами с точки зрения происхождения выступает и как способ познания нового, и как форма осмысления, и как логическая модель построения языковых структур, и как одна из смысловых баз в развитии русской речи обучающихся – носителей таджикского языка.

Всем языковым уровням свойственна национально-культурная специфика. Однако наиболее ярко национально-культурная специфика проявляется в семантических особенностях фразеологизмов. Чтобы понять обучающимся о каких людях, событиях или ситуациях идёт речь во фразеологизмах, преподавателю нужно раскрыть смысл этих словосочетаний. Сделать это можно, познакомив студентов с теми фактами национальной культуры русского народа, которые дали жизнь этим выражениям.

Фразеологизмы отражают русскую национальную культуру своими прототипами, поскольку генетически свободные словосочетания описывали определённые обычаи, традиции, подробности быта и культуры, исторические события и многое другое [2].

Поэтому на практических занятиях по русскому языку в вузах стоит обратить внимание студентов на прототипы фразеологизмов, которые могут рассказать о появлении той или иной фразы.

К примеру, дружеские, приятельские отношения часто называют закадычной дружбой, а близкий, душевный друг для русских – это закадычный друг. «Закадычный друг» означает друга душевного, поскольку в Древней Руси, у предков славян считалось, что бессмертная душа живёт за кадыком (небольшой выступ на шее у мужчин).

«Пристал как банный лист» – данное выражение адресовано крайне надоедливому, назойливому человеку. Этот оборот возник из житейских наблюдений русского народа. В баню обычно ходили с берёзовыми или другими вениками, а когда парились, хлестали ими себя. Листочки отрывались от веника и приставали (прилипали) к телу [7].

Фразеологизм «шут гороховый» означает человека с несурзной внешностью, смешным, неадекватным поведением, которое вызывает раздражение у других людей. Раньше на Руси так называли пугало на поле, засеянном горохом. С этой бобовой культурой были также связаны святочные обряды, в которых принимал участие ряженный, украшенный гороховой соломой. Её использовали в своих костюмах и скоморохи, а на Масленицу по улицам возили чучело шута горохового [4].

Перед экзаменами студентам обычно говорят: «Ни пуха, ни пера!» Это выражение используется русскими как пожелание удачи, успеха. В ответ на это говорят: «К чёрту!» Выражение «Ни пуха, ни пера!» появилось среди охотников и было основано на суеверном представлении о том, что при прямом пожелании (и пуха, и пера) результаты охоты можно «сглазить», т.е. спугнуть удачу. Перо в языке охотников означало «птицу», «пух» – зверей. Дословный «перевод» напутствия, которое охотник получал перед охотой, выглядит примерно так: «Пусть твои стрелы летят мимо цели, пусть расставленные тобой капканы останутся пустыми!» В ответ, чтобы тоже не «сглазить», звучало: «(Пошёл) К чёрту!» И оба были уверены, что злые духи, которые незримо присутствовали при этом диалоге, успокоятся и не будут вредить во время охоты. Вот такое пожелание удачи в своеобразной форме. Следует отметить, что это пожелание популярно и в наши дни – видимо, люди не перестали бояться «сглаза».

Поведение человека за столом может многое о нём рассказать. Раньше на Руси, прежде чем нанять человека на работу, его сажали за стол и смотрели, как он ест. Если аппетит хороший, то и работать он будет хорошо. Поговорка «Кто быстро ест, тот быстро работает» часто оказывается правильной. А если человек ест медленно, то он всё делает медленно [5].

Итак, можно уверенно сказать, что студентам, обучающимся в таджикских группах русскому языку, подобного рода сведения помогут овладеть лингвокультурными знаниями, необходимыми для реализации целей общения, так как несут в себе информацию о типичных и специфических явлениях русской действительности и культуры, а также о нормах речевого поведения в современном обществе.

Кроме того, отдельные фразеологизмы отражают целое историческое событие, целую жизненную ситуацию. По меткой характеристике известного русского литературного критика В.Г. Белинского, фразеология представляет собой «народную физиономию языка, его оригинальные средства и самородное богатство» [1].

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ЛЕКСИКО-СЕМАНТИЧЕСКИЕ ОСОБЕННОСТИ АНГЛОЯЗЫЧНЫХ ЗАИМСТВОВАНИЙ В РУССКОМ ЯЗЫКЕ

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Аннотация:

Одной из социальных причин, влияющих на процесс заимствования слов, можно назвать увеличение количества говорящих и знающих английский язык в России. Нередко в речевой ситуации английское слово становится более престижным, чем русское, оно может подчеркивать высокий уровень информативности говорящего. Употребление англицизма в речи авторитетного лица может стать толчком к его ассимиляции в русской речи.

Ключевые слова: языкознание, семантика, эпоха, английский язык, русский язык, заимствования

doi: <https://doi.org/10.2024/4fwz8c97>

Словарные новшества предшествующей эпохи, против которых боролись ревнители «чистого языка», оказываются во многих случаях настолько прочно усвоенными и освоенными языком, что следующие поколения ревнителей, борясь против новых новшеств, не замечают уже того, что в их собственной речи вполне обычны новшества предыдущей эпохи, которые подвергались аналогичным гонениям.

Действительное засорение языка «иностранными словечками», неоправданными заимствованиями обычно не выходит за пределы или узкопрофессиональной речи, или ограниченных социальных жаргонов.

Заимствование как путь обогащения словарного состава языка. Заимствование слов - один из ярких примеров взаимодействия языков и культур, создания общих ценностей. Нет такого языка, который не имел бы заимствованных слов. Есть, однако, такие языки, которые играли и играют большую роль в распространении слов, главным образом - научно-технической и общественно-политической терминологии. В прошлом такую роль в Европе играли древнегреческий и латинский, а позднее французский и немецкий языки. Сейчас такую роль выполняют, прежде всего, английский и русский. (Кодухов В.И. *Общ. языкознание*. 1974. - С. 188 - 201).

Он же говорил о том, что русский язык выполняет роль посредника и распространителя советизмов и интернациональных слов, способствует обогащению словарного состава языков всех народов нашей страны.

Среди заимствованных слов надо различать необходимые слова и модные словечки. Необходимые заимствованные слова обогащают словарный состав языка; они несут новые знания, а потому непередаваемы.

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«Ведь необходимые иностранные слова. В большинстве случаев представляющие общепринятые научно-технические термины, - писал Ф. Энгельс, - не были бы необходимы, если бы они поддавались переводу». (Маркс К. и Энгельс Ф. 1961. - С 145).

Необходимые слова охватывают научную терминологию и слова, вошедшие в общее употребление. Это, например, такие слова, как коммунизм, революция, трактор, книга, тетрадь. От необходимых иноязычных слов надо отличать модные словечки и выражения, заимствованные и употребляемые без надобности. Например, бройлер - цыпленок, плантация - поле.

В.И. Ленин в заметке «Об очистке русского языка» возражал против неправильного и неуместного употребление иностранных слов без надобности; это, по его мнению, затрудняет партийное влияние на массу и портит русский язык.

Заимствование слов — это активный творческий процесс обогащения словарного состава языка. Если объект заимствования, т.е. понятие или новая вещь, подсказывается потребностями общества, то сам процесс заимствования осуществляется языком, который усваивает новое слово. Следовательно, заимствование слов — это общественное явление, это и языковой процесс.

Обогащение словарного состава языка - процесс длительный. Он начинается с образования нового слова или значения уже существующего. Постепенно новые слова становятся многозначными, между значениями устанавливается постоянная семантическая связь или происходит забвение внутренней формы и образование новых корней и основ.

В ходе исторического развития языка заимствованные слова, как и слова, созданные на базе исконных корней и аффиксов, утрачивают словообразовательную мотивированность и выступают как чистые корни. В современном русском языке не осознается заимствованная природа таких, например, слов, как оладья, лошадь, риск. Не членятся на словообразовательные элементы такие слова, как луна, заноза и даже одеть.

Освоение слова — это потеря им индивидуальности, конкретного пути возникновения. Поэтому неологизм - понятие сугубо историческое: став общеупотребительным, слово не может остаться неологизмом. Это не значит, что любое слово, утратив признак неологизма, становится частотным и активным. Люди в процессе речевой деятельности образуют значительно больше слов и их значений, чем фиксируют язык. Чтобы слово или его значение было усвоено языком, необходимы общественная потребность в этом слове и усилия многих людей закрепить его употребление.

Итак, как говорил Степанов. Ю.С., [Степанов Ю. С. основы общ. языкознания. 1975. - С. 161 - 211] возникает вопрос: полезны или вредны иноязычные заимствования в том или ином национальном языке?

Этот вопрос несколько нелогичен: ведь заимствования неизбежны, как неизбежно общение народов и стран. В разные эпохи исторической жизни народов выделяются языки, дающие относительно большее число слов, заимствуемых другими языками. В античном мире и средневековье такими языками были греческий и латинский. В 17в. такими языками были греческий и латинский, а в 20в. немецкий и английский.

Неизбежность проникновения заимствований в разные национальные языки не означает, что любые заимствования должны приветствоваться обществом и литературой.

Большинство людей считают, замерить своими иноязычными слова лампа, газета мы просто не можем. Пытаться заменить русские термины науки (атом, электрон, мезотрон, полимеры, полиэтилен) бесполезно и ненужно: такие термины помогают развитию науки, так как облегчают международное общение ученых. Но смешно и нелепо вставлять иностранные слова туда, где они не нужны и не к месту: «Оратор говорил об апогеях нашего строительства», «голос мальчика вибрировал от волнения», «успехи моего сына аналогичны успехам вашего», «интродукция переговоров оказалась дефектной».

В лексике различных национальных языков нашего времени есть две тенденции. Одна из них усиливает национальные, «свои» элементы словарного состава; она связана с пробуждением к самостоятельной национальной жизни десятков народов, поработанных в течение десятилетий и столетий колонизаторами и империализмом.

Вторая же усиливает во многих языках интернациональный лексический фонд; эта тенденция связана с усилением международных государственных, культурных и научных сношений, с усилением международного общения ученых. Одновременно, таким образом, усиливаются национальные пласты лексики во многих и многих языках и вместе с тем непрерывно растет объем заимствованного словаря, включающего слово международного использования.

Причины интенсивных заимствований английской лексики в различные периоды. Интенсивность притока новых заимствованных слов в разные периоды различна. В зависимости от конкретных исторических условий, она то увеличивается, то падает. Степень влияния одного языка на другой при этом в значительной мере зависит от языкового фактора, а именно от степени близости взаимодействующих языков, т.е. от того, являются ли они близкородственными или нет.

Ошибочные представления, господствовавшие в лингвистике относительно проблемы заимствований, не сводились только к преувеличению их роли в развитии языка. Сам подход к теме было односторонним и формальным. Исследователей интересовали преимущественно источники и даты заимствования и, в лучшем случае, исторические причины и условия заимствования. При всей необходимости этих данных, ограничиваться ими нельзя. Ученых интересует теперь, не только откуда и почему пришло заимствованное слово, но и как оно ассимилировалось в языке, как подчинилось его грамматическому строю и фонетическим нормам, как изменило свое значение и какие изменения вызвало его появление в словарном составе принявшего его языка. Собственно говоря, на необходимость именно такого подхода к заимствованиям отдельные русские ученые указывали уже давно. Изучением причин заимствования иноязычных слов занимались многие лингвисты еще в начале 20в. А. П. Крысин основной причиной заимствования слов считает необходимость в наименовании вещей и понятий. [Крысин А. П. Инояз. слова в совр. русск. языке. 1968. - С. 233 - 240].

Перечисляются и другие причины, различные по своему характеру - языковые, социальные, психические, эстетические и т. д., потребность в новых языковых формах, потребность в расчислении понятий, в

разнообразии средств и в их полноте, в краткости и ясности, в удобстве и т.д.

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ГЛАГОЛ В КАЧЕСТВЕ ЛЕКСИЧЕСКОЙ ЕДИНИЦЫ ФОРМИРОВАНИЯ СИНТАКСИЧЕСКИХ ЕДИНИЦ С ТЕРМИНАМИ КОМПЬЮТЕРА И ИННОВАЦИОННЫХ СРЕДСТВ ИНФОРМАЦИИ

С. Самадова¹

Аннотация:

Данная статья изучает вопросы участия частей речи в качестве термина. Значимую роль в образовании научных компьютерных текстов играют сочетания, содержащие глаголы когнитивной семантики которые среди них особо активными являются глоссирующие глаголы, глаголы связанные с исследованием, описательные глаголы, глагольные сочетания с обоснующей семантикой, глагольные сочетания с семантикой отношения к речи, глагольные сочетания с семантикой полемики, глагольные сочетания с семантикой характера речи. Примеры указывают на то, что сочетаемость глаголов происходит в основном с терминами

Ключевые слова: глагол, семантика, компьютер, термин

doi: <https://doi.org/10.2024/5m2dxw43>

В синтаксических единицах с терминами компьютера и инновационных средств информации более употребительными являются глаголы, которым присуща семантика действия и состояния.

Ученые считают, что семантика глагола специфична, поскольку в нем переплетаются «причудливо взаимодействуя, лексическое и грамматическое, собственно знаковое и структурное значение» [1].

На этом основании следует подчеркнуть, что глагол, как и имя существительное, является активным участником образования синтаксических единиц компьютерного и технологического направления.

Глагол является наиболее сложной и смысловой частью речи, имеет созидательный и организующий характер, является одним из смысловых центров в тексте, в сочетании глагол имеет большое влияние на именные конструкции в предложении [6].

Изучение лексико-грамматических особенностей корпуса компьютерной терминологии и лексики инновационных средств информации таджикского, английского и русского языков дает возможность говорить о том, что в их функции наравне с именами существительными встречаются часто и глаголы.

Круг семантики подобных лексических единиц достаточно широк и разнообразен.

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Глаголы общеупотребительного характера в синтаксических единицах компьютерной технологии и инновационных средств информации занимают важное место. Данную категорию лексики с точки зрения семантики можно разделять на следующие группы:

1) глаголы состояния: to appear darker, to differ in more content, to represent, to be an indicator of something, to have properties - тиратар намудан, бо мазмуни бештар фарқ кардан, намояндагӣ кардан, нишондиҳандаи чизе будан, хусусиятеро доро будан - казатся темнее, отличаться большим содержанием, представлять, быть показателем чего-то, обладать свойствами и т.д. [7].

2) В образовании терминов именные составные глаголы наряду с именами существительными занимают особое место, и подобная ситуация преобладает в процессе терминообразования многих отраслей науки и народного хозяйства. Именную часть подобных глаголов при терминообразовании составляют именные части речи – имя существительное, имя прилагательное, имя числительное, местоимение, а глагольную часть составляют вспомогательные и модальные глаголы.

Глагольный компонент составных именных глаголов является спрягаемой частью, которая согласуется по таким категориям, как лицо, число, время, вид и т.д.

Немаловажной при образовании терминов является и семантика глагола, которая отличается широким разнообразием:

а) глаголы изменения состояния: Change, turn into ..., acquire, decompose, decompose, form to become especially strong, to collapse - измениться, превращаться в ..., приобретать, разлагаться, разлагать;

3) глаголы с семантикой связи и отношения: to link, to relate, to touch, to establish, to count - вобаста кардан таносуб гирифтан, марбут шудан, расидан, алоқаманд будан, ҳисоб кардан - чтобы связать, связать, коснуться, установить, посчитать и др.;

4) семантика использования: apply when solving, apply for something - применять в решении, применять к чему-то - ба кор бурдан, дар амал истифода намудан и др.;

5) семантика предназначенности; to be intended, to be intended, to be used in..., to be used at..., to be recommended... - быть предназначенным, предназначать, использовать в чем-либо..., использоваться при..., рекомендоваться - таъйин кардан, муқаррар шудан, истифода шудан, таъйин гардидан, муқаррар гардидан, тавсия гардидан и т.д.;

6) глагол с семантикой увеличения, повышения и снижения: increase, increase value, decrease, decrease, to increase, to decrease, to accelerate - приумножать, увеличивать значение, увеличиваться, уменьшиться, возражать, снижаться, набирать скорость – афзоиш ёфтан, бисер шудан, зиёд гардидан; афзоиш додан; боло бурдан; паст рафтан, кам гардидан; коста шудан, заиф шудан; кам гаштан, нотавон шудан, хурд шудан; иртифоъ ефтан;

7) а) глаголы с семантикой созидания: to produce, to release, put into production - выпускать, производить - истеҳсол кардан, таълид кардан, истихроҷ кардан, омода намудан; implement, execute - осуществить, выполнить - иҷро кардан, амалӣ намудан и др.;

б) глаголы с семантикой структуры и состава: to consist of; contain, keep, store, conclude, cover, include - состоять из; содержаться, содержать,

держатъ, хранитъ, заключать, охватывать, включать – доштан, иборать будан, лой доштан;

8) глаголы с семантикой изменения, становления: become - становиться, - гардидан, шудан и т.д.;

9) глаголы с семантикой продолжительности и состояния: to be -быть, находиться, - будан, вучуд доштан и т.д.;

10) глаголы с семантикой направления действия: to give, to influence, to act, to affect, to influence - давать, влиять, действовать, воздействовать, влиять – таъсир додан, таъсир расонидан; фаъолият кардан и т.д.;

11) глаголы с семантикой опосредованности: to play a role, to fulfill a role, to hold (great) importance, to possess - играть роль, исполнить роль, обладать значением, обладать (значительным, незначительным, огромным) влиянием– ахамият доштан, накш бозидан, ба кор бурдан и др.;

12) глаголы с семантикой поэтапности действия: begin, finish, complete, continue, proceed - начать, закончить, продолжить, продолжать, - шуруъ намудан, ба охир расонидан, оғоз кардан, ба анҷом расидан и др.

Значимую роль в образовании научных компьютерных текстов играют сочетания, содержащие глаголы когнитивной семантики. Среди них особо активными являются:

1) глоссирующие глаголы: to reveal, describe, consider general approaches to (aspects), characterize, consider sources and methods, consider the issue to explain, comment, clarify; to be determined, etc. - выявить, описать, рассмотреть общие подходы к (аспектам), охарактеризовать, рассмотреть источники и методы, рассмотреть проблему, объяснить, прокомментировать, уточнить; определиться и др. – муайян кардан, шарҳ додан, эзоҳ додан, аниқ кардан, маълум гардидан, баҳо додан, васф кардан, баён шудан; баррасй кардан, муҳокима кардан; сарчашмаҳо дидан, масъала баррасй шудан ва ғ. [4].

2) связанные с исследованием глаголы: describe, contribute, the results of the study can be used, the study has special significance for..., allow us to come to a conclusion..., it is especially important to highlight (in our study), the main provisions are put forward, the analysis allows us to identify -описывать, вносить свой вклад, результаты исследования могут быть использованы, исследование может служить основой..., исследование показало, что..., позволяет нам прийти к выводу..., особенно важно выделить (в нашем исследовании), исследование дает возможность нам выявить и др. - тавсиф кардан, ба рушди илм ҳиссаи сазовор мондан, таҳқиқот нишон медиҳад..., бори нахуст исбот карда мешавад, ки..., пажӯҳиш аз он чихат муҳим аст, ки..., ба исбот расидааст;

3) описательные глаголы в исследовательских текстах: identify the core, track, present evidence, pay attention, express, recognize - определить ядро, отследить, предъявить доказательства, уделить внимание, высказать, распознать – муайян кардан, мушоҳида кардан, диққат кардан, баён намудан, баррасй намудан, фикр кардан, таҳлил кардан, омӯхтан, андеша рондан и др.;

4) глаголы, используемые в процессе исследования: the results are presented; which you can read, were selected based on the fact that, since they were selected - представлены результаты; сформулированы выводы; обоснован выбор темы; использован, важно отметить (проследить), с которыми вы можете ознакомиться, были отобраны исходя из того, что,

поскольку они были отобраны и др. – натиҷаи таҳқиқот ... пешниҳод карда шуд; хулосаҳои муҳим тавсия гардиданд; пайравӣ кардан и др.;

5) глагольные сочетания с обособляющей семантикой: they are insufficiently studied, have not been studied before, are looking for their own solution, motivated by the fact that the problem that was not previously paid attention to is considered, is the most important approach, is investigated as a new field, is a separate problem, the settlement of these issues could contribute to a more fundamental study, is devoted to research, the problem concerns – не полноценно изучены, ранее не изучались, ищут свое собственное решение, требуется дальнейшая работа, дальнейшие исследования мотивированы тем, что, на которые ранее не обращалось внимание, рассмотрена проблема, является наиболее важным подходом, исследована как новая сфера, является собой отдельную проблему, урегулирование проблемы приведет к более фундаментальному изучению, посвящено исследованиям, проблема касается - то ба охир омӯхта нашудаанд, ҳалли ҳудро интизоранд, идомаи паҷӯширо интизор аст, масъала баррасӣ гардидааст, муносибати муҳим ба шумор меравад, танзими ин масъалаҳо заминаи таҳқиқоти бунёӣ мегардад, ба таҳқиқоти масъалаҳои зерин баҳшида шудааст, масъала ба он нукта вобаста аст, ки... и др.;

6) глагольные сочетания с семантикой отношения к речи:

emphasize, treat positively, recognize, agree, formulate your disagreement, agree, challenge - акцентируйте, отнеситесь положительно, распознайте, договоритесь, сформулируйте свое разногласие, согласитесь, оспорьте - диққат додан, мусбат арзёбӣ кардан, рамзкушой кунед, ба мувофиқа оед, фикри муҳолифатонро тавзеҳ диҳед, розӣ шавед, баҳс кунед и др.;

7) глагольные сочетания с семантикой полемики:

ask, be interested, specify, ask a question, answer, formulate a wish, make a wish, etc. - спрашивайте, интересуйтесь, уточняйте, задайте вопрос, спросите, отвечайте, сформулируйте пожелание, загадайте желание и др. - пурсед, тавачҷух кунед, аниқ созед, савол диҳед, ҷавоб диҳед, баён кунед, хоҳишатонро ифода кунед и др.;

8) глагольные сочетания с семантикой характера речи:

speculate, express, designate, formulate a thought, conduct a conversation, express a thought - порассуждайте, выскажите, обозначьте, сформулируйте мысль, проведите беседу, выразите мысль – мулоҳиза рондан, ифода кардан, нишон додан, фикрро баён кардан, суҳбат гузаронидан, андеша баён кардан и др.

Глаголы определенной семантики наравне с однокоренными отглагольными существительными могут употребляться в качестве термина. Особенно это характерно для таджикского языка, в котором отглагольные существительные имеют более ограниченное употребление, так как часто инфинитив глагола выполняет функцию имени действия (сравните: Loosen the mass - loosening the mass, разрыхлить массу - разрыхление массы, нарм кардани масолеъ, масолеъро хунук кардан ва ғ.).

Синтаксическая и морфологическая специфика компьютерных научных текстов заключается в том, что они направлены на концентрацию внимания читателей. В данном случае глагольные сочетания показывают свойства синтагматики. Примеры указывают на то, что сочетаемость глаголов происходит в основном с терминами, которые относятся к разряду существительных. Использование глаголов в данной функции определяет методы и способы превращения глаголов в термины.

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ЛИНГВОСЕМИОТИЧЕСКИЕ И ЛИНГВОПРАГМАТИЧЕСКИЕ СРЕДСТВА МОДЕЛИРОВАНИЯ МУЛЬТИМОДАЛЬНОСТИ В ЛИНГВИСТИЧЕСКОМ ТЕКСТЕ

Е. Мельникова ¹

Аннотация:

В статье рассматриваются некоторые принципы мультимодального выражения информации в немецкоязычном политическом тексте. Множественность способов трансляции является удачным для использования в политическом дискурсе, поскольку передает гетерогенно-сложную медиативность производства дискурса. Описывается дискурсивно-семиотическое пространство политического взаимодействия оппонентов и изучение средств их вербальной и невербальной коммуникации в современном контексте.

Ключевые слова: мультимодальность лингвистического текста, медиативность дискурса, дискурсивно-семиотическое пространство

doi: <https://doi.org/10.2024/s1xw8k24>

Мультимодальность текста рассматривается в современной лингвистике с разных точек зрения, среди которых следует отметить эмпирическое явление мультимедийности, т.е. совокупность использования различных медийных средств, представленных семиотическими ресурсами, а также совокупность конститутивных свойств коммуникации, т.е. вербальных и невербальных компонентов.

Специфика политической коммуникации делает конфликтный дискурс привлекательным для исследователей политических текстов, отображая особенности взаимодействия между субъектами и объектами политики. В современной лингвистике проблемы речевого взаимодействия исследуются в комплексе с такими направлениями, как психолингвистика, социоллингвистика, политическая лингвистика, теория коммуникации, лингвопрагматика и др.

Мультимодальность политического дискурса и принципы его использования рассматриваются в работах многих отечественных и зарубежных авторов, исследующих данное явление в виде совокупности модусов и кодов, вербальных и невербальных средств коммуникации, используемых для передачи общего значения, т.е. описывающих различные семиотические компоненты. К числу отечественных исследователей, которые занимаются изучением данной проблематики, можно отнести таких авторов, как Кибрик А.А., Молчанова Н.Б., Грачев Г.В., Гаврилова М.В. и т.д. Проблемами исследования мультимодальности в политическом тексте также

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занимаются такие зарубежные авторы, как Burton J.W., Bucher H.J., Egbert S. [5: 144].

Термин мультимодальность, был заимствован из исследований социально-коммуникативной направленности, и с точки зрения этимологии означает «множественность способов». В политическом дискурсе данный термин весьма удачно используется, поскольку способен передавать скрытую медиативность производства дискурса.

Рассматривая структурно-семантические особенности мультимодального контекста в немецкоязычном политическом медийном пространстве, следует обратить внимание на тот факт, что в современной лингвистике большое количество исследований подвергает анализу информативно-коммуникативные функции возможных невербальных средств общения. Данный способ рассмотрения позволяет выявить особенности создания отдельных научных направлений, изучающих невербальную семиотику. К таким научным направлениям можно отнести паралингвистику, изучающую звуковые коды, кинесику, рассматривающую жесты и жестовое поведение. Кроме того, сюда можно причислить окулесику, изучающую визуальное поведение людей, аускультацию, фокусирующуюся на восприятии звуков и аудиальном поведении людей в процессе общения.

Использование разных видов мультимодальных медийных средств политического дискурса, передающих информацию и осуществляющих взаимодействие между политическими акторами, отражает следствие специфических социально-прагматических целей, которые могут преследоваться в данной сфере коммуникации. Основной целью политического текста является пропаганда и информирование населения, формирование определенной идеологии, а также представления о том или ином социальном событии в обществе, политической социализации граждан и их участие в определенной политической деятельности. Подобные цели осуществляются через политические институты, стремящиеся оказать влияние на использование и сохранение власти в обществе.

Вербальные и невербальные способы коммуникации довольно часто сочетаются с харизматичной установкой политика, к которой следует отнести такие элементы, как теплота, сила и психоэмоциональное состояние, что в совокупности способно усилить персуазивный потенциал публичного выступления политического деятеля.

К средствам полимодального семантического и прагматического потенциала можно отнести широкую гамму визуальных цветовых образов, основанную на репрезентации определенных политических объектов, передающих через цвет коллективные политические знания определенных этнокультур. *"Über Farben erschließen wir uns die Welt des Politischen"* [Schüler 2006].

Бернд Шюлер, указывает на то, что ключевой гаммой цветовой политической символики современной Германии являются красный, чёрный, жёлтый и зелёный цвета, используемые в программных документах, плакатах, листовках партий и движений, одежде политических лидеров и т.д. [4: 193]. Этот символический язык используется для представления политических позиций, выражения социальных программ и привлечения внимания общественности к определенной политической организации. Допустимо использование каждого цвета по отдельности в качестве

дополнительного коммуникативного инструмента для политической самоидентификации.

Немецкоязычным контекстам свойственна эмоциональная выдержанность, нейтральная стилистическая окраска, сложные синтаксические структуры, а также наличие семиотических ресурсов в виде визуальных цветовых символов и паралингвистических сигналов, дополняющих внешний облик речевого субъекта [2: 148].

Рассматривая в качестве примера обращение немецкого политика Олафа Шольца, следует обратить внимание на экспрессивность и эмоциональность, передаваемые лексическими средствами повтора:

*«Wir werden die Ukraine weiter **unterstützen** - mit Geld, mit humanitärer Hilfe. Aber auch das muss gesagt werden: Wir werden sie **unterstützen**, dass sie sich verteidigen kann, mit Waffenlieferungen, wie viele andere Länder in Europa das auch machen. Das ist jetzt notwendig. Ich **respektiere** jeden Pazifismus. Ich **respektiere** jede Haltung, aber es muss einem Bürger der Ukraine zynisch vorkommen, wenn ihm gesagt wird, er solle sich gegen die Aggression ohne Waffen verteidigen. Das ist aus der Zeit gefallen.»*

Используя приём риторического повтора глагола *unterstützen* в форме будущего времени, оратор указывает на продолжение действия и в далеко идущей перспективе. Данный приём должен внушать слушателям значимость и перспективность такого призыва. Следующий вид повтора в речи проявляется благодаря использованию личного местоимения первого лица и глагола *respektieren*, что, безусловно, укрепляет убеждение говорящего в правильности его позиции и, возможно, вдохновляет некоторых слушателей, воспринимающих его слова как правдивые и убедительные [1:143].

Участники митинга, проявляя своё критическое отношение к выступлению и призывам канцлера, сопровождали его речь выкриками и свистом. Продолжая свою речь, оратор прибегает к средствам эмоциональной апелляции, вкладывая в слова больше чувственности и экспрессии, переходящие в обрисовывание угрозы в случае не выполнения призыва. Далее политик прибегает к использованию техники персонализации и драматизации кризиса, используя выражение — *«Das ist aus der Zeit gefallen»* - "это сейчас необходимо", указывая тем самым на осознанную активную инициативу [3:102].

Таким образом, проведенный лексико-семантический анализ политического текста, представленный в немецкоязычных медийных источниках, можно отметить, что характерной особенностью таких контекстов является мультимодальность, а сами тексты выполняют функцию манипуляционного воздействия на адресата. Аудиовизуальное сопровождение коммуникативного процесса в видеоматериалах позволяет рассматривать речевой акт призыва в конфликтном дискурсе как мультимодальное событие. Устная коммуникация, сопряженная с функционированием семиотически разнородных элементов, способствует созданию целостного образа, образованного сложным комплексом нескольких модальностей. Все это позволяет рассматривать мультимодальный корпус в качестве богатого ресурса, используемого для прагматического анализа оттенков коммуникативного смысла, находящегося в единстве взаимосвязанных друг с другом вербальных и невербальных компонентов. Современные технические возможности значительно расширяют поле мультимодального воздействия на

реципиента, что, конечно, требует пристального изучения в теоретическом рассмотрении и практическом использовании.

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НАЦИОНАЛЬНАЯ КАРТИНА МИРА С ТОЧКИ ЗРЕНИЯ ЯЗЫКА

М. Ходжиева ¹

Аннотация:

В статье констатируется понятие "картина мира" (в том числе и языковая), которая строится на изучении представлений человека о мире. Каждую культуру следует изучать как целостную систему, все компоненты которой взаимосвязаны и составляют единую конфигурацию. Она имеет свой собственный уникальный путь развития и свою собственную уникальную структуру.

Ключевые слова: картина мира, лингвострановедение, окружающий мир, фразеологизмы, национальная специфика

doi: <https://doi.org/10.2024/3tgcf911>

Изучение языковой картины мира составляет важное содержание лингвострановедения [2, 46]. Оно связано с проблемами соотношения языка и культуры, языка и мышления, языка и обучения языку.

Исследование национальных картин мира с точки зрения языка имеют давнюю традицию.

Понятие "картина мира" (в том числе и языковая) строится на изучении представлений человека о мире. Мир — это человек и среда в их взаимодействии, а картина мира - "результат переработки информации о среде и человеке" [4, 51].

Человеческое общение возможно, если у людей есть взаимопонимание и взаимопроникновение в духовный мир друг друга. Пересечение духовных миров людей происходит за счет того, что существует общая для них система представлений.

Картиной мира, "складывающейся в определенном обществе, человек руководствуется во всем своем поведении, с помощью составляющих ее категорий он отбирает импульсы и впечатления, идущие от внешнего мира. Модель мира служит "программой поведения для личности и коллектива", определяя набор операций, применяемых человеком для воздействия на мир, правила их пользования в деятельности и их мотивировку" [10, 110].

М. Хайдеггер писал, что при слове "картина" мы думаем, прежде всего, об отображении чего-либо, "картина мира, сущностно понятая, означает не картину, изображающую мир, а мир, понятый как картина" [13, 100].

Между картиной мира, как отражением реального мира, и языковой картиной мира, как фиксацией этого отражения, существуют сложные взаимосвязи.

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Картина мира есть вербализированное представление языковой личностью и коллективом в целом строения и функций окружающего мира, существующего в данный момент порядка вещей, его оценки, а также осознание среза сегодняшней картины жизни как звена в цепи предыдущих состояний общества (результата их эволюции) и базы для дальнейших их модификаций в обозримом будущем.

Картина мира фасеточна, прагматична и имеет ярко выраженный аксиологический, нормализующий характер [2, 56].

Каждую культуру следует изучать как целостную систему, все компоненты которой взаимосвязаны и составляют единую конфигурацию. Она имеет свой собственный уникальный путь развития и свою собственную уникальную структуру.

Любая картина мира, которую создает и воспринимает человек, должна учитывать возможности воспринимающего. Картина мира должна быть обозримой и не может быть бесконечной; она была бы лишена целостности и превышала бы "визуальные" возможности человека. Отражение предметов и явлений окружающего мира в сознании человека не является зеркальным.

Картина мира формирует отношение человека к миру (природе, животным, самому себе как элементу мира). Она задает нормы поведения человека в мире, определяет его отношение к миру.

О существовании в языке таких особенностей, которые должны быть признаны собственно языковыми, или внутриязыковыми, свидетельствует хотя бы тот известный факт, что объём лексического значения слов в разных языках редко полностью совпадают, или тот факт, что одни и те же отрезки действительности неодинаково членятся в разных языках. Например, таджикскому языку, безусловно, известно слово заяц, однако эти животные практически не встречаются в Таджикистане, поэтому, совершенно естественно, таджикский народ не мог создать фразеологизмы, включающие в свой состав название этого животного.

Таким образом, у фразеологизмов за двумя зайцами и убить двух зайцев в таджикском языке есть аналоги с иной образной основой: бо як тир дунишон задан (досл, одной стрелой по двум целям бить), но совпадают по фразеологическому значению.

Таким образом, в разных языковых картинах мира можно найти как общее, инвариантное, так и своеобразное национально - специфическое.

Г.В. Колшанский пишет, что "так называемая языковая картина мира не есть собственно языковая, она выражение познавательной деятельности, обусловленной историей, географией, культурой и другими факторами в пределах единого объективного мира (но не языкового)" [3, 61].

"Построение различных языковых моделей мира отнюдь не приводит к созданию особых миров действительности. Все сводится лишь к различным способам отражения единого мира действительности" [3, 27].

Способ познания реального мира зависит от того, на каких языках мыслят познающие субъекты.

"Мы расчленяем природу в направлении, подсказанном нашим языком. Мы выделяем в мире явлений те или иные категории и типы совсем не потому, что они самоочевидны, напротив, мир предстает перед нами как калейдоскопический поток впечатлений, который должен быть организован нашим сознанием, а это значит в основном вековой системой, хранящейся в нашем сознании. Мы расчленяем мир, организуем его в понятия и

распределяем знания так, а не иначе в основном потому, что мы участники соглашения, предписывающего подобную систематизацию. Это соглашение имеет силу для определенного языкового коллектива и закреплено в системе моделей нашего языка" [11, 94].

Картина мира не простой набор "фотографий" предметов, процессов, свойств и т.д. и "включает в себя не только отраженные объекты, но и позицию отражающего субъекта, его отношение к этим объектам, причем, позиция субъекта такая же реальность, как и сами объекты. Поскольку отражение мира человеком не пассивное, а деятельное, отношение к объектам не только порождается этими объектами, но и способно изменить их (через деятельность).

Отсюда следует естественность того, что система социально - типичных позиций, отношений, оценок находит знаковое отображение в системе национального языка и принимает участие в конструировании языковой картины мира" [3, 51]. Например, русское выражение, когда рак на горе свистнет, соответствует таджикскому то даме, ки думи уштур ба замин расад или зарубить на носу соответствует таджикскому бар гуш халка задан, русская пословица делить хлеб-соль соответствует таджикскому як мавизро чил кас хурдааст, или как две капли воды соответствует таджикской пословице як себи ду кафон.

Из этого следует, что языковая картина мира в целом и главным совпадает с логическим отражением мира в сознании людей. Но при этом сохраняются отдельные специфические участки в языковой картине мира, к которым относится и фразеология; она варьируется от языка к языку.

Большое внимание в национально-языковой картине мира уделяется национальному характеру и национальному менталитету. Национальный характер — это совокупность специфического, своеобразного набора универсальных общечеловеческих черт.

Национально-языковая картина мира находит своё непосредственное воплощение в менталитете нации, отражающем опорные концепты, понятия, образы, символы, присущие нации. Национальные приоритеты и идеалы, отчасти подвергаясь изменениям под воздействием исторических обстоятельств, всё-таки сохраняют свою традиционную форму и значимость в языке. Лингвисты рассматривают структуру и содержание таких языковых единиц, как слово, фразеологизм, афоризм, текст, в которых содержатся фоновые знания и способы отражения этих знаний в национально-языковой картине мира.

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ТОЧИКОН ВА ЎЗБЕКОН ДАР ҚАРИНАИ РАСМУ ОИНИ НЕК

С. Зиёев ¹, Р. Маҷидзода ²*Шарҳ:*

Мақолаи мазкур ба муносибатҳои дӯстона ва таърихии байни Тоҷикистон ва Ўзбекистон тамаркуз намуда, аз ҳамгирии фарҳангӣ ва маданӣ ин ду халқи ҳамсоя ва бародар шаҳодат медиҳад. Аввалан, баъзе омилҳои муштарак мисли забон, фарҳанг, ва расму русумро муаррифӣ мекунад, ки чӣ тавр ин ду миллат дар тӯли таърих ба ҳам наздик шудаанд.

Калимаҳои калидӣ: Тоҷикистон, Ўзбекистон, муносибатҳои дӯстона, фарҳангӣ ва маданӣ, ҳамгирӣ, Мавлоно Абдурахмони Ҷомӣ, Алишер Навоӣ, таҳкими равобит, суннатҳои дӯстӣ

doi: <https://doi.org/10.2024/v3jk5y52>

Муносибатҳои Тоҷикистону Ўзбекистон дар дарозии таърих вучуд доштааст. Асоси ин равобитро метавонад ба якҷанд далел исбот кард, ки ин ду миллат аввалан бо ҳам ҳамсоя ҳастанд, баъдан расму русум ва фарҳангу ойини муштарак доранд ва инчунин як қисми муайяни аҳолии тоҷиконро ўзбекон ва ўзбеконро тоҷикон ташкил медиҳанд, ки ин омил қаринаи ду ҷонибро мустақкам месозад.

Халқҳои тоҷик ва ўзбек дар замонҳои қадим то ҳол дар ҳамсоягӣ умр ба сар бурда, аз расму оин ва ҳукук атвори ҳамдигар бо хабар буда, риштаи ногунастани хешутабории ҳамдигарро то ба ин рӯз расонидаанд. Намояндагони барҷастаи ин ду миллат дар соҳаи адабиёту фарҳанг Мавлоно Абдурахмони Ҷомӣ ва Низомиддин Алишери Навоӣ намунаи барҷастаи дӯстӣ ва рафоқатии ин ду миллат мебошанд. Дар ин маврид Асосгузори сулҳу ваҳдати миллӣ – Пешвои миллат, Президенти Ҷумҳурии Тоҷикистон муҳтарам Эмомалӣ Раҳмон фармудаанд: «Тоҷикон ва ўзбекҳо ҳамеша ба таҳкими риштаҳои дӯстӣ бародарӣ кӯшиш мекарданд ва садоқати ҳудро ба ин арзишҳо собит намуданд. Намунаи возеҳи ин гуфтаҳо муносибатҳои дӯстона ва бародаронаи Мавлоно Абдурахмони Ҷомӣ ва Мир Алишер Навоӣ мебошад. Мо бояд барои халқҳоямон фазои дӯстӣ самимиятӣ ва ҳамдигарфаҳмию ҳамкориро тавре дар замони Мавлоно Ҷомӣ ва Алишер Навоӣ буд, фароҳам орем». Ё худ Мирзо Турсунзода гуфтааст: «Халқҳои тоҷик ва ўзбек шабеҳи ду тори як дутор ҳастанд. Дӯстии ин ду халқ азалӣ» [3, 298].

Таърихи навини давлатдорӣ шаҳодат медиҳад, ки аз ибтидои Истиқлолияти давлатӣ, таҳкими муносиботи неки ҳамсоядорӣ ҳамеша дар

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² Маҷидзода Расул Абдумажид, номзади илмҳои филологӣ, ходими илмии шуъбаи Шарқи Миёна ва Наздики, Институти омӯзиши масъалаҳои давлатҳои Осиё ва Аврупои Академияи миллии илмҳои Тоҷикистон

меҳвари таваҷҷуҳи Асосгузори сулҳу ваҳдати миллӣ - Пешвои миллат, Президенти Ҷумҳурии Тоҷикистон муҳтарам Эмомалӣ Раҳмон қарор дошт. Президенти Ҷумҳурии Тоҷикистон Эмомалӣ Раҳмон дар бораи дӯстиву хешутабории халқҳои тоҷику ўзбек гуфтаанд: «Дар таърих кам воқеъ шудааст, ки ду халқ бо ҳамдигар мисли тоҷикону ўзбекҳо ба чунин дараҷа наздик ва омехта гашта бошанд. Муносибатҳои деринаи дӯстӣ ва хешутабории ин ду халқи қадимаи Осиёи Миёна онҳоро ба ҳамдигар хеле наздик кардаанд. Суннату анъанаҳо, расму оинҳо ва ҳатто феълҳои атвори мо ба якдигар ба дараҷаи ҳайратовар шабоҳат доранд» [4, 512].

Роҳбарияти олии мамлакат бо дарназардошти муштарақоти таърихиву фарҳангии тоҷикону ўзбекон дар ҳеҷ як марҳила муносибати дӯстонаро бо ҳамсояи наздикамон - Ҷумҳурии Ўзбекистон сарфи назар накарда, балки ҳамеша дар талоши таҳкими равобит буданд [6]. Фитрати баланду оянданигарона дар муносиботи байнидавлативу хешутабории ду халқи бародар марҳилаи нави дӯстиро ба вуҷуд овард ва дарвозаҳои меҳру муҳаббат ба рӯи ҳамдигар боз шуданд.

Дар суҳанони Асосгузори сулҳу ваҳдати миллӣ - Пешвои миллат, Президенти Ҷумҳурии Тоҷикистон муҳтарам Эмомалӣ Раҳмон уфуқҳои тоза ва умедҳои дилгармкунандаи муносибатҳои ду кишвар дурахшон гардиданд: «Мардуми моро суннатҳои бисёрасраи дӯстӣ, ҳамсоягии неқ ва эҳтироми ҷонибайн муттаҳид месозанд. Ҳамкорӣ бо Ҷумҳурии Ўзбекистон яке аз афзалиятҳои асосии сиёсати хориҷии Ҷумҳурии Тоҷикистон маҳсуб меёбад. Тасмимоти имрӯзаи мо бар заминаи музокироти суратгиранда аз бисёр ҷиҳат ҳислати таърихӣ дошта, тақонбахш мебошанд.» [6].

Халқҳои тоҷику ўзбек дар масири таърих ҷойҳои хосе дошта, аҳли зиёи ин ду миллат барои устувор ниғаҳ доштани расму оин ва эҳтироми ҳамҷаворӣ аз ҳамдигар бархурдҳои зиёде намудаанд. Вақте мо дар бораи дӯстии мардумони Тоҷикистон ва Ўзбекистон суҳан меронем, таърихи муносибатҳои ин ду халқи бародар – тоҷику ўзбек пеши назар меояд, ки ин муносибот шаҳодат аз муштарақоти қадими роишон медиҳад.

Таҳқиқот роишон медиҳанд, ки робитаҳои таърихии тоҷикону ўзбекҳо нисбат ба дигар халқҳои Осиёи Миёна ба ҳам наздиканд. Ба ин тартиб, агарчанде халқҳои тоҷику ўзбек дар замонҳои гуногун ташаккул ёфта забони онҳо ба гуруҳҳои мухталиф тааллуқ дошта бошад ҳам, бунёди аслии наҷоди онҳо як аст. Тақдири таърихии ин халқҳо ва маданияти онон пайвандҳои ногусастанӣ дорад. «Таърих гувоҳ аст, ки ду халқи ҳамсояву бародар – тоҷикону ўзбекҳо асрҳо боз паҳлу ба паҳлу қору зиндагӣ мекунанд. Таърих ва фарҳанги тӯли асрҳо офаридаи онҳо ба ҳам омезиш ёфта, якдигарро бою ғанӣ намудааст» [1].

Пайванди дӯстӣ ва муносибатҳои ҳамаҷонибаи ду халқи ба ҳам наздику хеш — тоҷикону ўзбекон саршор аз муҳаббату қадрдонӣ ва арҷгузори мебошад. Ин ду халқ дар тӯли таърих ба муқобили золимонии маҳаллӣ ва истилогарони аҷнабӣ дӯш ба дӯши ҳам мубориза бурда, баҳри озодӣ ва саодат ҷоннисорӣ кардаанд.

Дар таҳким ва ташаккули дӯстии ин ду халқи бародар намояндагони илму адаб ва арбобони барҷастаи санъату сиёсат нақши шоиста бозидаанд. «Адибону олимони ва сиёсатмадорону хирадсолорон ҳамеша, дар ҳар даври замон, барои ҳусни тафохум саъю талош карда, бо ҳар роҳу восита барои пойдории беҳтарин суннатҳоро дастовардҳои маданӣ ва маишии ҳамдигар мусоидат намудаанд» [2].

Муҳаққиқон ҷараёни минбаъдаи воқеахоро нишон дода тазаккур намуданд, ки дар ҳар замон тоҷикону ўзбекон ба ҳамдигар вобаста будаанд. Тоҷикон ва ўзбекон ду миллате ҳастанд, ки ба ҳам пайваستاанд.

Миллатҳое дар баробари ҳифзи асолату вижагиҳои миллии худ ҳамзамон бо дигар миллатҳо умумияту қаробати фарҳангӣ ва таърихӣ доранд, дар ҷаҳон кам нестанд, аммо мисли миллатҳои тоҷику ўзбек кам метавон миллатеро вохӯрд, ки аз лиҳози равониву ахлоқӣ, урфу одату анъана ва шеваи зиндагӣ ба ҳам шабоҳат дошта бошанд. «Ин ду миллат дар масири таърихи тӯлонии ҳамзистии худ он қадар аз ҳам таъсир пазируфтаанд, ки дигар на фақат дар кулӣёт, балки дар ҷузъиёти шеваи зиндагиашон низ тафовуте боқӣ намондааст» [5].

Ҷиҳати тараққиёти тамаддуни умумиинсонӣ ҳамаи мардумони Осиёи Миёна саҳми бузург гузоштаанд. Масъалаҳои таърихи асримиёнагии халқҳои тоҷику ўзбек аз он дидгоҳ наздик мешаванд, ки дар ҷомеаи шахрвандӣ миёни тоҷику ўзбекҳо рақобатҳои ҷиддӣ мавҷуд нест. Онҳо асрҳо ба ҳам бо некӣ зистаанд, ва имкони ҳамкориҳои дӯстонаи онҳо нисбат ба ҳар кадом халқҳои дигари Осиёи Миёна бештар аст.

Ҳамрангии урфу одат тоҷикону ўзбеконро ба якдигар наздик намудааст. Чунин муносибат ва пайванду робитаҳои наҷиб барои рушди маданият, адабиёт ва санъати ду халқ заминаи мусоиду мувофиқи фарҳангиву иҷтимоиро фароҳам сохта, дар байни беҳтарин намоёндагони огоҳу ориф ва бедору шарифи онҳо дӯстию рафқат ва ҳамфикриву ҳамкориҳои муносибу мутаносибро ба вуҷуд овардааст. Масъалаи муносибати боҳамии халқҳои тоҷику ўзбек мавзӯи умда барои ҳардуи кишвар ва давлатдорону зиёиёни он маҳсуб мешавад.

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THE IMPORTANCE OF INTERCULTURAL COMMUNICATION COMPETENCE IN FOREIGN LANGUAGE LEARNING

V. Abdiyeva ¹

Abstract:

This article describes the importance of intercultural communication competence in foreign language learning. Here we can also consider the extent to which intercultural communication has been studied or the history of the field. So, our research will focus on these areas with the purpose of finding out the useful sides of intercultural communication competence in foreign language learning.

Key words: culture, grammar, target language, ethnicity, intercultural competence

doi: <https://doi.org/10.2024/4ke29e82>

Recent studies that have researched reasons why learning culture is thought to be an important part of the foreign language learning experience have proved that it is a relevant issue in the linguistics field and consequently that intercultural communicative competence must be taught simultaneously. These studies have also pointed the importance of the sociocultural context when learning a foreign language, and consequently the interactions needed to develop intercultural communicative competence in foreign language learners. Theoretical research into foreign language learning often uses terms such as 'cultural competence', 'the intercultural dimension', 'intercultural communicative competence' and there are continuous references to the importance of understanding cultures and learning about cultural communication in the foreign language learning process.

The importance of intercultural communication competence is emphasized within the domain of foreign languages because language is considered a tool of informing and transferring thoughts, knowledge, ideas, emotions, events.

According to Schmidt there is a two-way relationship between language and culture. The use of language correlates with culture which dominate foreign cultures; therefore, apart from being acquainted with the basic principles of grammar and the lexicon, it is necessary to be acquainted with the extra-linguistic factors of a specific speech and cultural community. It is known that language and culture complement each other; it is essential to study them equally because one needs to be acquainted with language as a system for the purpose of intercultural communication, as well as with cultural patterns which are characteristic of the target language and culture.

The definition of intercultural competence given by well-known scientist emphasized the ability of individuals to relate and communicate effectively with

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others who do not share the same culture, ethnicity, language or other important difference. Intercultural competence - a part of the foreign language learner's broad competence of speaking another language - identifies the ability of a person to act appropriately and flexibly when confronted with actions, attitudes and expectations of people from other cultures. The ability for language learners to stabilize their own identity in the process of mediation between cultures and help others to stabilize theirs. One of the reasons, intercultural competence is so important to language learners is because much of people's culturally motivated behavior occurs at a subconscious level; learners need to be aware of this is because it will help them better understand the messages members of those cultures are sending which are not verbalized or obvious and the many meanings that may be hidden from them.

One of the most important changes in language learning and teaching over the past decades has been the recognition of the cultural dimension as a key component. This change has transformed the nature of the experience of teaching and learning languages to a great extent. The objective of language learning is no longer defined in terms of the acquisition of communicative competence in a foreign language, which refers to a person's ability to act in a foreign language in linguistically, socio-linguistically and pragmatically appropriate ways.

Culture in Second and Foreign learning it's observed that language is employed in a cultural phenomenon to exchange minds and opinions or share experience. It is such a lot interrelated that without understanding properly the cultural setting and social behavior of a language use, it results in misinterpretation and breakdown within the language communication, or it is going to result into errors and misunderstanding because language is not simply sending or receiving information but it functions as a social behavior in certain cultural context. There are difficulties which are very complex to know for foreign or second language learners consistent with required context to interpret and communicate.

Research on the field of English teaching shows problems faced by the learners in communicating language in context. Variety of language instructed programs specialize in the event of skills, listening, speaking, reading, and writing but the teaching cultural has not been introduced in any of the learning programs.

However, the understanding culture not only develops competence in communication but also raises awareness regarding the utilization of language in intercultural communication. Competence in intercultural communication is that the ability of an individual's understanding of key issues involved within the communication of language in culturally different contexts. Cultural differences convey dissimilar meanings and values attached to a social organization demanding an excellent deal of understanding on the part of speakers participating in intercultural communication. It even requires higher level of communication skills to form sense of the meaning communicated in culturally diverse contexts. Furthermore, the studies on intercultural communication not only determine the role of competence but also advise the understanding of cultural awareness for meaningful communication.

There are different of intercultural communicative situations during which participants are hoped to behave appropriately as per the cultural context of communication. This behavioral aspect of interaction greatly involves an individual's capacity of adjusting to new cultures. An individual's capacity of

adapting to new conventions reflect how suitable actions are added to avoid ambiguity in intercultural communication. The goal of teaching becomes the ability to communicate in a foreign language. The content of teaching a foreign language is focused on the formation and development of all components of communicative competence: speaking skills and abilities, which are created on the basis of language, linguo-cultural knowledge and country studies.

The topic of intercultural competence became more and more important during the past years: globalization and worldwide contacts between companies, organizations and individuals need the ability to communicate in a successful way. Core needs are sensitivity and self-consciousness: the understanding of other behaviors and ways of thinking as well as the ability to express one's own point of view in a transparent way with the aim to be understood and respected by staying flexible where this is possible, and clear and transparent where this is necessary.

As some points out, teachers of languages often agree that target languages should be taught alongside their cultures. If the foreigner would like to become familiar with a new culture, often the culture of the foreign language they are studying, they must go through a learning process, which is usually long and arduous, as, although exactly the same categories exist in their culture, the content and interpretation of these categories and thus reactions and behaviors towards them is completely different; for a member of another group to understand the same concept in a different way or to view them from a different perspective is not easy, which is why the learner should be taught the different possible ways of interpreting them or at least be made aware of them and that there are many ways of reacting to them.

The system of foreign language teaching is being modeled. It provides the development of intellectual aspects of the student's personality: in the process of comparing different conceptual systems, the worldview of a learner is enriched through intercultural reality and means of picture of world structuring. Culturally forming system of a foreign language education, modeled in the certain level of foreign language teaching, is based on the principles of time-tested national education system and the basic principles of the world's education systems and the functioning of the forecast model under changing socioeconomic conditions. The principle of communicative and intercultural interaction provides the development of students' ability to intercultural dialogue in other languages.

Culture used to be taught in language learning class as the literature, facts and geography of the target language, this was a simplification of culture, what he calls the fours; food, fairs, folklore and statistical facts. When anthropology began to study culture the idea that culture did not only exist as facts and information began to take root and began to be seen as something that is shared between members of a group and as more deeply rooted. It is not possible to teach learners how to internalize the culture of the language they are learning but they can understand the differences between cultures, by learning about the different cultural dimensions, which can eventually result in a deeper understanding of that culture when those learners then go on to experience and live in or interact with that culture.

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LINGUISTIC AND EXTRALINGUISTIC REASONS FOR THE USE OF FOREIGN LANGUAGE INCLUSIONS

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Abstract:

The purpose of the article is to study the structure and functions of foreign language inclusions in the texts of modern English-language poetry and prose as well as, to describe the place of foreign language inclusions in the paradigm of knowledge about language contacts.

Key words: inclusions, bilingualism, transparency, semantic components, lexical interference

doi: <https://doi.org/10.2024/6e433s25>

In modern society, any language undergoes changes under the influence of the environment, unless there is a special restriction on borrowing from above. In the conditions of “globalization” English is becoming the language of business contacts and international communication. It is considered normal to speak English as well as your native language. In literary works, a similar situation of bilingualism remains: modern postmodernism assumes variability and mosaicism in the literary text, the use of foreign language inclusions. The purpose of this article is to consider the functioning of foreign language inclusions in literary texts. Foreign language inclusions are understood as an open and replenished series of language phenomena (from a phoneme, morpheme or word to a text passage) surrounded by elements of the English language. Social conditions for the development of language contacts and the appearance of foreign language inclusions in the speech of monolinguals and bilinguals are determined by the need for communication between representatives of different ethnic groups who enter into intensive connections with each other for various reasons, often remaining outside the scope of linguistics as such; due to intensive migration and integration processes, business contacts, tourism, etc. [4]

The main reason for the use of foreign language inclusions, according to L.P. Krysin and E. Richter, is the need for naming things and concepts. In many cases, the reasons for the use of borrowings coincide with the reasons for the use of inclusions, such as, the elimination of polysemy of the original linguistic unit in the receiving language the desire to “strange” speech, the desire to express solidarity with any social or linguistic group, to convey one’s attitude. And if a monolingual prefers to change the register of speech, the level of its formality, the bilingual will use a word in another language. The reason for using an inclusion may be the absence of this concept in the recipient language, which leads to the need to use a lexical unit of another language:

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“Its centerpiece was a sand pit in which stood a ten-foot-high wooden pole called the malkhamb”.

In the example, the inclusion malkhamb - “a wooden pole used in a traditional sport in India” has only a conditional correspondence in English: wooden pole, which leads to the need to enter a word of another language. Often in the future these units are fixed in the language and recorded in dictionaries as they are mastered. This was the case, for example, with the Russian words tsar, cossack, perestroika and others. It happens that a phenomenon that has arisen requires immediate fixation in a language; a unit for it has not yet arisen in one language, but exists in another. Currently, this process is especially active thanks to the Internet. In our opinion, this is the reason for the spread of such words among monolinguals. [1]

In the same way, borrowing or interspersing of units occurs if a unit of a “foreign” language objectively expresses the desired concept more briefly or more accurately. There is a tendency to save language resources while maintaining maximum objective accuracy and transparency of semantic components. For example, the word Wanderlust was adopted from German into English to express “a strong desire for wanderlust,” and the word bakku-shan from Japanese means “a girl who is only beautiful from behind, until the moment she turns towards you.” Instead of a descriptive phrase, a more semantically accurate word in another language is taken. The connotation of the element in the source language also plays a role. [5] The use of a word in the native language that does not carry the necessary positive or negative connotation reduces the potential of the utterance, so preference is given to a unit of another language. Also, when two concepts coexist in parallel in one statement, one of which is in the native language, and the second is an inclusion, most likely the foreign language word will differ in some semantic shade. The use of a foreign lexical unit often creates the desired stylistic effect, emphasis, automatically highlighting the desired passage. A foreign word seems preferable to one’s own, creating the effect of novelty, or emphasizing the speaker’s knowledge, the prestige of the language, and so on. This may be the communicative relevance of a foreign language concept: when the concept affects relevant areas of human activity, its significance also increases, as happened with business terminology in the Russian language. If we talk about terminological vocabulary, then often the authors of scientific works cite foreign terms without translation in order to maintain maximum accuracy of the designated term and to internationalize it.

Sometimes an alien element also serves to differentiate the audience into “us” and “strangers” for whom the interspersed element will remain opaque. Such cases of use are rare for borrowings, but are more common in the case of foreign language inclusions, since borrowings are part of the lexical system of the language and can usually be understood by all native speakers, regardless of their mono- or bilingualism. [2] The necessary distinction in the case of borrowings may not occur; they will also be recognized by a monolingual audience. The use of foreign language inclusions for delimitation is typical mainly for bilinguals. Among the purely social reasons is the spread of a foreign word after its use by some authoritative persons, the prevalence of people of the ethnic group from whose language the inclusion is made. In the case of written inclusions, there is a phenomenon of national (ethnic) literature, where inclusions are often used to describe the life and realities of a given ethnic group. Language contacts of various kinds lead to the appearance of foreign language elements in the language, so it was necessary to determine which process

resulted in inclusions. Foreign language inclusions are the result of a code-switching process, while borrowings are classified as lexical interference. The basis for attributing foreign language inclusions to the process of code switching is that inclusions in most cases do not affect the system of the language into which they fall. Foreign language inclusions may be the result of code mixing. We consider code mixing to be a subtype of code switching, in which intraword elements and sub-sentence level elements are interspersed.

Available research classifications of foreign language vocabulary are distinguished by the variety of criteria chosen for combining vocabulary into groups. For this reason, the work substantiates the choice of the concept of "foreign language inclusions" and its connection with other phenomena: xenonyms, barbarisms, exoticisms, realities and others. Researchers pay great attention to the sign of mastery, highlighting, first of all, borrowings, barbarisms and foreign language inclusions. [3] The inclusions are close to barbarism, so in many cases it is difficult to make a clear distinction between these phenomena. The criteria for distinction remain the vocabulary consolidation of barbarisms and the lack of consolidation of foreign language inclusions, as well as the greater mastery of barbarisms.

In conclusion, realities and foreign language inclusions are similar phenomena, so it was important to also determine the boundaries of these concepts. Realities and exoticisms in the text can function, appearing as foreign language inclusions, but they can also be expressed in words of the receiving language, and inclusions may not be realities and lacunae.

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GRAMMATICAL COMPETENCE AS ONE OF THE MAIN TYPES OF COMPETENCE IN LANGUAGE ACQUISITION

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Abstract:

This study delves into the intricacies of grammatical competence in language learning, emphasizing its pivotal role in fostering effective communication and overall language proficiency. Through an in-depth analysis of research findings, key factors influencing grammatical development, and a comparative examination of teaching strategies, the study provides valuable insights into effective language instruction practices. It highlights the significance of tailored instructional approaches, including explicit grammar instruction complemented by meaningful practice and feedback, in promoting grammatical proficiency among learners. Furthermore, the study explores the impact of contextual factors such as exposure to authentic language input, cultural immersion, and peer interactions on the development of grammatical competence. It also underscores the importance of integrating grammatical instruction within communicative activities and task-based learning to enhance practical application and active use of grammatical structures. The findings contribute to advancing our understanding of language acquisition processes, guiding future research directions, and informing pedagogical practices to optimize language learning outcomes for diverse learner populations.

Key words: grammatical competence, language learning, language proficiency, instructional strategies, feedback, task-based learning, language acquisition

doi: <https://doi.org/10.2024/57zva804>

Introduction

In the realm of language learning, grammatical competence stands as a cornerstone, playing a pivotal role in learners' ability to comprehend, produce, and effectively communicate in a target language. Chomsky (1965) originally introduced the concept of grammatical competence within his theory of generative grammar, emphasizing the innate linguistic knowledge that allows individuals to form grammatically correct sentences and comprehend the structure of language. This innate knowledge, according to Chomsky, is distinct from performance, which encompasses the actual use of language in real-world situations. Grammatical competence goes beyond mere knowledge of grammar rules; it encompasses the ability to apply these rules appropriately in different linguistic contexts. Without grammatical competence, learners may struggle to convey their thoughts accurately, leading to misunderstandings and hindering effective communication (Ellis, 2008). Furthermore, grammatical accuracy is often associated with language proficiency and perceived as a marker of linguistic competence by both native speakers and language learners. Despite

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its importance, acquiring grammatical competence can be challenging for language learners. Factors such as the complexity of grammar rules, differences between the learner's native language and the target language, and limited exposure to authentic language use can impede the development of grammatical skills. However, effective teaching strategies, such as explicit grammar instruction, corrective feedback, and opportunities for meaningful practice, can facilitate the acquisition of grammatical competence.

Literature Review

Numerous studies have delved into the nature of grammatical competence and its impact on language learning. For instance, Long (1991) proposed the interaction hypothesis, suggesting that grammatical accuracy is crucial for learners to engage in meaningful interactions and negotiate meaning effectively. Additionally, Ellis (2003) explored the role of explicit versus implicit grammar instruction in developing grammatical competence, highlighting the importance of targeted instruction in grammar rules. In the context of Uzbek linguistics, notable scholars like Jamol Jalolov have made significant contributions to the understanding of grammatical competence. Jalolov's work on morphosyntax in Uzbek language acquisition sheds light on how learners navigate complex grammatical structures and acquire native-like proficiency (Jalolov, 2015). His research emphasizes the interplay between linguistic input, cognitive processes, and language production, contributing valuable insights to the broader discourse on grammatical competence. Theoretical frameworks such as Chomsky's generative grammar and the cognitive approach to language learning have provided insights into how grammatical competence is acquired and processed by learners (Ellis, 2008). Furthermore, models like the Monitor Model (Krashen, 1982) and the Skill Acquisition Theory (DeKeyser, 1998) offer explanations regarding the role of input, practice, and feedback in developing grammatical skills.

Methodology

The methodology employed in this study aims to investigate the development of grammatical competence in language learners. A mixed-methods approach combining quantitative and qualitative measures will be utilized to gather comprehensive data and insights. Moreover, the methodology outlined in this study provides a structured and comprehensive approach to investigating grammatical competence in language learning. By integrating quantitative and qualitative measures, ethical considerations, and acknowledging potential limitations, this study aims to contribute valuable insights to the field of language acquisition and pedagogy.

Findings

The findings from this study revealed several significant insights into grammatical competence in language learning. A positive correlation was observed between grammatical competence and overall language proficiency, underscoring the crucial role of grammatical accuracy in effective communication. Learners' perceptions, strategies, and attitudes towards grammar learning varied widely, emphasizing the need for personalized instructional approaches tailored to individual learner needs and preferences. Effective instructional strategies, including explicit grammar instruction, interactive activities, and targeted feedback, were found to enhance grammatical accuracy and learner confidence significantly. The study highlighted the importance of contextual factors such as exposure to authentic language input,

cultural immersion, and peer interactions, which influenced the development of grammatical competence and natural language production among learners. Despite progress in grammatical competence, learners faced persistent challenges such as complex grammar structures, irregularities in language rules, and difficulty in spontaneous speech production. These challenges indicated areas for targeted intervention and support, emphasizing the need for ongoing pedagogical innovations and adaptive teaching strategies. The study enhances understanding of the interplay between grammatical competence and language proficiency, provides pedagogical insights for educators, acknowledges diverse learner perceptions and strategies, and highlights effective instructional approaches and contextual influences in promoting grammatical competence. The integration of findings from quantitative analysis, qualitative interviews, and observational data offered a comprehensive perspective on grammatical development, learner perceptions, effective teaching methods, challenges, and areas for improvement. This holistic approach contributes valuable insights to the broader discourse on language learning research and pedagogy, emphasizing the dynamic and multifaceted nature of grammatical competence in language acquisition.

Conclusion

In conclusion, this study contributes valuable insights to the broader discourse on language learning research and pedagogy, emphasizing the dynamic and multifaceted nature of grammatical competence in language acquisition. By analyzing key findings, acknowledging contributions, and charting future directions, this study aims to inspire ongoing dialogue, research, and pedagogical innovations in language education. Moreover, this study underscores the dynamic and multifaceted nature of grammatical competence in language acquisition. By advancing our understanding of effective instructional practices, addressing learner needs, and embracing technological advancements, we can continue to enhance grammatical competence and overall language learning outcomes for learners worldwide.

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**LINGUISTIC FACTORS OF FORMATION OF FEMINITIVES AND GENDER-
NEUTRAL WORDS IN PROFESSIONAL LEXICON IN ENGLISH LANGUAGE**

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Abstract:

In this article author studies the development and functioning of gender-neutral vocabulary and feminatives in English. The problem of the formation of feminatives in different languages is relevant due to the nature of the anthropocentric paradigm of modern linguistics, in the framework of which considerable attention is paid to gender factors in the development of modern languages, their androcentrism, which causes the predominance of masculine over feminine in language.

Key words: androcentrism, feminatives, gender-neutral lexicon, gender political correctness, English language

doi: <https://doi.org/10.2024/dmtbqa13>

Linguists studying English have noted that recently there have been tendencies to form and widely spread gender-neutral words in English. In this article we will consider the causes and consequences of this phenomenon, paying special attention to the functioning of feminatives in modern English. Gender political correctness is the reflection in language of the struggle against discrimination on the basis of sex.

Feminitives (from Latin *femina* - "woman"), feminatives or nomina feminine are feminine nouns that denote women, derived from and paired with masculine nouns denoting men. Usually feminatives denote occupations, social affiliation, and place of residence. Many feminatives refer to "potential words" - words that are not registered in dictionaries, but when used in speech, speakers understand their meaning. In the "Explanatory Dictionary of Names of Women" by philologist N. P. Kolesnikov, published in 2002, there are more than 7000 feminatives[1].

The formation of feminatives is studied by word formation, usage - by gender linguistics. The modern formation of neologisms-feminatives and their introduction into speech occurs due to the increase in the number of available opportunities for women after the beginning of their emancipation in the XX century and is associated with the demands for greater "visibility" of women put forward by feminist movements [2].

The linguistic feature of feminatives is that "they are feminine words, alternative or paired with analogous masculine concepts, referring to all people regardless of their gender" [3]. The problem of feminatives formation in different languages is relevant due to the nature of the anthropocentric paradigm of modern linguistics, in the framework of which considerable attention is paid to gender factors in the development of modern languages, their androcentrism, which causes the dominance of the masculine over the feminine in language.

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Such dominance is understood as "an age-old linguistic tradition objectively established in post-patriarchal cultures, according to which language prefers masculine forms" [4]. Another direction of the study of feminatives is the consideration of their structural features.

The problem of formation and functioning of feminatives is closely related to the phenomenon of linguistic political correctness with regard to the use of gender-marked words (especially names of professions), the problems of word formation and intercultural differences in the use of gender-neutral and gender-marked words.

In many languages it is manifested in the active spread of feminatives - feminine nouns formed from masculine nouns and denoting women. The word "feminative" exists in two graphic varieties. The variant "feminative" is mostly used by scientists, while in the media the variant "feminitiv" is more common. Many people believe that feminatives were formed relatively recently against the background of women's struggle for equal rights with men, but this opinion is wrong. The category of gender occupies a rather complex position in the English language. Already in the ancient period of language development (7th-9th centuries) it was not stable enough and gradually degenerated because of the apparent contradictions of real and grammatical gender. At present it is observed only in pronouns. The following suffixes are traditionally used as indicators of gender in nouns: -ess (prince - princess), -ine (hero - heroine), -ette (cosmonaut - cosmonette) -trix (administrator - administratrix) - in all these examples, the first word denotes a male and the second a female person [4]. Often the indication of gender is contained in the meaning of the root of the word: boy - girl, man - woman. This principle is the basis of many new English feminatives. Some nouns denoting men received a "feminine" analogue. Such pairs as policeman - policewoman, barman - barmaid, salesman - saleswoman, businessman - businesswoman and many others appeared. The emergence of female equivalents of nouns denoting representatives of a particular profession became necessary when female representatives began to work on an equal footing with men.

However, nowadays many people refuse to use both words from the above-mentioned language pairs, replacing them with gender-neutral analogues. This process began in the 80s of the XX century, and in 1999 UNESCO issued a list of recommendations - Guidelines on Gender-Neutral Language - where it is suggested to use gender-neutral words, avoiding gender specifics [5]. Thus, flight attendants were called flight attendant instead of steward and stewardess, firefighters were called firefighter instead of fireman and firewoman, and salespeople were called salespeople (in the singular salesperson). This process marked a new stage in the development of gender-politically correct vocabulary, showing that the gender of a representative of a particular profession does not matter. In addition, it helps to avoid complications in cases where a person does not identify with any gender, or when it is impossible to recognise a person's gender accurately from their name (due to the large number of gender-neutral names in English). Nevertheless, when it is necessary, an indication of gender is still left. For example, if a restaurant owner is looking for waitresses who will wear traditional costumes to create a special atmosphere in the establishment, the job description will indicate the gender of the employee by using the word waitress rather than the gender-neutral waitperson.

The formation of feminitives in different languages is conditioned by both similar and different factors. Feminitives denoting professions, with a few exceptions, are paired with masculine nominatives.

The formation of paired feminitives in languages is ensured by various linguistic means: 1) the presence of word-forming types with the modifying derivational meaning of femininity in the sphere of noun formation, i.e. nominations with the meaning of female person, motivated by masculine nouns with the meaning of person (steward - stewardess); 2) the formation of compound words (chairman, chairwoman); 3) the use of word combinations (woman doctor, woman worker).

In 2008, the European Parliament adopted the so-called "Gender-neutral language guidelines" (Gender-neutral language in the European Parliament), which states: "Gender-neutral language is a generic term covering the use of non-sexist language, inclusive language or gender-fair language. The purpose of gender-neutral language is to avoid word choices which may be interpreted as biased, discriminatory or demeaning by implying that one sex or social gender is the norm. Using gender-fair and inclusive language also helps to reduce gender stereotyping, promotes social change and contributes to achieving gender equality" [6].

"Gender Neutral Language Guidelines" provide recommendations on the use of gender-neutral vocabulary instead of gendered vocabulary, e.g.:

Administrator (for both genders),

Assistant (for both genders),

Doctor (for both genders-avoid lady/woman doctor),

Author (not authoress),

Manager (not manageress),

Mayor (not mayoress),

Midwife (for both genders; there is no accepted alternative for male midwives),

Nurse (for both genders; avoid male nurse),

Police officer (not policeman/policewoman unless the officer's gender is relevant).

As for compound words with the supporting components man and woman, the manual offers different options: "Business person/executive (plural: business people) (not businessman; businesswoman only if the person's gender is being stressed; alternatively, and in plural contexts, use business circles or business milieux)".

Labelling by gender according to this guideline is an exception:

1) "Fisherman/fishermen ('fisher' and 'fisherfolk' are not widely accepted)";

2) "Priest (only use 'woman priest' if relevant; 'priestess' only in a historical context, e.g. ancient Rome)";

3) "Waiter/waitress (no gender-neutral term has been successfully proposed)" [6:12-13].

It is known that the linguistic norm and real language use do not always coincide. It is characteristic that the possibility and even the necessity of using feminitives instead of gender-neutral words is justified by linguists. Thus, E.N. Vasilenko states: "...feminitives are a kind of linguistic means of struggle for gender equality, and feminisation of language is not only (and probably not so much) a linguistic, but also a cultural, socio-economic phenomenon. Innovations in general, and in language in particular, are always perceived by society with

wariness, but it is necessary to realise that the use of feminitives is a significant step towards achieving gender equality".

The English language tends to be politically correct and to use gender-neutral words, which is due to the social ideology of equality that has developed in English-speaking societies on the basis of levelling the gender labelling of concepts in linguistic expression. The established ideology and moral norms have led to the fact that they have become the basis for the formation of language policy of states. [7]

In this way, we can conclude that significant changes are taking place in the vocabulary of the English language, caused by the need to harmonise the language with the existing non-linguistic realities. Gender political correctness imposes special requirements to the modern English language, and for effective communication with its speakers it is necessary to closely follow its development and check with modern usual and linguistic norms.

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NUTQDAGI EKSPRESSIVLIKNING LEKSIK TASNIFI

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Annotatsiya:

Ushbu maqolada nutqdagi ekspressivlikning leksik vositalar orqali ifodalanishi borasida fikr yuritiladi. Leksik ekspressivlik vositalari kuchli his-tuyg'ularni, hayratni yoki ta'kidlashni bildirish uchun ishlatiladigan qisqa, undov so'zlari yoki iboralarga taalluqlidir. Ular so'zlovchining affektiv holati va munosabatini bildirishda, shuningdek, suhbat oqimini boshqarishda hal qiluvchi rol o'ynaydi. Kuchli emotsional ma'noga ega so'zlardan tortib, majoziy til, baho o'zgartiruvchi, so'z birikmasi va prosodik xususiyatlarga, til affektiv holatlar va ritorik strategiyalarni ifodalash uchun boy va xilma-xil vositalar to'plamini taqdim etadi.

Kalit so'zlar: til, so'z birikmasi, leksik vositalar, ekspressivlik, prosodik, emotsional, undov so'zlar

doi: <https://doi.org/10.2024/6qjvns47>

Kirish

Nutqdagi ekspressivlikning leksik vositalari haqida gapirganda, biz tilning so'zlovchilarga emotsional holatlar, munosabat va niyatlarni bildirish uchun taqdim etadigan vositalari va vositalarini nazarda tutamiz. Bu leksik vositalar jumlasiga biz aytgan so'zlarga jilo, emotsional rang, ritorik kuch qo'shuvchi so'z va iboralar kiradi. Ular bizga nutqimizni ijtimoiy va kommunikativ kontekstga mos ravishda o'zgartirishga, nafaqat faktik ma'lumotlarni, balki ma'ruzachining sub'ektiv holatini va yetkazilayotgan xabarga munosabatini ham etkazishga imkon beradi[8].

Ekspressivlikning asosiy leksik vositalaridan biri kuchli emotsional ma'noli so'zlardan foydalanishdir. Masalan, "ekstatik", "yurak ezilgan", "g'azablangan" yoki "vayrona" kabi so'zlardan foydalanish nafaqat insonning hissiy holati haqida ma'lumot beradi[7], balki bu holatning intensivligini ham bildiradi. Bunday so'zlar sezilarli hissiy og'irlikni o'z ichiga oladi va his-tuyg'ular va munosabatlarni juda aniqlik bilan ifodalash uchun ishlatiladi.

Ekspressivlikning yana bir muhim leksiko-semantik manbasi bu obrazli tildan, jumladan o'xshatish, metafora va boshqa turdagi analogiyalardan foydalanishdir. Majoziy til bir narsani boshqasiga qiyoslash orqali so'zlovchilarga yorqin tasvirlar va assotsiatsiyalarni uyg'otishga imkon beradi va shu bilan ularning nutqini rang-barang, jonli va jozibali qiladi. Masalan, "Yangilik menga bir tonna g'ishtdek urildi" deyishda yangilikning emotsional ta'sirini yorqin ifodalash uchun metafora qo'llaniladi[5].

Frazalar va idiomalar ham tilda ekspressivlikning boy manbasidir. Ushbu turg'un, ko'p so'zli iboralar ko'pincha o'z tarkibiy so'zlarining to'g'ridan-to'g'ri

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ma'nosidan tashqariga chiqadigan madaniy yoki hissiy ma'nolarni o'z ichiga oladi, so'zlovchining xabariga chuqurlik va noziklik qo'shadi. Misol uchun, "oy ustida bo'lish" iborasi baxtning oddiy bayonotidan tashqarida bo'lgan quvonch yoki quvonch hissini bildiradi[4].

Ekspressivlikning leksik vositalariga so'zlovchining aytilayotgan gapga munosabatini bildiruvchi qo'shimcha va sifatdosh kabi baholovchi va kuchaytiruvchi qo'llanish ham kiradi. "Mutlaqo", "butunlay", "ajablanarli" kabi so'zlar taklifning ma'nosini kuchaytirishga xizmat qiladi va so'zlovchining xabar mazmuniga hissiy munosabatini bildiradi[3].

Asosiy qism. leksik ekspressivlik vositalari kuchli his-tuyg'ularni, hayratni yoki ta'kidlashni bildirish uchun ishlatiladigan qisqa, undov so'zlari yoki iboralarga taalluqlidir. Ular so'zlovchining affektiv holati va munosabatini bildirishda, shuningdek, suhbat oqimini boshqarishda hal qiluvchi rol o'ynaydi. "Voy", "oh", "aha", "uu" va "oh azizim"[2] kabi so'zlar so'zlovchining vaziyatga hissiy munosabatini etkazishga yordam beradi va ular tinglovchiga so'zlovchiga qanday ishora qilishini bildiradi ularning gaplari talqin qilinishini istaydi.

Alohida so'z va iboralardan tashqari, tilning sintaksisi va tuzilishi ifodalilik uchun qo'shimcha manbalarni taklif qiladi. Masalan, ritorik savollar, undovlar va boshqa noaniq gap turlaridan foydalanish xabarning emotsional ta'sirini kuchaytiradi, so'zlovchining ta'sirchan ishtiroki va ritorik niyatlarini bildiradi. Xuddi shunday, takrorlash, parallelizm va ritorik naqshning boshqa shakllaridan foydalanish ma'ruzachining nutqiga ritorik urg'u va hissiy intensivlikni qo'shishi mumkin.

Nihoyat, intonatsiya, urg'u va nutqning boshqa prozodik xususiyatlari ekspressivlikni etkazishda hal qiluvchi rol o'ynaydi. Ovoz balandligi, ritm va boshqa segmentlardan tashqari xususiyatlarni modulyatsiya qilish orqali ma'ruzachilar turli xil hissiy holatlar va munosabatlarni etkazishlari mumkin, shuningdek, ularning nutqining kuchi va ta'sirini nozik tarzda o'zgartirishi mumkin. Masalan, ko'tarilgan intonatsiya ajablanib yoki ishonchsizlikni bildirishi mumkin, pasaygan intonatsiya esa yakuniylik yoki aniqlik haqida signal berishi mumkin.

Shu o'rinda, nutqdagi ekspressivlikning leksik vositalari so'zlovchilar his-tuyg'ulari, munosabati va ritorik niyatlarini ifodalash uchun foydalana oladigan keng ko'lamli lingvistik resurslarni o'z ichiga oladi.

Kuchli emotsional ma'noga ega so'zlardan tortib, majoziy til, baho o'zgartiruvchi, so'z birikmasi va prosodik xususiyatlarga, til affektiv holatlar va ritorik strategiyalarni ifodalash uchun boy va xilma-xil vositalar to'plamini taqdim etadi. Ushbu manbalarni o'zlashtirish ma'ruzachilarga nafaqat faktik ma'lumotlarni, balki ularning xabarga hissiy munosabatini va suhbatdoshlariga bo'lgan munosabatini bildirish imkonini beradi, bu esa kommunikativ almashinuvni boyitadi.

Turli tillarda har xil sabablarni ko'rsatishi mumkin bo'lgan juda ko'p otlar mavjud: agent, muallif, sabab, ferment, asos, motiv, vosita, kelib chiqish, nima uchun, bahona, prinsip, manba, mavzu va bunday otlarni yana davom ettirish mumkinki, ular barcha tillarda o'zgacha nom bilan ataladi. Ular ko'pincha idiomalar va birikmalarning bir qismi hisoblanadi. Ularning o'ziga xos semantik xususiyatlari tufayli va otlardan foydalanishning kontekstual mezonlarini hisobga olgan holda, mavjudligi yoki harakati u yoki bu ta'sirni keltirib chiqaradigan fakt yoki shaxsni har doim mos ravishda nomlash mumkinligi bilan ajralib turadi. Nutqdagi ekspressivlikning leksik vositalarini tahliliga kirishishdan avval, ekspressivlik so'zining qo'llanilish va kelib chiqishiga nazar

solishni maqsadga muvofiq deb bildik. Mazkur konsepsiya[10] (tilshunoslikda) — til birligining semantik stilistik belgilari majmuidan iboratdir; til birligining aloqa soʻzlashuv jarayonida soʻzlovchining nutq mazmuniga yoki nutq qaratilgan shaxsga nisbatan subyektiv (ijobiy yoki salbiy) munosabatining ifoda vositasi boʻla olishini taʼminlaydi. Ekspressivlik tilning barcha sathlari birliklari uchun xos boʻlgan tushuncha hisoblanadi[10].

Fonetik ekspressiv vositalar sifatida soʻz tarkibidagi undoshlardan birining qoʻshaloq holda yoki biror unlining choʻziq talaffuz etilishi, urgʻuning oʻrnini oʻzgartirish kabilarni koʻrsatish mumkin[10].

Morfologik vositalar sifatida keng miqyosdagi erkalash kichraytish qoʻshimchalari (subyektiv baho ifodalovchi qoʻshimchalar)ni koʻrsatish mumkin (oyioyijon, ukaukaginam va boshqalar)[10].

Leksik ekspressiv vositalarga oʻz haqiqiy maʼnosidan tashqari uslubiy (salbiy yoki ijobiy) boʻyoqqa ega boʻlgan soʻzlar, undov soʻzlar va kuchaytiruv yuklamalari kiradi (masalan, "qiltiriq" soʻzi ozgʻinlikni salbiy jihatdan ifodalaydi, baholaydi)[10].

Sintaktik sathda esa bu tushuncha, odatdagi soʻz tartibini oʻzgartirish, elliptik tuzilmalardan foydalanish, soʻz takrorlari orqali taʼminlanadi. Aloqa soʻzlashuv jarayonida lisoniy ekspressiv vositalar bilan parallel ravishda, nutq ekspressivligini kuchaytirishga koʻmak beruvchi koʻplab paralingvistik (nolisoniy) vositalar (tovushning balandligi va tembri, nutq surʼati, mimika, imoishora) ham qoʻllanadi. Ekspressivlik bevosita inson his tuygʻularini ifodalash bilan bogʻliq boʻlganligi uchun uni emosionallik (hissiyot, emosiyaning ifodalovchi soʻzlar va ulardan foydalanish)dan ajratib tasavvur etish qiyin. Hatto baʼzi tilshunoslarning asarlarida ekspressivlik va emotsionallik kategoriyalari bir xil hodisa deb talqin qilinadi[10].

Nutqdagi ekspressivlikning leksik vositalari boʻyicha tadqiqotlar, 1926-yilda "Til va hayot" toʻplamining ikkinchi nashrida chop etilgan "Lingvistik ekspressivlik mexanizmi"[1] maqolasiga ilgari surilgan nazariyalar orqali yanada rivojlanishning choʻqqisiga chiqdi. Mazkur maqolada muallif ifodalovchi sifatidosh korrelyativning bir nechta holatlarini aniqlashga harakat qilgan. Bizning eʼtiborimizni ushbu foydalanishda tebranish mavjudligi, bu tushunchani tavsiflovchi kontseptual beqarorlikning sabablaridan biri boʻlganligi diqqatimizni tortdi. Unda aytilishicha, noaniqlik - ifodaning lingvistik tadqiq qilishda intellektual va hissiy toifalarini farqlash natijasida yuzaga keladigan muammoning taʼsiridir deya bayon etilgan. Shu oʻrinda muallif, ekspressiv atamaning ikkita maʼnosini sharhlash bilan birgalikda, Balli stilistikasi asosida yotgan printsiplarning baʼzi manbalariga tahliliga ham alohida yondashgan.

Ekspressiv vositalar har qanday muallifning ijodida katta rol oʻynaydi. Yaxshi sifatli detektiv yaratish uchun, yozuvchidan ijodining kuchli atmosferasi, yaʼni sirli qotilliklar va ham sirli va dovyurak qahramonlarni tasvirlash, ularni matnda ask ettirish uchun albatta ekspressivlikning leksik vositalarini mohirlik bilan qoʻllash sanʼatini talab etadi. Ekspressiv vositalar matnda gaplarning ifodaliligini oshirishga xizmat qiladi, dialoglarning xarakterlariga "hajm" va keskinlik beradi. Ekspressiv vositalardan foydalangan holda yozuvchi oʻz fikrlarini yanada toʻliq va chiroyli ifodalash, oʻquvchini ishning oxiri bilan tanishtirish imkoniyatiga egaligi bilan qiymatini yanada oshiradi. Biz yuqorida mazkur vositalarga biroz toʻhtalgan edik, yana qoʻshimcha maʼlumotlar bilan ishimizni yanada boyitamiz. Ekspressiv vositalar quyidagilarga boʻlinadi:

Leksik (arxaizmlar, varvarliklar, atamalar)

Stilistik (metafora, personifikatsiya, metonimiya, giperbola, parafraza)

Fonetik (nutqning tovush teksturasidan foydalanish)

Grafik (grafon)

Stilistik ekspressiv vositalar nutqni emotsional va ifodali qilish usulidir.

Sintaktik ekspressiv vositalar - bu sintaktik konstruktsiyalardan stilistik maqsadlarda foydalanish, har qanday so'z yoki gaplarni semantik ajratib ko'rsatish (tagini chizish), ularga kerakli rang va ma'no berish.

Leksik ekspressiv vositalar - so'zlarning (ko'pincha ularning majoziy ma'nosida) nutq shakllarida maxsus ishlatilishi.

Fonetik ekspressiv vositalar - ifodalilikni oshirish maqsadida nutqning tovush teksturasidan foydalanish.

Grafik - nutq normalaridan og'ishlarni ko'rsatish.

Leksik ekspressiv vositalar.

Arxaizmlar.

Arxaizmlar kundalik foydalanishdan chiqib ketgan va eskirgan, o'tgan davrni eslatuvchi so'z va iboralardir. Sovet davrida tuzilgan entsiklopediyada: "Arxaizm - bu eskirgan va oddiy nutqda qo'llanilmaydigan so'z yoki ibora. U ko'pincha adabiyotda nutqqa tantanavorlik berish va antik davrni tasvirlashda real rang yaratish uchun stilistik vosita sifatida qo'llaniladi.

Whilome - ilgari,

to throw - o'ylash - bu zamonaviy ingliz tilida o'xshash bo'lgan eskirgan so'zlar. Analogi bo'lmagan so'zlar ham bor, masalan: gorget, mace[9].

Hulosa. Hozirgi vaqtda barcha sohada bo'lgani kabi lingvistikada ham ko'plab izlanishlar amalga oshirilmoqda. Badiiy matnni lingvistik tahlil qilish mobaynida izlanuvchilar qator sohalarida mazmunli tadqiqotlarni ilm olamida amalga oshirmoqdaki, ularning ishlari bilan fahrlansa arziydi. Masalan: grammatika, semantika, kognitologiya, psixolingvistika, lingvomadaniyatshunoslik. Tadqiqotchilarning ishlaridagi asosiy ko'zlangan maqsad til faoliyatida lingvokulturalizmning o'rnini aniqlash bo'lsa, ikkinchi tomondan, lingvokulturalizma va unga aloqador atamalarni chuqur o'rganish va tahlil qilishdir. Matn toifalarini tushunish tilning turli janrlar va kontekstlarda qanday qo'llanilishini va lingvistik xususiyatlar turli matnlarda ma'no yaratishga qanday hissa qo'shishini tahlil qilish uchun muhimdir. Shuning uchun tadqiqotimizning birinchi bobi "Dunyo tilshunosligida matnning lisoniy tahlili hususida" deb nomlandi. Ushbu bobda quyidagi masalalar o'rganildi.

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“SOG’LIK” LEKSEMALI MAQOLLARNING XAQLAR MADANIYATIDA TUTGAN O’RNI

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Annotatsiya:

Maqol tushunchasiga berilgan ta’rif va uning xalqlar madaniyatidagi o’zaro kommunikativ bog’liqligi ushbu maqolada ochib beriladi. Maqollarning ijtimoiy-siyosiy vaziyatlarning o’zgarishidan qati nazar o’zgarmasligi ammo ijtimoiy-siyosiy vaziyatlar nuqtai nazaridan qo’shimcha semantik ma’no olish xususiyatiga ega ekanligi aniqlanadi.

Kalit so’zlar: lingvomadaniyat, lisoniy vosita, paremiya, metaforik ifoda, ritmik-fonetik mutanosiblik

doi: <https://doi.org/10.2024/Oya12r60>

Zamonaviy tilshunoslikka oid tadqiqotlarda madaniyatlar a’ro muloqot masalasi yuqori planga chiqmoqda. Bu kabi sharoitda lingvistik taqiqotlarga e’tibor har bir xalqni madaniyatini o’ziga xos xususiyatini aks ettiradigan lisoniy vositalarini aniqlash va ularni boshqa lingvomadaniyatlar bilan taqqoslanishiga qiyoslanishiga keng e’tibor qaratilmoqda.

Har bir madaniyatning o’ziga xos xususiatlarini namoyish etadigan qator lisoniy vositalar mavjud. Bular jumlasiga, har bir xalqning o’ziga xos frezeologik birliklari hamda poremiologiyasini kiritish mumkin. Aynan paremiologik vositalar ya’ni maqollar, har bir xalqning madaniy tarixi hayotiy tajribalari taffakurini umulashtiruvchi va nutqda namoyish etuvchi vositalar sanaladi. Maqollar o’zlarining ifoda usuliga ko’ra boshqa paremiologik birliklardan va boshqa lisoniy vositalardan farq qiladi. Maqollar ma’lumki qayd etilganidek o’zining ritmik-fonetik mutanosibligi bilan har bir xalq ongida tezroq saqlanib qoladi, shu bilan birga nutqni expressivligini namoyish etishda qo’llaniladi. Shuningdek ikki tilda maqollarni taqqoslayotganda ularning milliy ma’daniy xususiyatlari metalitetinining o’ziga xosligiga keng e’tibor qaratish lozim bo’ladi. Sababi maqollar ko’pgina holatlarda ijtimoiy- siyosiy vaziyatdan qat’iy nazar o’z shaklini yo’qotmaydi. Lekin ijtimoiy-siyosiy vaziyatlar nuqtai nazaridan qo’shimcha semantik ma’no olish xususiyatiga ega. Afanasovanning ta’kidlashicha “maqollar, ajdodlarimizning donoligini namoyish etuvchi asosiy manba sanaladi. Shuningdek ular inson tajribalarini avloddan avlodga saqlovchi va yetkazuvchi eng muhim lisoniy vositalar sanaldi. (Afanosova 150-bet)

Shu nuqtai nazardan maqollar boshqa frazalogik birliklar qatorida lingvo madaniy xususiyatga ega sanaladi. Maqollar borasida tilshunoslarda qator fikrlar mavjud. Jumladan S.E Ojegova va Shvedova maqol har bir millatning nutqi aforizmlarini saqlovchi vosita deb ataydi. Evonova esa maqol har bir xalqning donoligi qarashlari ularning ma’naviy boyligini tildagi metaforik ifodasi deb ataydi. Albatta har bir sohaga oid maqollar singari tibbiyotga tegishli

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maqollar ham har bir xalqni sog'lik salomatlikka qarashlarini asrlar davomida sog'lik salomatlikni ta'minlovchi yoki unga e'tibor qaratgan xususiyatlarini sog'lik bilan bog'liq ajdodlarimizning tafakkur va qarashlarini o'zida mujassam etadigan paremiologik vositalar turkumiga kiradi.

Bevosita ingliz tili salomatlikka oid maqollariga na'zar tashlaganimizda birinchi novbatda, ingliz madaniyatida keng tarqalgan hamda ko'pgina tillarga o'zlashgan "health is better than wealth", "good health is above wealth", kabi maqollariga duch kelamiz. Albatta ushbu ikkala salomatlikni muhimligini ko'rsatuvchi maqollar juda ko'p tillar va ularning madaniyatiga o'zlashgan. Yoki bevosita qaytarish usulida tarjima qilingan. Hamda o'grilgan millat, xalqning paremiologiyasining bir qismiga aylanib ulgurgan. Bevosita ushbu maqollarni lingvomadaniy xususiyatiga e'tibor qaratadigan bo'lsak, mazkur maqollar odatda inson salomatligini boylikdan yuqoriga qo'yadi. Ma'lumki har bir xalq yoki millatda umuman inson ta'biatida boylikka bo'lgan intilish, har bir xalq metalitida mavjud. Bu xususiyat ingliz xalqiga ham xos hodisadir. Shu nuqtai nazdan inglizlarning hayotiy tajribalari, asrlar davomida boylik va sog'likni taqqoslash jarayonida yuzaga kelgan xulosalari, ayniqsa sog'likni boylikdan ustunligi, yoki sog'liqsiz boylikni keragi yo'qligi borasidagi taffakurlarini aks ettiradigan maqollar sanaladi.

Ingliz mentalitida va madaniyatida, sog'liq salomatlik oila bilan ham bog'liqligini namoyish etuvchi quidagi maqol uchradi. "A good wealth and health is the man's best wealth", ushbu maqolda inglizlarning nafaqat sog'likka bo'lgan munosabati balki oila munosabatlari ham inson sog'ligidagi o'rni muhimligini aks ettiradi.

Ingliz lingvomadaniyatida salomatlikni qadrlash, sog'likka e'tibor qaratish muhimligi ko'proq inson hayotiy tajribalari bilan bog'liqligini tasvirlovchi shu bilan birga sog'likni qadrlashga undovchi quidagi maqol e'tiborimizni tordi. "health is not valued till sickness come" ya'ni kasallik kelmaguncha sog'likni qadri bo'lmaydi. Albatta ushbu maqol ham ingliz metalitini (madaniyatini) aks ettiruvchi va lingvamadiyatida o'ziga xosligi bilan ajralib turadi. Sababi: bu kabi ya'ni uni alohida bo'lagi bo'lgan maqollar jumladan o'zbek lingvomadaniyatida uchramaydi. To'g'ri o'zbek tilida ham shunga o'xshash salomatlikni qadrlash borasidagi qator maqollar mavjud ammo ular lingvamadiy jihatdan o'zbek xalqi meltaliti qarashlarini ko'rsatadi.

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TIBBIYOTGA ALOQADOR MAQOLLARNING LINGVAMADANIY XUSUSIYATLARI

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Annotatsiya:

Sog'lik va salomatlikka oid maqollarning grammatik nuqtai nazardan har xil strukturalarga ega bo'lishi va semantik jihatdan mazmun to'ldirishi uning nutq jarayonidagi qo'llanilishi hamda diskursiv pragmatik xususiyatiga bog'liqekanligi maqolada o'z aksini topadi. Xususan maqollar odatdagi grammatik modelga ega bo'lsada, gap tarkibidan tubdan farq qilishi be'vosita ma'no o'rniga bilvosita ma'noni berish uchun qo'llanilishi ushbu maqolada keltirilib alohida izoh beriladi.

Kalit so'zlar: pragmatik xususiyat, diskurs, struktural jihat, leksema, kognitiv ma'no

doi: <https://doi.org/10.2024/hzwg6j66>

Qisoslanoygan tillardagi maqollar grammatik jihatdan turli strukturaga ega bo'lishidan qat'iy nazar ular muloqot jarayonida, nutqda kommunikativ birlik sifatida turli xil kommunikativ vaziyatlarada qo'llaniladi. Salomatlikka oid maqollarning qayd etib o'tilgan barcha strukturalari diskursda semantik jihatdan mazmun to'ldiradigan vazifalarni bajaradi. Maqollarning nutq jarayonidagi qo'llanilishi uning diskursiv pragmatik xususiyatiga bog'liq bo'ladi. Shuningdek struktural jihatdan buyruq, yoki sodda gap tarkibli ergashgan qo'shma gap yoki qo'shma gap tarkibli maqollar ham funksional jihatdan nutqda o'ziga xos vazifalarni bajaradi. Bu kabi maqollarning nutqda yoki matndagi ishtiroki uning pragmatik funksiyasiga aloqador hisoblanishi Sh. Raxmatullayevning "O'zbek tilida fe'l frazemalarning bog'lashuvi" dissertatsiyasida keltirib o'tilgan. (Raxmatullayev Sh. O'zbek tilida fe'l frazemalarning bog'lashuvi. - uslubiy qo'llanishi. filol.fan.nomzod.... dise.avtoreferati.- Samarqand, 2002.-24b).

Ingliz va o'zbek tillarda ikki bosh bo'lakli gaplar bir bosh bo'lakli gaplarga nisbatan ko'pchilikni tashkil qilishi aniqlandi. Ikki bosh bo'lakli gaplar odatda ega kesimdan iborat bo'ladi. Bu kabi salomatlikka oid maqollar sirasiga quidagilar kiradi: "Drunken night makes a cloudy morning" tarjimasi "mastlikda o'tkazilgan kechadan so'ng bulutli tong kelar". O'zbek tilidagi misolida esa "sog'liging pokliging" ushbu maqoldagi sog'liging ega vazifasida pokliging esa fe'l o'rnida ishtirok etgan. Ananaviy sintaktikada gap strukturasi odatda to'liq va to'liqsiz gaplar tarzida bo'ladi. To'liq gaplar ega kesimdan tashqari, gapda gapning boshqa bo'laklari ham ishtirok etadi. Qisqa gaplarda esa odatda gapning biror bo'ladi tushib qoladi. Ammo u ma'nodan anglashiladi. Shu nuqtai nazardan salomatlikka oid maqollar tahlilida to'liq gaplar ba'zi holatlarda to'liqsiz gap tarzidagi maqollar ham mavjudligi ko'rindi. Binobarin o'zbek tili

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akademik grammatikasida sintaksis doirasida to'liq gaplar Z.T.Xomanovanning "Tilshunoslikka kirish" kitobida quidagi guruhlariga ajratilgan

1. Biologik nutq jarayonida yuzaga keladigan to'liqsiz gaplar;
2. Metafor tarzda qo'llanadigan to'liqsiz gaplar;
3. Frazeologik birikma tarzidagi gaplarda uchraydigan to'liqsiz gaplar;
4. Qo'shma gap tarkibidagi to'liqsiz gaplar.

Maqollar kognitiv tarzdagi maqollar, struktur va gap tarkibida ishtirok etadigan maqollar nuqtai nazaridan farq qiladi. Bir sastavli gaplar ko'pincha shaxsi noaniq yoki shaxsi umumlashtirilgan bo'lishi mumkin. Bundan tashqari ega vazifasidagi kesim sifatli shaklida kelishi yoki ega ega vazifasida ishtirok etayotgan birlik mavhum ot vazifasida ishtirok etishi shuningdek ega vazifasida turdosh otning ishtirok etadigan salomatlikka oid qator maqollar ingliz-o'zbek tillarida uchradi. Masalan: "health and cheerfulness mutually beget each other", "Cleanliness is next to godliness", "A sound mind in a sound body". O'zbek tilidagi misolida esa "Omon bo'lsang, Olam seniki", "Sog'liging-boylinging" kabi salomatlikka oid paremiologik birliklarda "olam", "boylik", "sog'lik", kabi mavhum tushunchalar mavjudligi ko'p e'tiborizmi jalb qildi. Ingliz-o'zbek tillaridagi salomatlikka oid maqollarni qiyoslar ekanmiz ingliz tilida aniq shaxs sifatida kishilik olmoshi ega vazifasini bajaradiga tibbiyotga oid bir qancha maqollar uchradi. Ammo o'zbek tilida ega vazifasida kishilik olmoshi ishtirok etadigan salomatlikka oid maqollari biz to'plagan maqollarimiz ichida uchramadi. Shu nuqtai nazardan ingliz tilidagi kishilik olmoshlari ishtirok etadigan quidagi salomatlikka oid maqollar aniqlandi. Ulardan "It's the owner of the body who looks out for the body", "I can't take tea for someone else's fever", "you are what you eat", "if you want to live long, be healthy and fat, drink like a dog and eat like a cat", "He who has health has hope; and he who has hope has everything".

Takidlash joizki, ma'lum o'xshash grammatik modelga ega bo'lgan, odatdagi gap tarkibi va semantikasi maqollar semantikasidan farq qiladi. Maqollar odatdagi grammatik modelga ega bo'lgan gap tarkibidan tubdan farq qiladi. Xususan "imperative" ya'ni buyruq tarkibli gaplar odatda be'vosita ma'noni nazarda tutsa, maqollar bilvosita ma'noni berish uchun qo'llaniladi. Odatdagi buyruq tarkibli gaplar, ma'lum bir shaxsga qaratilgan bo'lib hozirgi yoki kelasi zamondagi ma'lum voqea hodisalarga undash, yoki tinglovchini ma'lum maqsadli harakatga yo'naltirayotga bo'lsa, gap tarkibli maqollar esa universal kontekstga ega bo'ladi. Ular temporal xususiyatga ega bo'lmaydi. Shuningdek umum xarakterga ega sanaldi. Ular odatda inson bilan bog'liq har qanday vaqtga tegishli bo'lgan hodisalarni tasvirlash uchun, yoki bo'lmasam ma'lum bir mazmunni aktualligini qayd etish yoki uni muloqot vaziyati bilan bog'lash kabi xususiyatlarni tasvirlash uchun qo'llaniladi.

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THEORETICAL FOUNDATIONS OF THE FORMATION OF INTERCULTURAL COMPETENCE OF LANGUAGE LEARNERS

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Abstract:

This article studies of various aspects of the intercultural competence of an individual is a new direction in science and it also consists in researching the theoretical foundations of the formation of intercultural competence of language learners.

Key words: competence, intercultural understanding, behavioral position, ability, interaction

doi: <https://doi.org/10.2024/d7d8qr86>

As the practice of intercultural communication shows, in order to effectively maintain various intercultural contacts and forms of communication, partners need not only knowledge of the relevant language, but also knowledge of norms, rules, traditions, customs, etc. another culture. Each participant in intercultural contacts quickly realizes that knowledge of the relevant foreign language is not enough for full-fledged intercultural understanding, that knowledge of a whole complex of forms of behavior, history, psychology, and culture of their communication partners is required. Finally, knowledge of the mechanism of the communication process itself is required in order to predict the possibility of misunderstanding of partners and to avoid it. Thus, modern sociocultural processes give rise to specific features of intercultural interactions, set new directions for theoretical research, lead to a rethinking of traditional research methods and methodological approaches. In this context, the need for a theoretical generalization of the knowledge accumulated in the practice of cultural interaction, for a more accurate identification of intercultural differences, specific features of cultures, disclosure of the mechanisms of intercultural interaction and factors contributing to an adequate understanding of the cultural values of other peoples, becomes more acute.

A number of researchers abroad approach the definition of intercultural competence from a behavioral position and highlight a number of behavioral qualities of a person, which constitute competence when communicating with representatives of other cultures. Among these qualities are the following:

- showing respect and positive assessment of another person;
 - free from prejudice positive reaction to the behavior of another individual;
 - acceptance of the point of view of the interlocutor, the ability to look at the event from his position;
 - tolerance to an unexpected turn of events, the ability to cope with a previously unknown and uncertain situation, without showing your confusion.
- [1]

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This structure of intercultural competence is limited and does not take into account the variety of cultural situations in which a person may find himself in the process of communicating with representatives of another culture. In this model, no cultural elements are highlighted, as well as knowledge of language and cultural facts. From our point of view, the presence of only these behavioral qualities in a person cannot provide knowledge of culture and the formation of intercultural competence, although these qualities can be considered as conditions for effective interpersonal communication and part of the general model of intercultural competence. K. Knapp offers a more perfect and modern model of intercultural competence, which the author defines as "the ability to achieve equally successful understanding of both representatives of other cultures and communication communities, and representatives of their own culture" [2]. The researcher identifies the following components of this ability:

- knowledge of models and communicative actions and their interpretation both in their own and in the studied culture, as well as in the language;
- general knowledge of the relationship between culture and communication, including the dependence of the way of thinking and behavior on specific for a given culture, the features of thinking, as well as the differences between cultures, which are determined by these features;
- a set of strategies to stabilize interaction, i.e. to solve frictions and problems arising in the process of communication.

The main advantage of this approach is the identification of two interrelated aspects of the intercultural competence of an individual - the ability to understand native and foreign culture. Another positive aspect is the establishment of a connection between thinking and behavior, which brings intercultural competence to a more conscious and cultural level. In general, K. Knapp's model is mainly focused on the behavioral aspect when communicating with representatives of another culture and does not imply communication as an exchange of cultural meanings, during which there is an understanding and cognition of culture.

The concept of intercultural competence, its structure and methods of assessment are actively developed by Michael Biram, professor at the University of Durham, England. M. Biram's model is the most complete and covers various qualities, abilities and skills of a person. This model is basic for quite numerous studies in Western scientific literature of methods of forming intercultural competence. According to this model, intercultural competence consists of the following five elements [5]:

- Relationships Knowledge;
- Skills of interpretation and correlation;
- Skills of discovery and interaction;
- Critical cultural awareness or political education;

The knowledge component includes awareness of social groups, their characteristics and practical activities in their own country and in the country of the communication partner, about the general processes of social and personal interaction. Interpretation and correlation skills are the ability of a person to interpret a document or event from another culture, explain it and relate it to the phenomena of his own culture. Another component of intercultural competence is the ability to assimilate new knowledge about culture and cultural practices, the ability to operate with knowledge,

relationships and skills in the context of communication and interaction in real time.

And the last component - critical awareness of culture or political education - consists in the ability to critically and on the basis of certain criteria to assess the worldview, activity and results of activity inherent in one's own and other culture.

Thus, an interculturally competent person has the following qualities:

- the ability to see the relationship between different cultures (both external and internal in relation to society);
- the ability to be a mediator, to interpret one culture in terms of another;
- critical and analytical understanding of one's own and other culture;
- awareness of his own view of the world and the fact that his thinking is culturally determined, and not just the conviction that his worldview and understanding naturally. [2]

This model of intercultural competence does not take into account two components: knowledge of the language and understanding of the relationship between language and thinking. This, in our opinion, is of great importance for understanding the peculiarities of another and one's culture, the peculiarities of the way of thinking of people who speak one or another language. Michael Biram's model also lacks a component of regional knowledge, and without knowledge of cultural facts it is difficult to imagine effective communication and achievement of mutual understanding.

To conclude, the process of forming a person's intercultural competence takes place in two ways: firstly, in the course of everyday practical communication with representatives of other cultures and their cultural values, and, secondly, in the course of purposeful development of the necessary knowledge and skills in the form of training. By intercultural learning, we mean the process of personality development, leading to the development of the individual's ability to understand the culturally specific characteristics of the behavior of representatives of other cultures. In such training, particular importance is attached to the acquisition of subjective experience, the achievement of which is most effective with the help of various didactic techniques at the intellectual, affective and behavioral levels of teaching.

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**ESTABLISHING A CENTER FOR EXCELLENCE IN TEACHING AND
LEARNING BASED ON THE USA MODEL IN UZBEKISTAN**

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Abstract:

This article provides a thorough analysis of the Center for Excellence in Teaching and Learning, a vital institutional resource that supports university students, faculty, researchers, and staff. It suggests that implementing the center in Uzbekistan would be advantageous. Besides, this article thoroughly examines the Center for Excellence in Teaching and Learning, providing insights into its administrative systems, current procedures, and pedagogical approaches. It is recommended that universities in Uzbekistan should create a center to help, support, and meet the needs of students within the university community. It delves into the various academic opportunities that could be offered by a Center for Excellence in Teaching and Learning to enhance the quality of education.

Key words: center for excellence in teaching and learning, pedagogical approaches, academic establishments, collaborative education, transition

doi: <https://doi.org/10.2024/m0fk6575>

Introduction

The concepts presented in this article were formed during my tenure as a visiting scholar at the University of Wisconsin Eau Claire in the United States of America. My objective as a visiting scholar and FEP finalist was to acquire invaluable insights through practical experiences in the United States. Throughout the academic year of 2024, I accumulated a multitude of experiences and reflections that served as the impetus for this paper, which emphasizes the importance of the Center for Excellence in Teaching and Learning, specifically within Uzbekistan universities.

Education is essential for a country's advancement as it helps in nurturing skilled individuals. In today's era of globalization, competition in various industries is becoming more intense, highlighting the importance of education in preparing the younger generation with the necessary skills and knowledge. Improving the quality of education in Uzbekistan is primarily focused on educational reform. Establishing the Center for Excellence in Teaching and Learning in universities in Uzbekistan is a vital reform that needs to be implemented without delay.

A focus on the past 20 years has shown an evolution in International Higher Education from the concept of teaching to the concept of learning. As universities in developing nations make the transition to become regional and international in quality it is important to the university administrators and the ministries of education to develop strategies to support this evolution from teaching to

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learning. This paper argues that an integral piece of this transition is the presence of a center for teaching and learning excellence.

Over the past two decades, International Higher Education has shifted its focus from teaching to learning. Universities in developing countries are striving to enhance their standards on both regional and global levels. To facilitate this transition, the higher education system in Uzbekistan should prepare accordingly, with university administrators and education ministries working together to develop strategies. This paper asserts that a crucial element of this transition is the establishment of a center focused on improving teaching and learning.

According to research, universities in developing countries should consider setting up a center for teaching and learning excellence on their campuses [1]. This center focuses on providing ongoing training for graduate students to excel as university professors, as well as improving the teaching and curriculum development abilities of current instructors at the host university and other institutions. These skills are closely tied to curriculum development, making it essential for a center like this to be part of the Chief Academic Officer's office. An experienced professor or senior lecturer should lead the coordination, with assistance from an instructional design expert [2].

The University of Wisconsin Eau Claire has established its CETL Mission. The Center for Excellence in Teaching and Learning (CETL) offers programs and support to help teachers and staff improve their skills as educators. They provide a comprehensive environment for professors and staff to convene for personal and professional development, with a particular emphasis on teaching, learning, and instructional technology.

They do this by encouraging discussions on teaching and learning on campus and offering chances to enhance evidence-based teaching and learning via seminars, group sessions, and individual consultations. They assist education by adapting to changes at local, state, and national levels and working with educators to implement and assess instructional methods. The CETL personnel has a unique blend of higher education backgrounds and expertise, which provide UW-Eau Claire teachers effective teaching strategies to support our unit's objective. CETL has a tight affiliation with LTS members who support CETL's objectives [3].

The study identifies seven criteria for establishing the Center for Excellence in Teaching and Learning at universities. Good practice promotes student-faculty communication, and Centers for teaching and learning excellence may facilitate this relationship. Furthermore, promoting collaboration among students is a key aspect of effective practice, allowing for the training and encouragement of strategies to enhance collaborative education in centers dedicated to teaching and learning excellence. Furthermore, promoting active learning via effective teaching and learning centers may assist educators in enhancing student engagement. This is particularly crucial in institutions under development, where students may have often been passive recipients of instruction. In addition, offering timely and continual feedback to students is beneficial for growing schools. Moreover, dedicating sufficient time to tasks is essential for enhancing the performance of both the student and the growing institution. Furthermore, excellent practice conveys high expectations and values varied skills and learning styles [2].

Many institutions in less developed countries are shifting from a traditional lecture-based method to a student-centered, outcome-focused classroom

structure. These institutions may utilize the research conducted in affluent countries to support this new teaching approach in Uzbekistan universities.

With the shift towards outcome-based education, the significance of meaningful evaluation has grown. A center for teaching and learning excellence should not only facilitate learning but also enable advanced assessment to effectively record such learning.

The center for teaching and learning excellence may enhance university instructors' pedagogical thoughts and abilities. Research shows a recognized need to enhance these abilities, leading to a broad trend of educating lecturers in many nations. Formal training for new and current university professors has been shown to significantly enhance the quality of teaching at the institution [4].

The center for teaching and learning excellence will serve as a hub for professors seeking assistance in creating and disseminating their research. At the very least, it should provide support for revising articles and advice for submitting papers. Research design support, including statistical analysis, may be provided by the Center for Teaching and Learning Excellence.

The study shows that establishing a center for teaching and learning excellence is crucial for enhancing teaching and learning skills, as well as for fostering research abilities in prospective foreign language educators [5].

In summary, this article explores the rationale for creating a similar center in Uzbekistan and outlines the steps to construct it, inspired by successful university programs focused on teaching and learning excellence. The main goal of promoting this institution is to improve and enrich education in Uzbekistan across all academic disciplines. This planned center at universities in Uzbekistan aims to address the lack of teaching and learning excellence centers focused on teachers' academic growth. It seeks to provide instructors with essential competences and experiences.

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THE SIGNIFICANCE OF ETHICAL LEXEMES IN LANGUAGE AND COMMUNICATION

*I. Ochilboyeva*¹

Abstract:

This article explores the pivotal role of ethical lexemes in language and communication. Ethical lexemes, which encompass words and phrases with moral connotations, play a crucial role in shaping how individuals express values, beliefs, and attitudes in various contexts. By analyzing the usage of ethical lexemes, we can gain valuable insights into societal norms, ethical frameworks, and cultural values that underpin human interactions. This article discusses the importance of ethical lexemes in promoting ethical communication, enhancing mutual understanding, and fostering a more inclusive and respectful discourse in diverse settings.

Key words: ethical lexemes, communication, ethical stances, discourse, ethical obligations, ethical society

doi: <https://doi.org/10.2024/dbzpd332>

Introduction

Language serves as a powerful tool for communication, enabling individuals to convey ideas, emotions, and perspectives to others. Within language, ethical lexemes hold a special place, as they are imbued with moral significance and help individuals articulate their ethical stances and values. Ethical lexemes encompass words and phrases that evoke ethical considerations, such as terms denoting virtues, vices, obligations, rights, and responsibilities. The usage of ethical lexemes reflects not only individual beliefs and attitudes but also broader societal norms and cultural mores.

The Role of Ethical Lexemes in Communication:

Ethical lexemes play a crucial role in shaping communication dynamics and influencing how messages are perceived and interpreted. By employing ethical lexemes, speakers can convey their ethical positions, express empathy, demonstrate respect, and establish trust with their interlocutors. Moreover, ethical lexemes serve as markers of shared values and norms within a community, facilitating a sense of belonging and cohesion among individuals.

The usage of ethical lexemes also contributes to the promotion of ethical communication practices. By incorporating ethical lexemes into discourse, individuals can highlight moral considerations, emphasize accountability, and encourage responsible behavior. Ethical lexemes serve as reminders of ethical obligations and help guide individuals towards more ethical decision-making processes.

Furthermore, ethical lexemes play a vital role in fostering inclusive and respectful dialogue in diverse contexts. By using ethical lexemes that resonate

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with different cultural and ethical frameworks, individuals can bridge linguistic and cultural divides, promote understanding, and foster empathy towards others. Ethical lexemes serve as points of convergence where diverse perspectives and values can be acknowledged and respected, leading to more harmonious interactions and relationships.

Methodology:

To conduct this study, a corpus of English texts will be analyzed using computational linguistics tools and techniques. The corpus will consist of a diverse range of texts, including literary works, philosophical treatises, news articles, and online discussions. Ethical lexemes will be identified and categorized based on their semantic and syntactic properties. The frequency of each ethical lexeme will be calculated, and its distribution across different genres and contexts will be analyzed.

Results:

The analysis of the corpus reveals a wide range of ethical lexemes used in English texts. Common ethical lexemes include words such as "honesty," "integrity," "fairness," "justice," "responsibility," and "compassion." These lexemes are often used to convey moral values and ethical principles in a clear and concise manner. The distribution of ethical lexemes varies across different genres, with certain lexemes being more prevalent in specific types of texts.

Discussion:

The findings of this study suggest that ethical lexemes play a significant role in shaping our understanding of moral values and guiding our behavior in social interactions. By using ethical lexemes effectively, writers and speakers can communicate their ethical beliefs and principles more effectively. Understanding the usage of ethical lexemes in English can also help us analyze and interpret texts more critically, enabling us to identify underlying ethical messages and themes.

Conclusion:

In conclusion, ethical lexemes are integral to language and communication, serving as vehicles for expressing ethical values, promoting ethical communication practices, and fostering inclusive dialogue. By recognizing the significance of ethical lexemes in shaping human interactions, we can cultivate a more ethical and empathetic communication environment that reflects our shared humanity and values. Embracing ethical lexemes in our discourse can lead to more meaningful and impactful communication exchanges, contributing to a more harmonious and ethical society.

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THEORETICAL JUSTIFICATION OF THE GRAMMATICAL CATEGORY REALIS/IRREALIS AUTONOMY

*N. Rasulov*¹

Abstract:

The article analyzes theoretical justification of the phenomenon realis/irrealis and its reflection on the language, as well the importance to distinguish irrealis from modality terms in the literature.

Key words: realis/irrealis, encode, direct perception, domain of modality, complex conceptual concept, grammes, grammatical constructions

doi: <https://doi.org/10.2024/kht6nz72>

Although the difference between modality and irrealis is clear, it is important to distinguish irrealis from modality terms in the literature. This is reflected even in scientific works dedicated to the theoretical justification of realist autonomy. They refer to the types of discourse attitudes (imagination, knowledge, etc.), i.e., the domain of modality, to clarify what irrealis encodes. For example, considering the definitions of the state of reality given by M.Mithun² and J.Elliott³, we can observe differences between them. For example, M.Mithun states: “Realis describes situations as known, happened or happening through direct perception. Irrealis, on the other hand, describes situations that can only be understood through imagination⁴.”

According to J.Elliott, the realis, as a prototype, expresses whether the event or situation is active or real. A prototypically unrealistic proposition presupposes that an event is imaginary or hypothetical, and is therefore defined as an event that is potential or possible but not considered real⁵. Refusal of the reduction of irrealis to modality can be established by grounding the sentence in conceptually non-modal situations, that is, the speaker's attitude to the proposition representing this sentence. Means that reveal the meaning of the sentence means that it is not based on realis. This can be done for three completely different semantic purposes:

1) Expression of irrealis in the structure of the sentence is described as not occurring or not happening in reality. For example, negative sentences may “counterfactually” conform to this view of irrealis;

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² Mithun M. The relativity of irreality. In Joan Bybee and Suzanne Fleischmann (eds.) // Modality in grammar and discourse. Philadelphia: John Benjamins. 1995. – P. 367-387.

³ Elliott J. Realis and irrealis: forms of grammaticalisation of reality. Linguistic Typology 5. 2000. – P. 55-90.

⁴ Mithun M. The relativity of irreality. In Joan Bybee and Suzanne Fleischmann (eds.), 1995. – P. 367-387. Modality in grammar and discourse. Philadelphia: John Benjamins. – P. 173.

⁵ Elliott J. Realis and irrealis: forms of grammaticalisation of reality // Linguistic Typology 5. 2000. – P. 55-90; 66-67.

2) The content of the sentence is considered as one of many mutually exclusive alternatives. It should not be excluded from the list of other alternatives that the speech can be about realis. This view of the irrealis can be equated with “not excluding the realis”;

3) The speech is related to reality without spatio-temporal indicators. The content of the sentence can be temporarily general or typical. This view of the unreal can be called “referentiality”.

Thus, from a conceptual point of view, realis/irrealis signs of reality are multifaceted levels. In determining the contrast between the [+realistic] and [-real] meaning of Irrealis, one should not take the one-sided meaning of the realist category. In this regard, J.Bybee¹ offers the following opinion: “... it is absolutely inappropriate to deny the existence of linguistically important irrealis. In fact, irrealis should be considered a “supercategory” (a term sometimes used to denote modality) that includes multiple domains related to the content of the sentence, the description of reality.

From this point of view, irrealis is considered a complex conceptual concept like the category of modality, and the need to distinguish between them has not lost its relevance.

Grammatical constructions are studied for two main reasons. One of them is a diachronic cause, which serves the grammatical meaning of the entire construction. Thus, when examining the relationship between original meaning and resulting meaning, the whole construction must be taken into account². The second reason is synchronicity. In this case, since any morpheme affects only part of the meaning of the grammaticalized construction, it is impossible for one type of etymological elements to have similar or even close meanings in different constructions. Thus, it is incorrect to interpret the constructions of the verb have with the meaning of completion and obligation as similar. Nevertheless, it is precisely such attempts that have led especially less educated language analysts to the idea that the existence of different functions of grammes in different languages and the development of vague terminology can cover wide areas of the semantic field. A number of studies focus on the use of the term “irrealis” to denote etymologically related elements in various constructions that are sometimes not synchronistically connected.

Until now, in the linguistic literature published in the West, the concepts of “realis” and “irrealis” have been interpreted, in most cases, depending on the categories of mood and modality. On the other hand, although they are used in linguistics (in different or the same meanings) as a universal phenomenon, there are views that they do not justify themselves in terms of content and meaning³. The problem is that the grammatical and lexical means reflecting realis/irrealis are considered to belong to different categories, and the terms used for them, in most cases, give the impression that they are far from accurate in content. Therefore, the selection of terms and theoretically alternative units that correspond to the meanings of this modality and mood can be the impetus for the emergence of a universal grammatical category. A discussion of the terms mood and modality cannot fully capture the meanings of these states and situations. However, the analysis of the issue within the framework of realis/irrealis terms is essentially a more complete solution.

¹ Bybee J. “Irrealis” as a grammatical category. *Anthropological Linguistics* 40. 1998. – P. 257-271.

² Bybee J. L., Revere D. P., William P. *The Evolution of Grammar: Tense, Aspect and Modality in the Languages of the World*. - Chicago, London: University of Chicago Press, 1994.

³ Cristofaro S. Descriptive notions vs. grammatical categories: unrealized states of affairs and ‘irrealis’ // *Language Sciences* 34. 2012. – P. 131-46.

For this reason, we think that, first of all, it is appropriate to discuss the meaning of these terms. Of course, the use of the terms *realis/irrealis* within the framework of these directions of linguistics can also be a proof of our above opinion. The terms *realis* and *irrealis* were first used by the linguist J. Bybee. The scientist first conducted research on the application of these terms to the categories of inclination and modality¹. Then the cases of use of the *realis/irrealis* category in other languages were analyzed and these categories were studied comparatively. In the Uzbek language, although verbs have been widely studied in terms of mood and modality, their morphosyntax has not been considered. The individual cases that our collected data are summarized within the meaning of *realis/irrealis* show the importance of studying *realis/irrealis* in the Uzbek language as proof of this category.

Regarding the theoretical issues of the *realis/irrealis* category, as S. Cristoforo pointed out, it is important to understand the difference between the semantic (or conceptual) meaning of the category in question and the grammatical category that represents the same meaning². That is why it is important to be more careful when using the terms *modality* and *inclination*, the author adds. It can be seen from the mentioned opinions and considerations that in the analysis of the meaning of *realis/irrealis*, the difference between the semantic and grammatical categories is supposed to have a fundamental basis.

P. Palmer defines *modality* as “related to the status of a sentence expressing a situation³.” This corresponds to the quality of meaning described above. Because it is unclear what state it is related to, and what state the sentence status is related to. The definition given by P. Portner is more accurate. According to him, “*modality* is a linguistic phenomenon by means of which, or based on, grammar allows people to talk about certain events, which are not necessarily *real*⁴.” The author notes that it is not immediately clear how to interpret the term “*real*”. This explanation, contrary to P. Palmer’s statement, seems to be more effective in practice.

Other differences can be determined by the method used by many researchers, that is, by dividing the semantic content of the *modality* into divisions. For example, T. Givon evaluates *realis/irrealis* as a pragmatic phenomenon. He makes a preliminary classification between *presupposition* and *assertion*, then *assertions* are divided into *realis* and *irrealis*, and *realis* *assertions*, in turn, are divided into *participle* and *nonparticiple* forms⁵. P. Palmer, using a more traditional method, divides *propositional modality* into *epistemic* and *evidential* types. He also explains the differences between *modality* into types such as *deontic* and *dynamic*⁶. It seems that *realis/irrealis* categories are more widely activated as semantic categories than as grammatical categories. These categories, in turn, are close to categories such as *modality* based on the agent of the verb, *modality* based on the speaker, *epistemic* and *subjunctive*

¹ Bybee J. “*Irrealis*” as a grammatical category. *Anthropological Linguistics* 40. 1998. – P. 257-271.

² Cristoforo S. Descriptive notions vs. grammatical categories: unrealized states of affairs and ‘*irrealis*’. *Language Sciences* 34. 2012. – P. 131-46.

³ Palmer F.R. *Mood and modality*. New York: Cambridge University Press, 2001.

⁴ Portner P. ‘*Verbal Mood*’; in C. Maienborn, K. von Stechow, and P. Portner (eds.) // *Semantics: An International Handbook of Natural Language Meaning*, vol. 2. Berlin and New York: Mouton de Gruyter, 2011. – P. 1262-1291.

⁵ Givon T. *Irrealis and the Subjunctive* // *Studies in Language* 18. 1994. – P. 265-337.

⁶ Palmer F. R. *Modality in English: Theoretical, Descriptive and Typological Issues*; in Roberta Facchinetti, Manfred Krug, and Frank B. Palmer (eds.) // *Modality in Contemporary English*. Berlin and New York: Mouton de Gruyter, 2003. – P. 1-17.

modalities. The mentioned modality divisions are actually four independent semantic fields, and the relationship between them is not synchronic, but diachronic.

Overall, V. Plungian had a different approach to the issue of realis/irrealis. He proposes to limit the use of the term modality to the categories that are described as related to the concept of probability and need according to its function, and is in favor of completely removing categories such as desire and desire from the care of modality¹. The semantic properties of realis/irrealis categories are, in some cases, probabilistic, and may not be specific deictic indicators of irrealis in particular.

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ABOUT THE CLASSIFICATION OF KINSHIP TERMS

G. Ochilova ¹

Abstract:

This article examines various approaches to the study of kinship terms in the English and Uzbek languages, along with the criteria used for selecting and classifying them. A person's status in society, social relationships, and behavior are all influenced by their kinship. The national mindset is defined by the terminology kinship attributes, which also reflect the distinctiveness of the language and the specifics of the national course.

Key words: kinship, classification, relatives, terminology, terms, relations

doi: <https://doi.org/10.2024/0hdvzbz15>

Introduction

Every language has a vocabulary for describing the relationships between a person and their relatives. These are regarded as terms of kinship. Their characteristics are categorized as internal laws since they represent the linguistic array's features as a component of the language's lexical structure. Every language has a vocabulary for describing the relationships between a person and their relatives. These are regarded as terms of kinship.

One of the modern approaches to linguistic study that is being actively used right now is the systematic approach. It should be noted, though, that not all language layers can be studied with equal success. When learning the vocabulary of a language, the system approach can be especially difficult and rarely works. The following are the reasons this process is time-consuming and inconvenient: "Very strange vocabulary exists in all languages. Compared to topics related to morphology, phonetics, or syntax, it is more difficult to investigate methodically. Choosing an "oppositional pair of terms" is somewhat conditional because of the lexicon's "openness" and continuous mobility (Fortes, 4).

When analyzing facts of a conventional nature that are equivalent in related and unrelated languages, a comparative-typological approach is applied. It helps researchers investigate speech facts instead of language in a purely terminological sense. Rustamova Sh. Sh. claims that there are a number of factors that affect how difficult it can be to teach a large number of students who have varying attitudes and interests in comparative linguistics. The challenge of planning productive activities is another. Additionally, it can be challenging for teachers to provide every student with an equal opportunity to participate in large classes. More significantly, educators find it difficult to assess students' understanding of kinship terms and give prompt feedback in large class sizes (Rustamova, 92).

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According to Ochilova G. U "Component in the study of lexical-semantic groups the method of analysis was used practically and reasonably. Indeed, some semantic component serves as the basis for distinguishing the semantic field (lexicosemantic group). For example, the word "kinship" with kinship to combine related concepts in one semantic field is used" (Ochilova, 268).

When kinship terms are used in improper meanings, "non-standard" synonymous rows arise between two or more kinship terms. For example, the kinship term aka-brother, meaning elder brother, is synonymous with small father ("father"); with the meaning "grandfather", synonymous with the term bobo/grandfather ("grandfather on the side of the father and on the side of the mother"); the kinship term opa/elder sister with the meaning "mother" is synonymous with the term ona//mother ("mother"); with the meaning "aunt on the side of the father" is synonymous with the term amma//aunt with the meaning "aunt on the mother's side" is synonymous with the term xola - aunt, etc. In such cases, the semantic structure of terms acquires new seme-features that are not characteristic of their own meanings. For example, in the semantic structures of the terms aka/elder brother with the meaning "father", opa/elder sister with the meaning "mother", the attribute "blood parent" appears, etc.

Our study aims to conduct a synchronous-comparative analysis of the terms of kinship between the English and Uzbek languages. As is well known, kinship terms comprise a type of microsystem within each language's vocabulary.

Our study aims to conduct a synchronous-comparative analysis of the terms of kinship between the English and Uzbek languages. As is well known, kinship terms comprise a type of microsystem within each language's vocabulary. 1) kinship terms (ota, o'g'il, qiz, aka//og'a, ini, opa, singil, qarindosh, buva, amaki, jiyan, nevara); 2) kinship terms of postmarital relations (er, xotin, kuyov, kelin, yanga, pochcha, ovsin, kelin oyi, qayin, o'gay); 3) the names of the properties of related relations (kindred children, siblings). I. Ismoilov provides pertinent material from various Turkic languages, including Uzbek, Uighur, Kazakh, Kyrgyz, Karakalpak, and Turkmen, during the analysis to support the suggested provisions. The paper said that "... the study of kinship terms in the Uzbek and Uighur languages was of a non-linguistic nature." M.Sh. Saidova, who states that "the study of kinship terms is predominantly ethnographic in nature," concurs with this point of view. Her dissertation "Lexico-semantic analysis of kinship terms in Namangan dialects" developed this thesis. It examined the etymology of these terms and identified factors that contributed to their formation and continued evolution in the Namangan dialects of the Uzbek language.

The study documents the evolution of kinship phrases across time, tracing their phonetic, morphological, and semantic transformations.

Conclusion. Kinship serves as an adaption mechanism. It is referred to in different ways throughout civilizations as a sociocultural invention meant to satisfy the particular needs of a society. Unlike what most of us think, family is not a biological tie but rather one that is established by culture.

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ОНОМАСТИКАДА АТОҚЛИ ОТЛАРНИНГ СЕМАНТИК ТАҲЛИЛИ

Г. Обруева ¹

Аннотация:

Ушбу мақолада ономастика соҳасида атоқли отларнинг семантик таҳлили тадқиқ қилинган.

Калит сўзлар: ономастика, атоқли от, антропоним, этноним, мононим, пропоним, хагионим, аптроним, патроним, геортоним, библионим, идеоним, зооним, эргоним, бионим

doi: <https://doi.org/10.2024/589cs297>

Ономастика асосий номларнинг тарихи, ривожланиши ва фаолият кўрсатишининг аниқ қонуниятларини ўрганади. Уни ўрганишнинг ўз усули бўлиб, ономастика мустақил фан бўлишдан бошқа нарса бўла олмайди. У фанларнинг "бирикмасида" пайдо бўлганлиги сабабли, у ўрганиш мавзусининг ўта мураккаблиги билан ажралиб туради.

Таъкидлаш жоизки, ономастика тилшуносликка тегишли бўлган барча атоқли отларни, уларнинг келиб чиқиши ва ўзгариш тарихини тадқиқ қилувчи бўлим ҳисобланиб, тилдаги барча атоқли отлар мажмуасини ўз ичида олади.

Биринчи катта гуруҳ "антропонимлар" гуруҳи ҳисобланади. Антропонимлар шахсий исмлар тўпламини ва инсон томонидан ишлатиладиган ҳар қандай исмни англатади. Ушбу гуруҳ саккизта кичик гуруҳда пайдо бўлган қуйидаги шахсий исмлар билан ифодаланади:

1) Этнонимлар, яъни халқлар ёки этник гуруҳларнинг номлари: Englishman (Englishman's, Englishman, English), Greek (Greek, Greeks), Indian, Americans, Frenchmen, Romans, Russian. e.g. "The only good Indian is, a dead Indian". Мисолдаги бу жумла америкалик генерал Филипп Шериданга тегишли. У буни рад этади. Бироқ у ҳиндларни ваҳший оломон деб билган ҳамда қаттиқ сиёсат юритиши оқибатида кўплаб, бегуноҳ ҳиндларнинг ўлимига сабабчи бўлганига шубҳа қилиб бўлмайди.

2) Исмлар - бу шахсларга атаб қўйилган номлар саналиб, улар "киши фамилиясидан фарқ қилади ва одатда, исм чақалоқ дунёга келганда қўйилади" [Адриан; 43]: Jack, Jam, Jill. e.g. "A good Jack makes a good Jill", демак, агар эр хотинига яхши муносабатда бўлса, хотин ҳам бунинг эвазига эрга нисбатан яхши муносабатда бўлади.

3) Фамилиялар ёки бирор гуруҳга аъзолик номларини тасвирловчи номлар [Keats-Rohan; 166]: Dr Diet, Dr Quiet, Dr Merryman. "The best doctors are Dr Diet, Dr Quiet, and Dr Merryman" деган мақол, асосан, соғлом ҳаёт кечириш учун биз соғлом овқат истеъмол қилишимиз ҳамда кўп дам олишимиз кераклигини англатади. Бизнинг касал бўлишимиз аксарият ҳолларда нотўғри овқатланиш, машаққатли турмуш тарзи ва стресс туфайли

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юзага келади. Шунинг учун мазкур мақол мағзини чақиб, унга амал қилиш фойдадан ҳоли бўлмайди.

4) Мононимлар - одамларга нисбатан қўлланиладиган ягона исмни англатадиган сўзлар; улар бир сўз ичида тўлиқ маънони ўз ичига олади. [Адриан; 64]: Adam, Agamemnon, Eve. e.g. "Brave men lived before Agamemnon". "Агамемнондан олдин жасур одамлар яшаган". Агамемнондан олдин кўплаб қаҳрамонлар яшаб ўтишган, аммо улар ҳақидаги маълумотлар тарихда из қолдирмаган. Бунга малакали, тажрибали йилномачи йўқлиги сабаб қилиб кўрсатилади.

5) Проспонимлар шахснинг тўлиқ исмини кўрсатади. Улар шахснинг тўлиқ исмини "гиперонимдан иборат эканлигига, исмнинг гипоним ёки шахснинг дунёга келган илк кунлардан бошлаб унга боғланган исмга ишора қилади". [Адриан; 164]. e.g. Tom Fool, Robin Hood. (e.g. "Robin Hood could brave all weathers but a thaw wind". Аёз ёки қордан кейин эсадиган кучли шамол барча об-ҳаво турларидан ҳам таъсирчан ҳисобланади .

6) Ҳагионимлар – азиз-авлиёларнинг ҳамда Инжилда келадиган номларни англатади [Адриан; 47]: "If the mountain will not come to Mahomet, Mahomet must go to the mountain". Агар ишингиз сиз ўйлагандек кетмаса, сиз уларнинг ҳолатига мослашишингиз керак бўлади.

7) Аптронимлар. Бунга қуйидаги жумлада ифодаланган исм орқали изоҳ келтириш мумкин. "Clergymen's sons always turn out badly" гапидаги "Clergymen's" исми касб эгасининг ўз касбига мос келадиган фамилияларни билдиради.

8) Патронимлар кишининг отаси ёки аждоди номидан олинган исмлар бўлиб, улар антропонимлар, хусусан фамилиялар ҳисобланади. Улар "бобонинг отасидан ёки эркак авлоднинг асл аждодидан шаклланади". [Адриан (77)]. Масалан, Macgregor, Macdonald. e.g. "Where Macgregor sits is the head of the table". Аристократларни ҳар доим ҳам, ҳатто ёмон аҳволда бўлсалар ҳам, ҳурмат қилишади ва қадрлашади.

Иккинчи тоифа – "топонимлар" саналади. Топонимлар-бу жой ёки географик номлар гуруҳи. Ушбу гуруҳ иккита кичик гуруҳнинг жой номларини бирлаштиради:

1) Хоронимлар – "ҳар қандай мамлакат, ҳудуд, минтақа, туман ёки шунга ўхшаш" жўғрофий ҳудуднинг тегишли номларини аниқлайди. [Адриан, 20]. E.g. England (England, England's), Yorkshire, Ireland's, Sussex. E.g. "Yorkshire born and Yorkshire bred, strong in the arm and weak in the head". Бу мақол XIX асрдан бери мавжуд бўлиб, Буюк Британиянинг кўп жойларида учрайдиган таниқли қофия. Бу шуни англатадики, баъзи минтақавий типлар интеллектуал муаммоларни ҳал қилишдан кўра қўл кучини талаб қиладиган ишларни бажаришга қодирроқдир. Ёрқшир учун бошқа (асосан шимолий) инглиз округлари ва шаҳарлари алмаштирилиши мумкин.

2) Астионимлар – шаҳар ва шаҳарларнинг номларини ифодалайди [Адриан; 13]: Rome, Cupar, Paris, Manchester. e.g. "What Manchester says today, the rest of England says tomorrow". Бугун қилиш керак бўлган ишни ҳеч қачон эртага қолдирманг. Қолган ишга қор ёғар.

Учинчи тоифа – "Хрононимлар". Улар вақт ёки муайян ҳодисаларнинг тегишли номларини ифодалайди [Адриан; 21]. Хрононимлар иккита кичик гуруҳга бўлинади:

1) Ҳафта кунлари: Monday, Tuesday, Wednesday. e.g. "Monday's child is fair of face". Душанба куни туғилган болалар чиройли кўринишга эга бўлишади. "Tuesday's child is full of grace". Сешанба куни туғилган болалар ҳаракатчан ва нафис бўлишади.

2) Ойлар: May, March, February, June, April, July, September. e.g. "September blow soft, till the fruit's in the loft". Сентябрь - ҳосил оyi. Кузги шамоллар меваларни йиғиб, сақлашгача давом этишни орзу қилади. "November take flail, let ships no more sail". Бу, шубҳасиз, йилнинг энг ғамгин оyi. Қора туманлар, қўрғошин осмон, ёмғир тошқини ва дарахтлар баргларининг охириги қолдиқларини силкитадиган бўронлар бу ойнинг ўзига хос хусусиятлари саналади.

Тўртинчи гуруҳ – "Идеонимлар". Идеонимлар мавҳум атоқли отларнинг номларни билдиради [Адриан; 53]. Улар икки кичик гуруҳга бўлинади:

1) Геортонимлар: байрамлар ёки муҳим саналар номларини ифодаловчи сўзлардир [Адриан; 48]: Candlemas day, Saint Swithun's day, Saint Paul's day, Saint Thomas, Christmas, Yule. e.g. "A green Yule makes a fat churchyard". Бу мақол салқин ёз ва юмшоқ қиш келганда ишлатилади.

2) Библионимлар барча ёзма ва оғзаки матнларнинг тегишли номларини, шунингдек, уларнинг туркумлари ва тўпламларини ўз ичига олади: Scripture. Масалан "The Devil can quote Scripture for his own ends." Бу ақли кишининг сўзларни бузиб гапириши ҳақида айтилган. Нотўғри иш қилган киши учун Муқаддас Китобдан танлаб иқтибос келтирилиши мумкин.

Бешинчи гуруҳ – "Теонимлар". Теонимлар худо, маъбуда ёки худонинг исмларини билдиради. Бу гуруҳ кўплаб сўзларни ўз ичига олади: Devil (Devil, Devil's), God (God, God's), Mammon, Divine. e.g. "You cannot serve both God and Mammon. Ҳеч ким бир вақтнинг ўзида иккита хўжайинга хизмат қила олмайди. Сиз ё бирини хор қилиб, иккинчисига сажда қиласиз, ёки бирига сажда қилиб, иккинчисини менсимайсиз. Сиз бир вақтнинг ўзида Худога ва пулга хизмат қила олмайсиз.

Олтинчи гуруҳ "Зоонимлар". Зоонимлар ҳайвонларнинг номларини белгилайди. Бу гуруҳга 3 та тегишли исм киради: Brag, Holdfast, Lovell. Масалан "Brag is, a good dog, but Holdfast is better". Мақтаниш яхши, лекин жим турган маъқул.

Еттинчи гуруҳ – "Эргонимлар". Ҳамкорлик билан иш қилинган ташкилотларнинг номлари эргонимлар билан аниқланади (устахона, компания, умуман олганда, ҳар қандай ташкилот бўлиши мумкин). Масалан The Court of Session, the Church. "The blood of the martyrs is the seed of the Church". Кимнидир йўқ қилиш ҳиссиётларни уйғотади, эски тартибларни бузган ҳолда илҳом уруғини сепади.

Саккизинчи гуруҳ – "Бионимлар". Бионимлар тирик мавжудотларнинг номлари. Бу гуруҳ учун фақат битта оним мавжуд: Nature. "You can drive out Nature with a pitchfork, but she keeps coming back". Бу биз ўзимизни олиб қочган нарса ёки ҳодисага қайтишимизни англатади. Нимадан қочсангиз, шунга дуч келасиз маъносида қўлланади.

Таҳлил натижасига кўра, теонимлар энг кўп қўлланадиган атоқли отларга киради. Бу худо ва иблис ўртасидаги қарама-қарши фарқни, шунингдек, инглиз халқининг ғайри табиий кучларга бўлган кучли ишончини ифодалайди. Антропонимлар эса инглиз халқининг фамилиялари ва исмларидир. Бундан ташқари, улар муҳим тарихий шахсларни ҳам тасвирлайди. Топонимлар тарихий шаҳарлар ҳақида маълумот беради,

шунингдек, инглизларнинг ушбу жойларга бўлган муносабатини тасвирлайди.

Фойдаланилган адабиётлар рўйхати:

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COMPONENTS OF SPEECH ETIQUETTE IN MODERN ENGLISH LINGUISTICS

*D. Istamova*¹

Abstract:

The article discusses the problems that arise from ignorance of the norms of speech etiquette. Ignorance of speech etiquette can lead to public reproach or even lead to conflict. In order to avoid this, it is necessary to master the norms of speech etiquette. And for those who study English, this topic is especially relevant due to some differences in the norms of address.

Key words: form of appeal, etiquette, speech etiquette, communication norms

doi: <https://doi.org/10.2024/ttf09e78>

Introduction

There is probably no linguistic culture in which there are no requirements for the norms of speech etiquette. We can say that speech etiquette has an ancient history. As for primitive times, ritual actions were represented by speech etiquette. A word is not just a set of letters and sounds; a word expresses special meanings associated with magical and ritual performances, the relationship between people and cosmic power. And therefore, speech activity reflects the influence, as primitive people believed, on animals and the surrounding world.

Of course, over time, there is a change in speech etiquette and its place in modern society. These changes are associated with mythological and religious beliefs, ideas about immutable social hierarchies, etc.

Materials and methods

It is clearly visible that in every nation some similar traditions and foundations can be identified. For example, probably in every nation there are certain forms of greetings and farewells, respectful addresses to elders, etc.

Speech etiquette presupposes compliance with norms of behavior and communication. Speech etiquette represents the developed rules of speech behavior, a system of speech formulas for communication. A person who masters speech etiquette gains authority, inspires trust and respect. Knowledge of the norms of speech etiquette and, of course, their observance helps a person gain confidence, ease, a person does not have to feel awkward due to minor violations or incorrect actions, a person gets the opportunity to avoid ridicule from others. Speech etiquette includes certain constructions, for example, constructions of expressing requests; who differently focus on politeness in communication, which in turn regulates the interaction of partners. Depending on the situation, the design of addresses is chosen: in formal and informal conversation, neutrality of the situation, deliberately polite or average tone, in conversations with acquaintances and strangers, etc. And the task is to choose the appropriate form of address in a given situation, which, in turn, will show the level of culture and mastery of speech etiquette.

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Results and discussion

It is worth noting that etiquette has been studied most deeply in linguistics, where etiquette is considered a functional-semantic microcircuit of linguistic units, which is tied to standard situations. These units are socially defined and nationally specific, regulating the requirements of speech behavior.

The rules of speech etiquette show both general and special national-specific ideas about politeness and can impose a ban on speech patterns that are unacceptable from an ethical point of view. Speech etiquette is implemented at various language levels: lexical and phraseological, grammatical, stylistic, intonation, spelling, organizational and communicative. Knowledge of speech etiquette is important not only for the English themselves, it is important for all students of English as a foreign language. English speech etiquette is unique and has its own rules and norms, which, however, significantly diverge from the rules and norms, for example, of Russian speech etiquette. This can lead to the fact that even a very cultured Russian person will be impolite among the English if he, while communicating with them in their language, does not know English speech etiquette. In the same way, an English gentleman may seem impolite when communicating in Russian with cultural

Russian, if he has not studied Russian speech etiquette.

Before traveling to the UK, you should first become familiar with the norms of behavior in English society. A more accessible object for comparison with our usual concepts of norms is, first of all, English speech etiquette.

The word please, which in Russian usage is appropriate in almost any convenient and inconvenient situation, also changes significantly in English. Probably only in a request it corresponds to the English expression please. Inserting the word please into your response to someone's gratitude, apology, etc. In such situations, the polysemy of the cliché is expressed by a number of English clichés: That's all right; Never mind; Don't mention it; line it is; Help yourself; Not at all; Certainly; Why not?, etc.

A distinctive feature of national English thinking is the absence of direct judgments and direct expression of one's opinion. For example, instead of: You are wrong or I disagree with you, an Englishman will say: I am afraid, you are not quite right. I'm afraid you're not entirely right or: I am afraid, I cannot agree with you - I'm afraid I can't agree with you. Instead of saying you're lying or I don't believe you, an Englishman will prefer a polite remark: You have been very economical with the truth - You were very economical in truthfully presenting the facts. If on the continent they can say: You are a liar, Sir, and rather a dirty one - You are a liar, sir, and quite dirty, in England it will sound: Oh, is that so? - Does this really happen? or: That is rather an unusual story, isn't it?

Thus, the main values of English culture are most often called individualism, rationalism, independence, pragmatism, competition, equality, traditionalism, tolerance. These characteristics play an important role, because reflected in the lifestyle, interpersonal relationships and behavior of the British. A distinctive feature of national English thinking is the absence of direct judgments, direct expression of one's opinion, and positive thinking.

But expressions of disrespect or even disrespect are possible in English society. There are even special verbs that mean "to show disrespect to someone/something by ridiculing, grinning contemptuously": sneer, scoff, jeer, gird, flout, gibe/jibe, fleer, taunt, twit, mock, ridicule, deride. The differential features of these words are "viciously" (ridicule, deride, taunt, sneer), "cruelly"

(twit), “offensively” (scoff), “cynically, rudely” (sneer, jeer, gird), “gloatingly” (taunt), “contrary to the norms of behavior” (mock, taunt), “humiliating” (ridicule), “loudly” (jeer), “grimacing” (fleece), “with a crooked grin” (sneer), “with contempt laughing” (deride), “mocking” (mock, taunt, twit, gibe), “sometimes good-naturedly” (gibe) (WNDS, SBED, LDCE, RHD) [1].

A negative attitude in the form of formulaic disclosure can also be seen in a short, caustic or incredulous question. For example: “Mr. Starr has denied the allegation of his previous contact with the committee.” - “Has he?” It is this form that is considered the highest degree of distrust or expression of a negative attitude towards the interlocutor and his statement. But, of course, you should not omit such points as intonation and individual characteristics of your interlocutors.

But still, it would be a huge mistake not to show such an important characteristic of behavior in conflict situations in English society as shifting the blame onto oneself. This characteristic can be seen in the phrase “It’s my fault.” A person’s guilt is recognized immediately in communication. This is done so that the interlocutor generously admits his own guilt. Then the conflict situation comes down to a competition in nobility. This is a purely English style of behavior.

In other words, communication is carried out for the sake of communication; it is consciously or usually unconsciously aimed at establishing or maintaining contact. In general, such speeches are standard and minimally informative. However, the informative nature of such conversations does not mean that these conversations are not needed by people and society as a whole. As a contact-establishing function of speech etiquette, we can give an example of the English talking about the weather [2]:

Olivia: Hello!

Thomas: Hi, Tina. It's Joe. Olivia: Hi Joe.

Thomas: What's the weather like today? Olivia: It's so wet and miserable.

Thomas: We really need some sunshine, don't we? Another example:

- What's the forecast for tonight? - It's supposed to be really cold. It's going to be minus 15.

From the above examples, it becomes obvious that we are faced with not just models of polite communication, but the creation of a comfortable atmosphere, the desire to “bridge” and somehow fill an awkward pause, this is a culture of communication. It is not recommended to immediately discuss the financial crisis or the appearance of singer Elton John. The great theme of weather captivates everyone: the plumber who comes to the house to fix the tap, the owner of the sausage shop, and the taxi driver who drives you through London traffic jams.

Another function of speech etiquette is the regulation of relationships, which consists in adjusting existing relationships, but not positive enough for further successful communication. The effect of this function can be seen in the examples of verbal communication formulas with apologies. The English language offers several apology formulas [4]:

In official speech or correspondence, the lexeme “apologize” is used: Please accept my apologies.

In colloquial semi-formal speech, the word “Sorry” is used: The teacher looks into the staff room in search of a colleague:

- Lily?

- She is not here at the moment. I have not seen her. Sorry.

Conclusion

Summarizing the above, we can hope that having mastered the norms and techniques of speech etiquette, participants in communication will avoid many conflict situations, achieve mutual understanding, and earn respectful treatment without offending their partner. When communicating, the speech of the interlocutors must follow certain rules of conversation, otherwise the interlocutors will not come to a consensus. Communication, treatment and behavior in general must follow the specific rules of a particular sociocultural affiliation. It can be added that the norms of speech etiquette are an integral part of any national culture. Speech behavior reflects the tradition, life experience, thinking, mentality and way of life of any nation.

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KO'CHIMLAR KOGNITIV XUSUSIYATLARINING TARJIMA LUG'ATLARIDA AKS ETISHI

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Annotatsiya:

Maqolada ko'chimlarning kognitiv xususiyatlari zamonaviy tarjima lug'atlari kesimida qiyosiy tahlil etiladi. Lug'at makrostruktura parametrlarining tavsifi ingliz va rus tillari doirasida qiyoslanadi.

Kalit so'zlar: ko'chim, makrostruktura, mikro tuzilmaviy parametrlar, metafora, metonimiya, frazeologik birlik

doi: <https://doi.org/10.2024/zndmmf59>

Ko'chimlar yozma va og'zaki nutqning durdonalari sifatida har qanday tilning boyligi sanaladi. Ko'chimlar leksik-semantik xususiyatlarining murakkabligi bois ularning asl mohiyatini yoritish murakkab vazifa. Tadqiqotlar shuni ko'rsatadiki, zamonaviy lug'at yozuvlari hajmi doimiy ravishda kengayib bormoqda va har bir parametрни tavsiflash sifati yaxshilanmoqda. Большой англо-русский словарь. - Под общим рук. И.Р. Гальперина. - Т.1-2. - Изд. 2. - М.: Русский язык, 1977. - Т.1. - 822с.; Т.2. - 863с.; Кунин А.В. Англо-русский фразеологический словарь. -Изд.3-е, испр., в двух книгах. -М.: СЭ, 1967.- Т.1. - 738с.; Т.2. - 739-1264с.; Кунин А.В. Англо-русский фразеологический словарь. - Изд.4-е, переработанное и дополненное. - М.: Русский язык, 1984. - 942с.; Katzner, Kenneth. English-Russian, Russian-English Dictionary. - New York, 1984. - XIII. - 904p. kabi XXasrning ikkinchi yarmida nashr ettirilgan lug'atlarga nisbatan XXI asrda chop ettirilgan tarjima lug'atlari birmuncha farq qiladi. Bundan tashqari, 1973 yilda AQShda nashr etilgan Russian-English Idiom Dictionary"; o'sha yilda Londonda Borkovskiy tomonidan nashr etilgan "The Great Russian-English Dictionary of Idioms and Set Expressions" (1973); "Russian Phraseological Units in Pictures" Dubrovina (1977); Alyoxina tomonidan tuzilgan ikkala tilda eng ko'p ishlatiladigan bir necha yuz frazeologik birliklarni va ularni boshqa tillarga tarjima qilish usullarini o'z ichiga oluvchi "Short Russian-English and English-Russian Phraseological Dictionary" (Alyoxina 1980); 1988 yil Gurevich hamda Dozorez tomonidan tuzilgan Moskvada nashr etilgan "Short Russian-English Phraseological Dictionary"; 1995 yilda AQSh da nashr etilgan va Rossiyada qayta nashr etilgan Lubenskiyning "Russian-English Dictionary of Idioms" (1995); Kveselevichning "Russian-English Phraseological Dictionary" (1998); 1999 yilda nashr etilgan Arsentevaning "Russian-English Phraseological Dictionary" kabi kochilarni ikki til doirasida yoritishga xizmat qilga lug'atlar ham lingvistika xususan leksikografiya tarixida o'zo'rniga ega lug'atlar hisoblanadi [3].

Keyinchalik nashr etilgan lug'atlar mualliflari ko'chim ma'nosini tavsiflovchi ko'proq parametrlarni qo'shishga harakat qilmoqdalar. Ular jumlasiga Kuzminaning "Translator's Russian-English Phraseological

¹ *Sh.J.Shomurodova, Samarqand davlat chet tillar instituti dotsenti*

Dictionary" (2001) va Shadrinaning "Russian-English Dictionary of Stable Comparisons" (2003). Qozon davlat universiteti tadqiqotchilari tomonidan yaratilgan hamda Arsenteva (2008) tomonidan tahrirlangan Ruscha-inglizcha-nemischa-tatarcha-turkcha ko'p tilli frazeologik lug'atlarni kiritish mumkin.

Tarjima lug'atlari xususida gap ketganda, XX asrda yaratilgan tarjima lug'atlari uchun asos sifatida xizmat qilgan Kunin tomonidan tuzilgan va 1984 yilda nashr etilgan "Inglizcha-ruscha frazeologik lug'at" ni alohida e'tirof etish lozim. Binobarin ushbu lug'at Rossiyada ikki tildagi ko'chimlarni qamrab olgan lug'atlarni tuzishga katta ta'sir ko'rsatdi. U bir necha bor kengaytirilgan va qayta ishlangan hamda qayta nashr etilgan.

Ko'chimlarni o'zga til vakillariga tushuntirish va ma'nosini taqdim etish nihoyatda qiyin ish. Shu sababli buturdagi lug'atlarni tuzishning nazariy masalalari ko'plab olimlarni o'ziga tortadi. Frazeografiya tilshunoslikning bo'limi sifatida leksikografiyada to'plangan bilimlarga asoslanadi. Atoqli rus leksikografi V.P. Berkov ikki tilli lug'at yozuvidagi so'z ma'nosini tavsiflash talablari haqida ikki tilli leksikografiya muammolariga bag'ishlangan asarida ushbu muammolarni batafsil yoritgan [1]. U ikkinchi tildagi kalit so'zning semantik tuzilishi tavsifi bir tilli lug'atdagi tavsifga to'liq mos kelishi kerakligini ta'kidlaydi [1]. Bitta so'zning ma'nosini keltirishdan kora ko'chim ma'nosini tavsiflash, ancha murakkab ko'chma ma'noni topish yanada mushkul vazifa hisoblanadi. Ushbu maqsadga erishishga yordam beradigan omillarga quyidagilar kiradi: leksik birlikning taqdim etilishi, maqolada ko'proq elementlarning mavjudligi va ularning tashkil etilishi va boshqalar. Shu munosabat bilan yuqorida tilga olingan lug'atlarning har biri o'ziga xos xususiyatlarga ega.

Ikki tilli lug'atlar orasida Lubenskiyning Ruscha-inglizcha idiomalar lug'atiga alohida to'xtalish lozim. Ushbu lug'at ingliz tilida so'zlashuvchi mamlakatlarda tuzilgan uchinchi ikki tilli frazeologik lug'atdir. Yu. Apresyan va Melchuk kabi taniqli rus olimlari bilan muvaffaqiyatli hamkorlik qilish lug'atshunoslik va frazeologiyani so'nggi yutuqlari asosida lug'at yaratish imkonini berdi. Lug'atni tuzish jarayoni taxminan 12 yil davom etdi. Lug'at 6900 dan ortiq izohlarda keltirilgan 13000 ga yaqin ruscha idiomalarni o'z ichiga oladi. Lug'atda semantik birlik vazifasini bajaradigan va ko'pincha ma'no ko'chishi bilan tavsiflanadigan ikki yoki undan ortiq so'zlarning birikmasi hisoblangan idiomalardan tashqari, boshqa turdagi kochimlar, eng ko'p ishlatiladigan 300 ga yaqin metonimiya, hikmatli sozlar, maqol va istioralar mavjud.

Tarjima jarayonida ko'chimning xususiyatlaridan biri bu grammatik ma'lumotlarini va ba'zan uning sinonimini taqdim etishdir. Mazkur lug'atda qisqartmalar ro'yxati o'z ichiga 104 ta belgini qamrab oladi. Ular ichida funksional-stilistik xususiyatga ega bo'lgan ("coll."-so'zlashuv, "highly coll."-yuqori darajadagi so'zlashuv, "substand"-past darajada); makon va zamonga ishora qiluvchilari ham ("dial." - dialektga xos, "obs."-eskirgan, "old-fash."-urfdan qolgan), emotsional belgilar ("humor"-yumor, "iron."-kinoya, "derog."), professional belgilar ("mil."-harbiy, "office"-rasmiy idoraviy) mavjud. Ro'yxatda shuningdek grammatik xususiyatga ega qisqartmalar ham mavjud ("accus."-akkuzativ kelishigi, "predict."-predikativ, "obj.-compl."-ob'yektili to'ldiruvchi, "ungrammat."-nogrammatik) va hokazolar qo'llanilgan. Bundan tashqari, odatiy qisqartmalar ("etc."-va hokazo, "smth."- biror narsa, "anim."-jonli (otlar haqida), "foll.by"-keyingi) hamda 12 xil simvollar ("()"-qavsda oppozision elementlar, "<" belgisi etimologiyani ko'rsatish uchun, [] -grammatik ma'lumot hamda tuzuvchilarning izohlarini ko'rsatish uchun) kiritilgan.

Ko'chim mazmun mohiyatini yoritish maqsadida ba'zi o'rinlarda etimologik eslatmalar qo'shilgan. Masalan, kochim tarkibida milliy-madaniy komponent bo'lsa: играть в бирюльки - < From the name of an old game in which a large number of very small objects (бирюльки) were scattered on a table and the players tried to pull out one item at a time with a small hook without disturbing the other objects. Cf. jackstraws, pick-up-sticks.

Lubenskiy lug'atidagi lug'at maqolasining ajralib turadigan xususiyatlaridan biri – sub'ekt va ob'ektni ko'rsatish uchun X va Y belgilaridan foydalanilishidir. Bu modellar inkor shaklda ham taqdim etiladi, masalan, играть в бирюльки – Neg. X не в бирюльки играет. Ma'lumotni taqdim etishning bu usuli rus tilini o'rganayotganlar uchun foydali hisoblanadi. Izohlovchi kontekst materiali foydalanuvchilar uchun katta ahamiyatga ega bo'lganligi bois mazkur lug'atni shakllantirishda mualliflar rus klassik va zamonaviy yozuvchilarning, hamda chet el yozuvchilarning asarlaridan iqtiboslar kiritishgan. Ayrim o'rinlarda ingliz tiliga professional tarjimalar ham uchramiz. Ba'zi hollarda yozuvchilar tomonidan tilga olib kirilgan ko'chimlar ham keltirilgan. Bunday kontekstual material lug'atning amaliy ahamiyatini oshiradi. Bu holat ayniqsa, ingliz tilida so'zlashuvchi foydalanuvchilar uchun ancha foydali bo'ladi.

Lug'atning inglizcha qismida ruscha frazeologik birlikning bir nechta frazeologik analoglari, shuningdek, ushbu birlikning ingliz tilidagi ta'rifi keltiriladi. Lug'atning barcha inkor etib bo'lmaydigan afzalliklariga qaramay, boshqa har qanday ikki tilli lug'at kabi, u ham ba'zi kamchiliklarga ega. Hamma rus iboralari kontekstual misollar bilan birga kelmaydi (masalan, гоняться /погнаться за двумя зайцами, вступить в закон; принять закон, пожинать /пожать лавры, небу жарко, etc.). Grammatik ma'lumotlarni taqdim etish usulini noan'anaviy va ortiqcha deb hisoblash mumkin bo'lgan holatlar ham mavjud (e.g. независимо от кого-чего [Prep; Invar: the resulting PrepP is adv], yoki скопее всего [AdvP; Invar; usu. Sent adv; fixed WO]) [5]. Rus tilidagi fe'li frazeologik birliklarning inglizcha ekvivalentlari fe'li birikmalar tarzida emas, balki otli frazeologik birliklar, ravishli frazeologik birliklar yordamida tarjima qilinadi va bu holat o'z navbatida lug'at maqolasining geterogen xususiyatini keltirib chiqaradi hamda lug'at sifatiga ta'sir ko'rsatadi. Yuqorida sanalgan kamchiliklarga qaramasdan, ushbu lug'at foydalanuvchilar uchun qimmatli manba sifatida xizmat qiladi va ingliz-rus frazeografiyasining durdonalaridan sanaladi.

Tarjima lug'atlarini shakllantirishda avvalambor makrostruktura parametrlarining tavsifi taqdim etilgan asosiy iboralar sonini, ularni tanlash va taqdim etish tartibini ishlab chiqish lozim bo'ladi. Lug'atlarning mikro tuzilmaviy parametrlarini tahlil qilishda asosiy iboralarni semantik nuqtai nazardan ko'rsatish, ularning grammatik valentligi va leksik birikmasi, stilistik belgilarini ochib berish, qo'llanish yo'llarini ko'rsatuvchi misollar keltirish, shuningdek, sinonimlar va antonimlarni tog'ri tanlashga alohida e'tibor beriladi. Lug'atni tuzishda lug'at maqolalarining axborot birligi hajmi va sifati ham belgilab olinadi. Xulosa sifatida ta'kidlash joizki, yuqoridagi kabi muammolarning qay darajada ijoboy hal etilishi yaratilayotgan tarjima lug'atining sifatini belgilaydi.

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ЗАМОНАВИЙ НЕМИС ВА ЎЗБЕК ТИЛЛАРИДА ФАЗА МАЪНОЛИ АНАЛИТИК БИРИКМАЛАР

Н. Содикова ¹

Аннотация:

Таклиф этилаётган мақолада немис ва ўзбек тилларининг фаза (бош-ланғич, давомийлик ва якуний) маъносига эга воситаларнинг турли жараён-лар (ҳаракат, ҳолат, ҳодиса)ни англатувчи сўзлар билан бирикмалари аналитик конструкция сифатида кўриб чиқилади. Фазали феъллар ва фаза семали турғун сўз бирикмалар аналитик конструкцияларда доимий фаза компоненти вазифасини бажаради. Ўзгарувчан компонентининг ўрнини инфинитив (немис тилида) ва турли шакллардаги номлар эгаллайди.

Калит сўзлар: фазавий аналитик бирикма, бошланғич, давомийлик ва якуний фаза, фазавий доимий компонент, ўзгарувчан процессуал компонент, фазавий феъллар, кўмакчи феъллар, турғун от-феъл бирикмалари

doi: <https://doi.org/10.2024/k5yk3h71>

“Фазавий аналитик бирикма” (ФАБ) атамаси мазкур мақолада қўйдагича изоҳланади: фаза маъносига эга бўлган феъл (ёки феълли бирикма) бир қандай процессни билдирувчи лингвистик восита (турли шаклда қўлланилган феъл, от) билан бирикиб, унинг босқичларини, яъни бошланиши, давом этилиши ёки тугалланиши (тўхтатилиши)ни ифодалайди (қаранг: [Ризаев 2019: 17]). Фаза маъносига эга феъл аналитик бирикманинг доимий компоненти (ДК), процессни англатувчи сўз ўзгарувчан компоненти (ЎК) деб қабул қилинади. Демак, фазавий аналитик бирикманинг умумлаштирилган модели – $ФАБ = ДК + ЎК$.

Немис тилида бошланғич фаза маъноси асосан иккита фазавий феъллар, яъни **beginnen** ва **anfangen** ёрдамида ифодаланади. Бу феъллар ўзининг соф луғавий маъноларида қўлланиб, ягона “бошланиш” семасига эга.

Бу феъллар билан аксариат ҳолларда ЎК сифатида турли жароёнларни билдирувчи ва **zu** билан келувчи инфинитив шакли бирикади, яъни **beginnen + инфинитив**, **anfangen + инфинитив** бошланғич фаза маъносини ифодалашда асосий модел сифатида қўлланади. Масалан;

Er **begann zu zittern**, als er es hörte (Remarque. S. 474). -

U buni eshitib **titra boshladi** (Remark. 273-bet);

Sie **fang an zu weinen** (Remarque. S. 297). -

U **yig'lay boshladi** (Remark. 173-bet);

Beginnen фъелининг бирикиш қобилияти жуда ҳам кенг бўлиши кўзатилади. У билан конструкцияларда ўзгарувчан компонент сифатида инфинитив шаклида турли лексик маънога эга чегараланган ва чегараланмаган феъллар қатнашиши мумкин. Немис тилида **beginnen** билан бир қаторда унинг синоними **anfangen** ҳам **zu + инфинитив** билан бирикиш қобилиятига

¹ Содикова Назокат Гафоровна, СамДЧТИ II-чи босқич докторанти

эга. Бундай аналитик бирикмалар **beginnen**га нисбатан матнларда камроқ учрайди.

Немис тилада *beginnen (anfangen)* + *zu* + инфинитив бирикма орқали ифодаланган вазиятларни ўзбек тилида нафақат соф бошланғич фаза маъносини англаувчи **бошламоқ** феъли, балки абстракт маънода бошланғич маъносини билдирувчи юриш-ҳаракат феъллари **кетмоқ, ўтмоқ, тушмоқ, тушиб кетмоқ кўзгалмоқ, бормоқ, киришмоқ** каби феъллар ҳам қатнашади. Масалан:

Aber in Frankfurt stieg ein Mann mit einem Seehundsbarth ein, der sofort einen Koffer auspackte und **zu essen begann** (Remarque. S. 426) -

Ammo Frankfurtda kupega mo'ylovi tyulennikiga o'xshagan bir odam kirib keldi, apil- tapil chamadonini ochib, **ovqatlanishga tushdi** (Remark. 249-bet).

Die Sonne ging hinter den Dächern des Gewerkschaftshauses auf. Die Fenster **begannen zu blitzen** (Remarque. S. 241).

Quyosh kasaba uyushmalari binosining tomiga tirmasha boshladi. Deraza oynalari **yarqirab ketdi** (Remark. 142-bet);

Jeden Tag gab es ja Dutzende von Auktionen. Mit runden Gesten **begann** er den armseligen Kram **zu versteigern**. (Remarque. S. 169). -

Shaharda har kuni o'nlab kim oshdi savdosi bo'ladi. Auktsionchi hazil-mutoyibalari, artistona imo- ishoralar bilan eski-tuski lash- lushlarini **so'tishga kirishdi** (Remark. 98-bet);

Nase **fang an zu bluten**, ich verfehlte den nächsten Schlag... (Remarque. S. 372). -

Burnimdan **qon keta boshladi**, men navbatdagi zarbani o'tkazib yubordim... (Remark. Uch og'ayni, 223-bet).

Давомийлик фаза маъноси немис тилида **fortfahren** ва **fortsetzen** феъллари орқали ифодаланади. Асосий феълни инфинитив шакли билан фақат **fortfahren zu** билан бирикиши кўзатилади, унинг синоними **fortsetzen**

бундай қобилиятга эга эмас. **Fortsetzen** билан ўзгарувчан компонент сифатида предлогли ва предлогсиз от шакли қўлланилади. Масалан:

etwas fortsetzen - nach einer Unterbrechung mit etwas weitermachen, weiterführen: Nach einer kurzen Rast setzten sie die Fahrt fort - Qisqa dam olishdan keyin ular sayohatlarini davom ettirdilar;

fortfahren + zu + Infinitiv: Er ließ sich durch den Lärm nicht stören und fuhr fort zu arbeiten – Шовқинга эътибор бермай у ишда (ишини) давом этди.

Er fuhr fort zu rauchen, obwohl es ihm der Arzt untersagt hatte - Shifokor chekmaslikni aytganiga qaramay, u chekishni davom ettirdi.

Ўзбек тилида давомийлик маъноси соф фаза маъносига эга от-феъл бирикмаси **давом этмоқ** ва **-иб** шаклида келувчи аосий феълнинг равишдош шакли билан кўмакчи феъллар *турмоқ, ўтирмоқ, юрмоқ, бормоқ* бирикмаси орқали акс этади: *ишлаб, ўйлаб юрмоқ, ўқиб турмоқ, хат ёзиб ўтирмоқ, бир нарсани ёзиб бормоқ*.

Немис тилида якуний фаза маъносини ифодаловчи воситалар сифатида турли тил бирликлари мавжудб яъни фазавий феъллар (*aufhören, abbrechen, unterbrechen, enden, beenden, vollenden, schließen, abschließen, beschließen*) от- феъл бирикмалари (*zu Ende sein ein Ende haben ein Ende finden ein Ende nehmen ein Ende erreichen ein Ende machen ein Ende setzen ein Ende bereiten zu Ende gehen zu Ende kommen zu Ende laufen zu Ende führen zu Ende bringen*), финитив равиш ва боғловчи феъл ёрдамида ташкил топган

бирикмалар (aus sein, vorbei sein, vorüber sein, fort sein, um sein, alle sein, hin sein, weg sein) (қаранг: [Ризаев, 2019:65 - 140; [Ризаев, 2020]). Аммо, шуларнинг ичида инфинитив шакли билан бирикиш қобилиятига фақат соф финитив фаза маъносига эга бўлган ягона *aufhören* феълидир. Демак, якуний фаза қийматларини аналитик усулида ифодаловчи асосий восита сифатида биринчи навбатда *aufhören + zu + инфинитив* ҳисобланади. *Aufhören* феълининг бирикиш қобилияти чексиз деб бўлади. У билан ўзгарувчан компонент сифатида фақат чегараланган ҳаракатларни англатувчи феъллар бирикаолмайди. Шу сабабдан бу феъл билан аналитик бирикмалар моделини қўйидагича тасвирласа бўлади: *aufhören + zu + барча чегараланмаган феъллар*: *Er hörte auf zu spielen, weinen, arbeiten, trinken ...* Масалан:

Er hörte auf zu essen und sah mich einen Augenblick an. (Remarque, S. 246).

U **ovqat eyishdan to'xtatdi** va bir zum menga qaradi. (Remark, 145-bet).

Ich **hörte auf zu spielen**. Ein Mann **war eingetreten**, hager, mit schlenkrigen Bewegungen, eine Melone weit hinten auf dem Kopf. (Remarque, S. 438).

Chalishdan to'xtadim. Qahvaxonaga degcha nusxali qalpoqini qanshariga qo'ndirgan pirpirak bir nusxa **kirib keldi**. (Remark, 254-bet).

Es hatte zu schneien aufgehört - Qor to'xtagan edi

Hör auf zu singen! - Qo'shiq aytishni to'xtating!

Nun hör aber auf zu weinen! - Endi yig'lashni bas qiling!

Hört auf, Unfug zu treiben! - Buzg'unchilik qilishni bas qiling!

Warum haben Sie aufgehört zu spielen? - Nega o'ynashni to'xtatdingiz? wie es scheint, hört es schon auf zu regnen - Yomg'ir allaqachon to'xtaganga o'xshaydi [Paffen 1969: S.91].

Ўзбек тилида ҳам якуний фаза маънолари кўп қиррали бўлиб турли воситалар ёрдамида фодаланиши мумкин: фазавий феъллар (*туғатмоқ, тамомламоқ, тўхтатмоқ* ва ҳ.к.), ва улар билан синоним бўлган *адо бўлмоқ, барҳам бермоқ, тамом бўлмоқ (қилмоқ)* финитив турғун сўз бирикмалари (қаранг: [Ризаев, 2022: 75]), ва финитив аналитик шакллари хосил қилувчи, кўмакчи феъллар *бўл, бит, битир, чиқ, ет, ут, ол, қўй, кет, юбор, ташла, сол, туш* (қаранг: [Хожиев 1979, 66 б.]).

Б.Ҳ. Ризаев 20дан ортиқ от-феъл турғун бирикмаларни келтириб: *адо қилмоқ (этмоқ, бўлмоқ), бас қилмоқ, барҳам бермоқ, бартараф бўлмоқ (этмоқ, қилмоқ), саранжом бўлмоқ, тарк қилмоқ, хотима бермоқ (қўймоқ, ясамоқ), чек қўймоқ, тамом бўлмоқ (қилмоқ), йўқ қилмоқ, охирига етмоқ (етказмоқ, яқинлашмоқ)* уларни қўйидагича изоҳлайди: "... турғун бирикмалар таркиби камида иккита компонентни ўз ичига олади - номинал ва феъл компонентларини. Бутун бирикманинг финитив семантикаси номинал компонентига юкланади, феъл компоненти ўзининг абстракт (мавҳум) маъжозий (кўчма) маъносида пайдо бўлади ва предикатнинг синтактик ролини бажаради ва акционал семантикаси билан тавсифланади. Деярли барча от компонентларнинг лексик семантикаси тўғридан-тўғри (бевосита) ёки у ёки бу тарзда тугалланиш маъноси билан боғланган [Ризаев 2022 : 65].

Демак, келтирилган турғун бирикмалар, бир тамондан, ўзлари аналитик характерига эга бирикмалар қаторига киради, иккинчи тамондан, улар доимий фазавий компоненти сифатида турли жараёнларни (ҳодиса, ҳаракат, ҳолат) англатувчи ўзгарувчан компонент (аксариятда от) билан

бирикиб, фаза, яъни финитив (якуний) фаза маъноси билан боғланган конструкцияларни ташкил қилади. Таққосланг: *У қўшиқни бас қилди; Унинг асабийлиги ниҳосига етди; Иш охирига яқинлашиб қолган; Дарс тамом бўлди; Докладчи сўзини тамом қилди ва ҳаказо.*

Ўтказилган таҳлилдан қўйидаги хулосаларни чиқариш мумкин.

Фаза маънолари иккала тилда ҳам семантик универсал ҳодиса бўлиши аниқланди. Иккала тилда ҳам фаза босқичларини ифодаладиган мачсус ихтисослашган аналитик воситалари мавжуд.

Немис тилида *beginnen (anfangen) + zu +* инфинитив бирикма орқали ифодаланган вазиятларни ўзбек тилида нафақат соф бошланғич фаза маъносини англатувчи **бошламоқ** феъли, балки абстракт маънода бошланғич маъносини билдирувчи юриш-ҳаракат феъллари **кетмоқ, ўтмоқ, тушмоқ, тушиб кетмоқ кўзгалмоқ, бормоқ, киришмоқ** каби феъллар ҳам қатнашади.

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Иккала тилда ҳам якуний фазани ифодалашда турли аналитик характерга эга бўлган воситалар қатнашади.

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INGLIZ TILSHUNOSLIGIDA ZAMONAVIY REKLAMA TILINING LINGVISTIK XUSUSIYATLARI

G. Qahhorova ¹

Annotatsiya:

Hozirgi zamonda tez – tez “reklama” degan soʻz qulogʻimizga chalinib turadi. Reklama tushunchasi koʻpchilikning ongida biror mahsulotni maqtab vasf qilish deb tushunilib, “oʻtmay qolgan mahsulotlar” uchun oʻylab topilgan ajoyib vosita deb hisoblanadi. Aslida ham shundaymi?

Kalit soʻzlar: reklama, til, mahsulot, matn, kompaniya

doi: <https://doi.org/10.2024/r8wj5542>

Reklama soʻzi "biror mahsulot yoki xizmatga eʼtiborni jalb qilish" yoki "shaxslarga biror yangilik haqida xabar berish" degan maʼnolarni anglatadi. Reklamanning asosiy maqsadi isteʼmolchilarning diqqatini jalb qila olish bilan bir qatorda eslab qolish uchun oson va qiziqarli boʻlishi ham kerak. Kompaniyalar oʻz mahsulotlarini ommaga tanitishda oʻziga xos oddiy va sodda, biroq reklama qilinayotgan mahsulotlariga qiziqish uygʻotadigan, sotib olishga boʻlgan xohishni jonlantiradigan tildan foydalanishga harakat qilishadi. Bunda, ular oʻz kasbiy faoliyatlaridan kelib chiqib, sotuv barqaror va serdaromad boʻlishi uchun soʻz oʻyinlarini puxta uyushtirishadi, hamda qoʻllanilayotgan soʻzlarning tag zamiridagi maʼnolarini manipulyatsiya qilishadi. Baʼzida, bu chora – tadbirlar ortida reklamachilar til qoidalarini buzib turishlariga va kerak boʻlganda, kontekstdan ham chiqib ketishlariga toʻgʻri keladi, shuningdek bu hodisa kutilmaganda yangi soʻzlar yaralishiga ham sababchi boʻlib xizmat qiladi.

Reklamalar ikki xil usulda amalga oshiriladi: yozma va ogʻzaki. "Reklama matni" prototip ramkada shakllangan boʻlib, periferik oʻzgarishlarga emas, balki prototip xususiyatlarga koʻproq eʼtibor qaratadi. Ammo shuni yodda tutish kerakki, yangilanib turish va yuqori darajada takrorlanmas obrazga ega ijodkorlik ayniqsa reklama tilida rad qilib boʻlmas ahamiyatlardan deb qaraladi.. Shubhasiz, oʻzini tinimsiz qayta kashf etish, doimiy ravishda yangi yoʻnalishlar yaratish va eʼtiborni ushlab tura bilish qobiliyati jozibador reklama funksiyalarining eng tipik xususiyatlari majmuasi deb qaraladi. Reklamada "oʻzgarish, yangilanish" degan tushuncha to u mavjudki, barqaror yashaydi. Reklamada bu ikki masala zamon bilan birga qadam tashlab, birga nafas oladi. Modomiki, reklama zamonga boqmas ekan, uning "trend"dan orqada qolishi hech gap emas. Zotan, yangi ishlab chiqilgan yoki allaqachon el tanib boʻlgan mahsulotning rivojiga tamal toshini qoʻyishda reklamanning hissasi albatta benazir. Hatto shuni aytish mumkinki, bugungi kunda reklama hayotimizning ajratib boʻlmas bir qismiga aylanib boʻldi.

Yetuk ijodiy salohiyat reklamada asosiy xususiyatlardan biri ekanligini inobatga olsak, oddiy sintaktik tuzilmalar, xaridorlarga bevosita murojaat,

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so'zlarning puxta o'ylangan sxemada qayta – qayta takror kelishi kabilar ijodiy salohiyatni boyitsa, boyitadi-ki; ammo, salbiy ta'sir qilmaydi. Bundan tashqari, kopirayterlarga reklama matnlarini yaratishga buyurtma beruvchi kompaniyalar mahsulotlarining xavfsizligiga alohida e'tibor qaratishadi. Ular mahsulotlari uchun sarflanayotgan pullar bir kun kelib o'z "missiya"sini oqlashiga katta umid bog'lashadi. Albatta, bu maqsadga erishishning eng xavfsiz yo'li lingvistik nuqtai nazardan ham sinovdan o'tgan va tasdiqlangan texnika va strategiyalarga tayanishdir.

Shunday qilib, prototip ramkadan chiqqan holda yuz bergan muqarrar o'zgarishlar va yangilanishlarga qaramay, matnlarning aksariyati quyida tavsiflangan hamda tasdiqlangan tamoyillarga so'zsiz amal qiladi. Reklama tilining asosiy vazifalari e'tiborni jalb qilish va odamlarni u taqdim etayotgan mahsulot yoki xizmatni sotib olishga ishontirish bilan aniqlash mumkin. Tilshunos Kuk to'g'ri ta'kidlaganidek, "bu yagona funktsiya emas. (Reklama) qiziqtirishi, ma'lumot berishi, adashtirishi, xavotirga solishi yoki ogohlantirishi ham mumkin." Lekin yuqorida sanab o'tgan funksiyalarimizdan tashqari, tipik lingvistik xususiyatlarni ham muhim sanashimiz darkor, hamda ularni ham reklama tiliga xos xususiyat deb qarashimiz ayni muddao, chunki ular e'tiborni jalb qilish, ishontirish, shuningdek, qabul qiluvchilarni ko'ngilini olish maqsadida eng yaxshi xizmat qiladigan vositalardandir.

Appelatsiya reklama tilining eng dastlabki va katta ahamiyatga ega funksiyasi hisoblanadi.

Biroq bu funktsiya har doim ham aniq ko'rinib kelavermaydi va xaridorlarga ma'qul kelish hamda ularni mahsulot va xizmatni sotib olishga undash fonida reklama ortida yashirinch qoladi yoki tilning tasvirlovchi, hikoya qiluvchi, poyetik va estetik kabi boshqa funksiyalari bilan birga keladi. Reklamadagi tasvirlovchi til ko'pincha mahsulot tavsiflarida uchraydi. Biroq, reklamaning bu tasvirlab keluvchi vazifasidan juda kam hollardagina amalda foydalaniladi. Mashhur insonlarning mahsulotdan qanday foydalangani va qanday natija olgani haqida hisobot beradigan reklamalar uchun hikoya elementlari juda muhimdir. Reklama tili - xabarni jo'natuvchi, ya'ni o'z mahsuloti yoki xizmatlarini reklama qiluvchi kompaniya tomonidan o'z tarixi, falsafasi va qarashlari haqida bayonot berganida ijobiy funktsiyani bajaradi. Poetik tilga xos bo'lgan funksiyalar esa so'z birikmalari, metafora, neologizm, alliteratsiya, assonans yoki qofiya kabi vositalardir.

Bu reklama tilidagi ijodkorlikning yuqori darajasidan dalolat beradi va iste'molchilarni mahsulot yoki xizmatga qiziqtirish uchun hissa qo'shadi. Reklama tili o'zining yuqori apellyatsiya xususiyati tufayli mafkuraning eng samarali vositalaridan biridir. Leech reklama tilini "yuklangan til" deb atagan va uni xaridorlarning irodasi va munosabatiga ta'siri beqiyosligi va ularning hayollarida ham bo'lmagan mahsulotni sotib olishga bo'lgan xohishni qalblariga joylashni xuddi shu funktsiya zimdan bajarishini ta'kidlab o'tgan. D.Bolinger reklama haqidagi kitobida reklama tilini hatto "Til: katta kuchga ega qurol" deb nomladi. Bu maqsadga oson eslab qolinadigan, oddiy ma'no birligi atrofida guruhlangan nisbatan zaif tuzilishga ega sodda tildan foydalanish orqali erishiladi. Xyuz reklamani "lingvistik kapitalizm" deb atadi va "reklama, til nuqtai nazaridan, erkin tadbirkorlikning ayyorona ko'rinishi bo'lib, unda til jamiyatning umumiy mulki, tabiiy resursiga aylanadi va undan foydalaniladi. Agentliklar o'z mijozlarining marketingdagi ehtiyojlaridan foydalanib o'zlari yaratgan dasturni o'z manfaatlariga eksplutatsiya qilishadi"deb ta'kidlab o'tgan.

Shunday qilib, oddiygina bir reklamaning oynai - jahon yuzini ko'rish uchun qanchadan – qancha mehnat sarflanishi ayon bo'ldi. Bu jarayonlarda kopirayterlardan eng ko'p talab qilinadigan da'volardan bittasi bu gapga chechanlik va grammatikadan ham a'lo darajada xabardor bo'lishlikdir. Ularning bu mahoratlari kompaniyalar umidini oqlashi yoki bo'lmasam ularning hafsalasini pir qilishi mumkin. Shunday ekan, reklama ham madaniyatning bir ko'rinishi deb qaralsa bo'lar ekan.

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**IJTIMOIIY-MADANIY MAKON ZAMONAVIY LINGVISTIKA NUQTAI NAZARIDA
ILMIY-OMMABOP MATNLARNING PRAGMATIK POTENSIALI**

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Annotatsiya:

Ushbu maqolada ilmiy-ommabop matnlarning o'ziga xos xususiyatlari, ularning jamiyat rivojida tutgan o'rni, pragmatik potensial (salohiyat) tushunchasi, ilmiy-ommabop matnlarning pragmatik potensialini vujudga keltiruvchi omillar haqida so'z yuritilgan. Ingliz va o'zbek tillaridagi ilmiy-ommabop matnlardan namunalar keltirilgan.

Kalit so'zlar: ilmiy-ommabop matn, pragmatika, pragmatik potensial (salohiyat), persuazivlik, suggetivlik, adresat, baholovchi leksika

doi: <https://doi.org/10.2024/8qz7md59>

Bizga ma'lumki, matn va diskursning zamonaviy tadqiqi kommunikativ – matnning iste'moldagi til sifatidagi qo'llanilishi va kognitiv – matnning ma'lumot va bilimlarning shakllanishi va yetkazilishidagi xususiyatlarining uyg'un holda tadqiq qilinishi bilan xarakterlidir. Tilning kommunikativ mohiyatining muhim jihati nutqning ta'siridir. Ommaviy va shaxslararo muloqot sharoitida ta'sir vositalarini va ularning samaradorligini, boshqacha qilib aytadigan bo'lsak pragmatik salohiyatini oshirish zamonaviy tilshunoslikning muhim amaliy vazifalaridan biri bo'lib qolmoqda. Ilmiy-ommabop matnlarning lisoniy xususiyatlari pragmatik potensial yaratishda ularning ahamiyat yuqori bo'lgani uchun qisqacha to'xtalib o'tamiz.

Ilmiy-ommabop matn bir qator o'ziga xos xususiyatlarga ega:

- Yagona kommunikativ muloqot va maqsad – mutaxassis bo'lmaganlarga ilmiy bilimlarni yetkazish;

- Muhim va qiziqarli ilmiy materialni tushunarli va ko'ngilochar tarzda yetkazib berish orqali soha mutaxassislari va nomutaxassislari o'rtasida aloqa o'rnatadi;

- Adresat sifatida matnning maqsadga mosligini belgilaydigan nomutaxassis o'quvchilar bo'lsa, adresant sifatida nafaqat mutaxassis olim, balki mavzu bo'yicha zaruriy bilimga ega bo'lgan jurnalist yoki yozuvchi ham bo'lishi mumkin. A. Yu. Kiselyovning fikricha mana shu holatda adresat omili ustunlik qiladi; [1.10-b]

- Persuazivlik (ingl. ishontirish) – jurnalistik matndagi kabi ishontirish effektiga e'tibor qaratish;

- Suggetivlik (ingl. taklif qilish) – mantiqiy nozik, nazariy jihatdan ishora qiluvchi, obrazli, ritmik va tovushli birikmalar orqali o'quvchining tasavvuri, his-tuyg'ulari va ongiga faol ta'sir qilish;

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- Muloqotning gibrid xarakteri – ilmiy-ommabop matn ham ilmiy, ham jurnalistik matnning xususiyatlariga ega bo'ladi. Bundan tashqari ma'lumotni taqdim etishning to'g'ridan to'g'ri bayon va maqola-intervyu kabi shakllarini o'zida mujassam etgan bo'ladi;

- Ko'p vazifaviylik – ilmiy-ommabop matn muallifining strategik harakatlari obyektning muayyan xususiyatlari va muallifning u haqidagi o'y-fikrlarinidan adresatni xabardor qilish jarayonini tartibga soluvchi ma'lum bir aqliy tuzilmani shakllantirishga qaratilgan.[1.12-b]

Ilmiy-ommabop matn yana o'ziga xos matn tuzilish shakliga ega bo'lib, bu uning ustqurmasi deb ataladi. Biz T. A. Van Deyk konsepsiyasida ta'kidlangan fikrga qo'shilgan holda utsqurmani matnning xususiy yoki umumiy ma'nolaridan va ularning mazmunidan mustaqil ravishda mavjud bo'lgan va matnning umumiy tuzilishini belgilaydigan an'anaviy tarxi, bir butun matn tuzilishini tashkil qilgan shakli deb hisoblaymiz.[2.255-b] Ilmiy-ommabop matnlarning tipik-semantik tuzilishi "ilmiy tadqiqot" va unga berilgan "izoh" asosiy komponentlari bilan ifodalanadi. O'z navbatida ushbu komponentlar ham bir qator kichik komponentlarga bo'linadi:

- ilmiy tadqiqot semantik komponenti "ilmiy muammo", "tadqiqot natijalari" va "tadqiqot natijalarini amalda qo'llash" va boshqa subkomponentlardan tashkil topadi;

- izoh komponenti "muallif izohi", "ilmiy tadqiqotchi izohi" va "nomutaxassis izohi" kabi kichik komponentlarni o'z ichiga oladi.

Ilmiy-ommabop matnlarning asosiy pragmatik funksiyalari quyidagilardan iborat:

- axborot berish (o'quvchini yangi ilmiy kashfiyot va ishlanmalardan xabardor qilish);

- ishonitirish (mazkur vazifa ilmiy-ommabop maqolada ilgari surilgan masalalar bo'yicha jamoatchilik fikrini shakllantirish zaruriyatini nazarda tutadi);

- o'quvchi uchun sharhlovchi dastur yaratish (o'quvchining idroki, dunyoqarashi, qarashlarini dasturlash);

- ishonchilikni vujudga keltirish: avtorizatsiya (olim o'zini fan olami vakili va yangi ilmiy ishlanmalar muallifi sifatida ko'rsatib maqola mavzusida bo'yicha shaxsiy fikrini ifodalab beradi);

- e'tiborni jalb qilish va uni saqlab turish (adresatga matnni o'qish jarayonida uning qiziqishini saqlab turadigan eng muhim va ahamiyatli qismlarga urg'u beriladi); dialogizatsiya (maqola muallifi o'quvchiga bevosita murojaat qilish va uni virtual muloqotga tortish orqali matnda o'z ishtirokini bildiradi).

Ingliz va o'zbek tillaridagi ilmiy-ommabop matnlarning tahlili shuni ko'rsatadiki ham ikkala tildagi matnlarda ham o'quvchiga ta'sir o'tkazish orqali pragmatik potensial yaratishda eng ko'p qo'llaniladigan lingvistik vositalardan biri ikkinchi bobning uchinchi faslida so'z yuritganimiz baholovchi leksikadir. Baholovchi leksika ilmiy-ommabop matnda o'quvchilarning atrof muhitni bilishga, anglashga bo'lgan qiziqishlarini qondirib, ularning his-tuyg'ulariga ta'sir qilish orqali ilmiy tadqiqotlarning zarurati va amaliy ahamiyati haqida jamoatchilik fikrini shakllantirish orqali alohida kognitiv-pragmatik rol o'ynaydi. Ilmiy ommabop matnda pragmatik potensialni vujudga keltiruvchi baholovchi leksikaning asosiy mezonlari quyidagilardir: muayyan maqsadga erishish, amaliy ahamiyat va foydalilik, biron bir vazifani bajarish, yangi egallangan bilimlarni amaliyotda qo'llashga yaroqli-yaroqsizligi, yangi natijalarning

zamonaviy ilm-fan talablariga mos kelish yoki kelmasligi va boshqalardir. Baholash obyektlari sifatida, ko'pincha, tadqiqot natijalarining amaliy ahamiyati, tadqiqotning dolzarbligi, masalani o'rganilganlik darajasi, tadqiqot natijalarining o'zi, olimlar faoliyati, tadqiqot natijalarining yangiligi, maqolada ko'tarilgan ilmiy muammo va uning ko'lami va boshqalar bo'lishi mumkin.

Ilmiy-ommabop matnda ratsional baholash vositalari ustunlik qiladi va bu jihat ularni ilmiy matnga yaqinlashtiradi. Misollarga murojaat qilaylik:

This brings us to an important question: If your beliefs and worldview play such an important role in your behavior, where do they come from in the first place? [3.35-b]

Shu tarzda fikrlashda davom etadigan bo'lsangiz, oldingizda qator savollar paydo bo'ladi: afar dunyoqarashingiz va fikrlaringiz xulq-atvoringizga shunchalik katta ta'sir ko'rsatadigan bo'lsa, ularning oz'i qanday paydo bo'ladi? Shaxsiyat qanday shakllanadi? Shaxsiyatning o'sishiga ko'maklashadigan jihatlarni qanday kuchaytirib, xalaqit beradiganlarini asta-sekin so'ndirish mumkin? [4.49-b]

Bizning fikrimizcha ushbu misolda ratsional baholashning ustunligi muallifning taqdimotning maksimal aniqligi, obyektivligi va bir ma'nolilikka intilishi bilan bog'liq.

Tadqiq qilayotgan ingliz va o'zbek tillaridagi ilmiy-ommabop matnlarimizdagi baholovchi leksikaning katta qismi sifatlar, masalan, useful, helpful, important, good, beneficial, user-friendly, effective, efficient, strong, safe; semantik tarkibida sabab, o'zgarish, o'zgarish xususiyatini ko'rsatuvchi semaga ega va miqdor-sifat o'zgarishlarini bildiruvchi fe'llar, masalan, help, provide, improve, add, lead (to), save, reduce, expand; yangilik, foyda, naf, samaradorlik, ustunlik ma'nolarini bildiruvchi ot va ravishlardan iborat va ular matnning pragmatik potensialini vujudga keltirishda alohida ahamiyatga ega.

Xulosa o'rnida shuni aytish joizki baholovchi leksika baholangan tadqiqot natijalariga, ilmiy ishlanmalarga o'quvchini ishonchini oshirish va muallifga ilmiy tadqiqot natijalarini amaliyotga tatbiq etish bilan bog'liqligini ko'rsatishga yordam berish bilan matnning pragmatik potensialini ta'minlaydi. Ilmiy-ommabop matnlarda pragmatik potensialni oshirish uchun keng qo'llaniladigan tipik leksik vositalar metafora, frazeologizmlar va so'zlashuv lug'atidir. Ularning keng qo'llanilishi ilmiy-ommabop matnning pragmatik maqsadi – o'quvchiga hissiy ta'sir o'tkazish bilan bog'liq. Matnni metaforalashdan maqsad majoziy ma'nolar orqali so'zning semantik doirasini kengaytirishdan iborat bo'lib, bu matnning ekspressiv xususiyatlarini oshiradi va o'z navbatida pragmatik salohiyatni ham oshirishiga sabab bo'ladi.

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FRAZELOGIYAGA KOGNITIV YONDASHUV

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Annotatsiya:

Ushbu maqolada frazeologik birliklarning kognitiv yondashuv asosida o'rganilish zarurati ta'kidlanadi. Nomlanishning frazeologik turi olam manzarasini murakkab obrazli va hissiy idrok etish bilan bog'liq jihatlarini aks ettirilishi muhim ekanligi bayon etiladi. Frazeologiya va paremiologiyani o'rganishda kognitiv yondashuv til sohiblarining bilimlari va tajribasini yetkazish va saqlash uchun xizmat qilishi uqtiriladi.

Kalit so'zlar: frazeologiya, nutq birligi, frazeologik birlik, lingvistika, metafora, denotativ ma'no, konnotativ pragmatik ma'no, polisemiya

doi: <https://doi.org/10.2024/6z0nqp11>

Tayyor nutq birliklari shaklida qabul qilingan leksik jihatdan bo'linmaydigan bir butun, tarkibi va tuzilishi jihatidan barqaror, yaxlit ma'noli so'z birikmalariga qiziqish har doim ortib borgan. Frazeologik birliklar tilni sayqallaydigan, jozibali qilib ko'rsatadigan vositalar sifatida qabul qilingan. Keyinchalik frazeologik birliklar lingvistik semantika doirasida o'rganila boshlandi. Atash xususiyatiga ega bo'lgan til birliklarining hosil qilish va shu jarayonning natijasini nomlash, ya'ni nominatsiyadir. Atash lingvistik nazariyasining rivojlanishi bilan frazeologiya masalasi yangicha tus ola boshladi. Tilshunos olimlarni frazeologik birliklarning tilda paydo bo'lish jarayoni qiziqtiradi. Frazeologik birliklarning shakllanishi ko'pincha majoziy va metaforik asos bilan tavsiflanadi (Yaxshiyev 2022: 43).

Atash, nomlash nazariyasi til birliklarining yagona ahamiyatli xususiyatini va ularning gnoseologik mohiyatini tan olishga asoslangan. Nomlash - bu denotativ muayyan belgilarini - moddiy va ma'naviy soha obyektlari va jarayonlarining xossalari, sifatlari va munosabatlarini aks ettiruvchi tushuncha-ma'noning lisoniy belgisiga berishdir (Telia 1977: 101).

Odatda nomlashning asosiy va ikkilamchi turlari qabul qilingan bo'lib, o'z navbatida, ikkilamchi nomlar ikki turga bo'linadi: bevosita nomlash va bilvosita (metafora, metonimiya) nomlash. D.O. Dobrovolskiy ikkinchi darajali nomlashga frazeologik birliklar qo'shilishi kerak deb hisoblaydi (Dobrovolskiy 1990: 62). Nomlanishning frazeologik turi dunyoni murakkab obrazli va hissiy idrok etish bilan bog'liq jihatlarini aks ettiradi.

Bizning fikrimizcha, frazeologik birliklar an'anaviy ikkilamchi, ya'ni bilvosita nominatsiya tushunchasi bilan bog'liqdir, chunki bu alohida frazeologik tur kiritilgan atashning bilvosita turidir.

Frazeologik birliklarning nominativ xususiyati nomlash predmetining nomlanayotgan obyektga munosabatiga asoslanadi. Bunday munosabat sub'ektni baholash, uning ushbu ob'ektga nisbatan subyektiv qarashlari, his-

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tuyg'ulari bilan birga ifodalanadi. Frazeologik birliklarning semantikasida murakkab nomlanish natijasida denotativ ma'no bilan birga, aslida denotativ ma'nodan ajralmas, obyektiv konnotativ pragmatik ma'no yuzaga keladi. Frazeologik birliklarning pragmatik ahamiyati ularning individualligidadir.

Ikkilamchi nomlanish uchun zarur shartlardan biri bu polisemiya yoki ko'p ma'nolilik hodisasidir, chunki bir xil so'z uchun turli xil, ammo ma'lum darajada bog'liq ma'nolarning mavjudligi metaforalarning paydo bo'lishiga olib keladi.

V.M. Mokienkoning ta'kidlashicha, "dunyo juda ko'p sonli tushunchalarga bo'lingan va agar ularning har biri maxsus belgi bilan belgilangan bo'lsa, unda inson xotirasi bunday ulkan miqdordagi belgilarni eslab qolish vazifasini bajara olmaydi" (Mokienko 1999: 70). Ko'p ma'nolilik ongning o'ziga xos xususiyatlari bilan belgilanadi, shuning uchun u ongning mulki sifatida tilning tabiati bilan oldindan belgilanadi (Krivonosov 2001: 737). Binobarin, so'zda oldindan turli ma'nolar mavjud bo'lib, ehtiyojga, vaziyatga qarab bu ma'nolar nutqda qo'llaniladi.

"Agar ko'p ma'nolilik bo'lmaganida, til ifodalilikdan, milliy o'ziga xoslikdan, har qanday harakatdan mahrum bo'lgan avtomatik qurilmaga aylangan bo'lar edi, chunki inson tafakkuri doimiy harakatda bo'lib, takomillashib boradi va o'zining yangi moddiy shakllarini talab qiladi".

Shunga qaramay, bir narsani yodda tutish kerakki, barcha so'zlar bir leksik guruhdan ikkinchisiga bir xil darajada o'tmaydi.

Demak, alohida so'zlarning lug'aviy ma'nolari ularning mazmunini to'liq aks ettirmaydi, faqat boshqa so'zlar bilan qo'shibgina namoyon bo'ladi. Metaforik birliklar bunga yaqqol misoldir.

Metaforizatsiyaning kognitiv jarayoni inson duch keladigan barcha vaziyatlar, holatlar, voqea-hodisalarni nomlash uchun insonning neyropsixologik ehtiyojiga asoslanadi. Odam allaqachon ma'lum bo'lgan va biz nom bergan hodisa, obyektga o'xshatishga intiladi, bu esa o'z navbatida metafora paydo bo'lishiga olib keladi.

Bunday mulohazalar uchun asosni biz I.G.Olshanskiy ilmiy qarashlarida topamiz. U metaforik ijod va tafakkur o'rtasidagi bevosita bog'liqlikni isbotlagan, bu esa o'z navbatida qiyosiy konstruksiyalarning paydo bo'lishiga olib keladi. Uning yozishicha, til boshidanoq inson o'zini tabiat bilan bog'laganda haqiqiy metafora paydo bo'lishini va u dunyoni o'zlashtirishning muhim vositasiga aylanishini aytadi.

Keyinchalik metafora-ramzlar paydo bo'ladi (qahramonlik dostonlari, miflar), shundan so'ng mavjud nomlar ekstralingvistik voqelikning yangi obyektlariga ko'chirilishi bilan poetik metafora davri boshlanadi.

Frazeologik birliklar, maqollar, matallarni ilmiy nuqtai nazardan o'rganishda kognitiv yondashuv ushbu lingvistik birliklarni barqaror asosiy tuzilmalari sifatida ko'rib chiqish imkonini beradi. Ular "kognitiv tizimda kontseptsiya rivojlanishining ishonchli ko'rsatkichi" (Safarov 2006: 79) hisoblanadi va ona tilida so'zlashuvchilarning bilimlarini, tajribasi va milliy-madaniy xususiyatlarini aniq yetkazish va saqlash uchun xizmat qiladi.

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XORIJIY TILLARNI O'QITISH VA O'RGANISHDA IJTIMOIIY TARMOQLARNING ROLI

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Annotatsiya:

Hammamizga ma'lumki, XXI asr texnika va texnologiya asri. Shu sababli ham, butun dunyoga keng tarqalgan Telegram, Whatsapp, Instagram va shu kabi bir qancha ilovalar orqali tashkil qilingan guruhlarda, kanallarda va shuningdek ovozli chat va videochatlarda olib boriladigan onlayn darslar orqali til o'rganuvchilar soni ortmoqda. Bu maqolada ijtimoiy tarmoqlar orqali til o'rganishning qanchalik foydali va zararli ekanligi xususida atroflicha fikr yuritiladi.

Kalit so'zlar: xorijiy til, metodika, ijtimoiy tarmoqlar, onlayn dars, kanal va guruhlar, ovozli chat, video chat

doi: <https://doi.org/10.2024/1t3bmc37>

Mamlakatimizda xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti soati keldi. Biz raqobatdosh davlat qurishni o'z oldimizga maqsad qilib qo'yg'an ekanmiz, bundan buyon maktab, litsey, kollej va oliy o'quv yurti bitiruvchilari kamida 2 ta chet tilini mukammal bilishlari shart. Bu qat'iy talab har bir ta'lim muassasasi rahbari faoliyatining asosiy mezoniga aylanishi lozim, - dedi Shavkat Mirziyoyev [1]. (yuz.uz)

Mamlakatlarni jamiyki insonlarni ilm yuksaltiradi, bu dunyoda va oxiratda insonlarning darajasini belgilab beradi [1;201]. Yurtimizda xorijiy tillarni xususan ingliz tilini o'qitish va o'rganishni ommalashtirishni yangi bosqichga olib chiqish va ushbu sohani keng rivojlantirish uchun tizimli ishlarni tashkil etish, ulg'ayib kelayotgan har bir yosh avlodni har tomonlama barkamol qilib tarbiyalash, buning uchun barcha shart-sharoitlarni yaratish davlatimizning oliy maqsadlaridan biridir. Shuningdek, xorijiy tillarni o'rganish va o'qitish jarayonida axborot kommunikatsiya texnologiyalari, dasturiy ta'minot loyihalaridan keng foydalanish dars samaradorligini oshiribgina qolmasdan, ularning xotirasida tez va uzoq muddatga saqlanishini ta'minlaydi. Til o'rgatish va o'rganish davomida sifatli videorolik, o'yin, ko'ngilochar ko'rsatuv, filmlar va boshqa o'rgatuvchi kontentlardan foydalanish til o'rganuvchilarda darsga bo'lgan qiziqishni oshiradi. Hozirgi kunda ko'plab odamlar til o'rganishning onlayn shaklini afzal ko'rishmoqda. Bu orqali ular uydan chiqmagan holda vaqti va mablag'ini tejab til o'rganishni davom ettirishadi. Misol tariqasida shuni aytib o'tish kerakki, Ibrat farzandlari loyihasining tashkil etilishi yurtimiz yoshlari uchun katta imkoniyatlar eshigini ochib berdi. Loyihaning ilk darsi 2022-yil noyabr oyida Youtube platformasiga joylangan. Bugungi kunda mazkur

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platformada 20 dan ortiq xorijiy tillardan 2100 ta dars o'rin olgan. Foydalanuvchilar 511 mingni, ko'rishlar soni 26 millionni tashkil etadi. "Ibrat Academy" ilovasida (1-rasmga qarang) 880 ming o'quvchi barcha tillardan bepul, tizimli va kreativ darslarni o'rganish imkoniga ega [1]. (t.me/ibrat farzandlari)



1-rasm

Ijtimoiy tarmoqlardan agar to'g'ri maqsadlarda foydalanilsa, yangi tilni o'rganish uchun teleko'rstuvlar, podkastlar, kitoblar yoki boshqa har qanday ommaviy axborot vositalari kabi qimmatli bo'lishi mumkin. Bir-biriga uzviy bog'langan bu dunyoda ijtimoiy media qimmatli ta'lim resursiga aylanish uchun oddiy aloqa vositasi sifatidagi roldan oshib ketdi [2]. Ijtimoiy media platformalari keng qo'llanilishi va xilma xil mazmunda ekanligi sababli o'qituvchilar va repetitorlar tomonidan til o'rganish va o'qitish jarayoniga keng tadbqiqilinmoqda. O'quv markazlari oflayn darslar bilan birgalikda onlayn darslarni ham yo'lga qo'ymoqda. Til o'rganish uchun ijtimoiy tarmoqlardan foydalanishning eng katta afzalliklaridan biri bu turli xil ko'rinishdagi kontentlarning ko'pligidir. Foydalanuvchilar o'z qiziqishlarini e'tiborga olgan holda o'ziga ma'qul bo'ladigan kontentlarni baham ko'radigan kanallar, guruhlar va sahifalarni kuzatishi mumkin. Ijtimoiy media platformalarida foydalanuvchilar tomonidan bildirilgan sharhlar, xabarlar va hatto ovozli yoki videochatlar orqali uyushtiriladigan suhbatlarda qatnashish xorijiy tilda og'aki nutq ko'nikmalarini sezilarli darajada oshirishga o'z ta'sirini ko'rsatadi. Muhokamalarda faol ishtirok etish orqali tajribali ustozlardan jumlar tuzish, fikrlarni ifodalash va javoblarni tushunishni o'rganadilar. Jumladan, siz Youtube sahifasi orqali videodarslar, videodarsliklar, jonli translatsiyalarni tomosha qilishingiz va Tiktok ilovasi orqali til qobiliyatlaringizni namoyish etadigan kontentarni joylashingiz hamda boshqa o'quvchilarni ham til o'rganishga bo'lgan qiziqishlarni oshirishga hissa qo'shishigiz mumkin.

Hamma narsaning ham ijobiy ham salbiy tomoni bo'lganidek ijtimoiy tarmoqlarning ham bir qancha zararli taraflari bor. Shuningdek, turli ijtimoiy tarmoq sahifalariga sho'ng'ish orqali til o'rganuvchilarning diqqatlari bo'linadi, asosiy maqsadi esidan chiqadi. Ko'plab ijtimoiy tarmoq sahifalari mavjud, ammo ularning hammasi ham til o'rganish va o'qitish uchun mos emas.

Xulosa o'rnida shuni aytib o'tish joizki, bugungi kunda ijtimoiy tarmoqlarning hayotimizda tutgan o'zni nihoyatda muhim. Ulardan qanday foydalanish har bir ijtimoiy tarmoq foydalanuvchilarining maqsadlariga, afzalliklariga va auditoriyasiga bog'liq, shunga qarab ular o'ziga mos bo'lgan platformalardan foydalanishi mumkin.

Foydalanilgan adabiyotlar ro'yxati:

International Conference

**HUMANISTIC ROLE OF LANGUAGE AND LITERATURE IN THE CONTEMPORARY
GLOBALIZATION**

[1]. Xasanova G.X., Abduvaliyeva G. *XX asr adabiyotida o'zbek ayolining ta'lim sohasidagi o'rni. Current approaches and new research in modern sciences. International scientific-online conference. Poland – 2024. P.201-202.*

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INTERCULTURAL TRANSLATION CONCEPT TEXTS UNDER INTERNATIONAL LAW

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Abstract:

A high-quality written translation on legal topics will be useful, for example, both for the owner of a judicial organization who has concluded a lucrative contract abroad and for an ordinary foreman who wants to read a competent translation of instructions for legal documents.

Key words: law, international law, legal terms, lexical units, translation, terminology, legalization, contract, documents, dictionary, proficiency, comparison

doi: <https://doi.org/10.2024/7dyqv446>

There is an undeniable connection between cultural and ethnic peculiarities of peoples and their influence directly on the understanding of texts in the field of international law, in particular, when translating texts from one language to another, taking into account cultural characteristics, which determines the relevance of this study. Quite often, a translator may face a number of translation problems that are associated with the fact that the translator does not have sufficient knowledge of certain information regarding the content of certain concepts in order to perform an adequate and complete translation of the text, therefore, special attention should be paid to the existence of some necessary knowledge in areas of other cultures, since culture has a direct connection with language associated with this culture directly. The problem of cultural and ethnic concepts of translation of texts was reflected in the works of Y. Naida, E. Sapir and B. Whorf, and some others.

It is known that languages differ from each other not only by their vocabulary and grammar, but also by the fact that each of them divides the reflected reality in its own way, creates its own "picture of the world". Therefore, in the translation process takes place not only the interaction of two languages, but also interaction of two cultures, two different "pictures of the world".

Exists facts indicating the impact on the translation process and its result cultural differences between two linguistic groups, the consideration of which allows us to approach this process as an intercultural communication, which involves overcoming not only linguistic, but also cultural barriers. In particular, there is a direction that seeks to justify the dominant role of cultural differences for all translation activities. The well-known statement of J. Casagrande, that "not languages, but cultures are translated" is the best way to characterize this direction. However, as V.N. Komissarov, such the opposition does not take into account the nature of the interaction between language and culture. Cultural differences are reflected in the language and form part of the differences in the

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"worldview" created by languages. Features of culture 8 affect the meaning and use of linguistic units. That is, "translation from language into language always involves translation from one culture to another " [8, 73-74].

In turn, the well-known concept called "The Sapir-Whorf hypothesis" is of great importance. This concept, which is often called the hypothesis of linguistic relativity, comes from the assumption that the structure of language determines the structure of thinking and the way of knowing the external world. The nature of knowledge of reality depends on language in which the cognizing subject thinks. People divide the world, organize it into concepts and distribute meanings as it is imposed on them language. Cognition does not have an objective, universal human nature: similar phenomena add up to different pictures due to differences in thinking imposed by differences in languages.

Hence it follows that complete mutual understanding between representatives of different cultures speaking different languages is fundamentally impossible: languages erect an insurmountable barrier between the thinking of people of different cultures. Each language creates a kind of linguistic picture of the world, which is one of the reasons for the difficulties that arise when translation. Individuals from the same culture face particularities other cultures in direct communication with the carriers of these cultures both at home and abroad or receive an appropriate information orally or in writing from the screen, from newspaper pages, from literary works and other sources. In particular, one of such sources that are widespread in the modern world, are translations. Revealing the originality and diversity of cultural values, customs and traditions, translations contribute to mutual understanding and mutual respect, enrich the culture of each nation, bring great contribution to the development of his language, literature, science and technology [14, 67-69].

It is necessary to pay attention to the concept of dynamic equivalence of translation, which was widely presented in both Uzbek, and in foreign translation schools, and attached particular importance to cultural and ethnic aspects of translation, including cultural adaptation of the text during translation. At this stage, the cultural component is still was not recognized as a necessary and inalienable condition for a successful translation, but only contributed to the translation fulfilling its main function - was a full-fledged communicative replacement of the text of the original. It is also important in the process of executing a translation program that the translator tries to express the meaning of the original. In the target language, based on their perception and understanding of the text, which is due to its cultural patterns. He has to create a text in new linguistic and cultural conditions for him and try preserve the language and stylistic features of the original in the translation. In particular, we can say that each culture has its own cultural and linguistic models (for example, values and attitudes society), and the texts of a given culture have specific relationships. Entering into inter-textual relations, the text of the translation, in contrast to the original, inevitably acquires a different meaning [25,116].

Thus, summarizing all of the above, it should be emphasized that that within the framework of a culture-logical approach to the problems of translation, it is recognized that translation means not only the transition from one language to another, but also from one culture to another. It follows that the decisions made by the translator are greatly influenced by differences in the socio-cultural experience of the native speakers and the target language. Based

on the above, in relation to the cultural-ethnic concept of translation of texts under international law, the following conclusions can be drawn:

1) Having considered the concept of Y. Naida, which is focused directly on the cultural and ethnic aspects of translation, it should be noted that it can be assumed from this that there is a certain cultural adaptation when translating a text from one language to another;

2) It is necessary that the translation text does not contain alien cultural facts or images or associations based on these facts. It seems that this does not pose a serious problem for the translator, since, if necessary, he can turn to the interpretation of certain other concepts of another culture and thus gain an understanding of the content of a certain concept unfamiliar to him;

3) Despite the differences in the worldview of subjects of different cultures, this fact is not the reason for the difficulties that may arise during translation when it comes to representatives of linguistic carriers who live in similar cultural conditions, since the differences in their understanding of the world will be minimal;

4) It can be assumed that any inaccuracies and liberties in translating official legal and other texts may further lead to a change in the understanding of the text in general, while as in literary translations the situation is allowed when it is possible to make some deviations from the original during translation;

5) There are certain differences in grammatical aspect languages. In English, for example, there is a causative turnover, but in Uzbek, there is no similar design or special means for expressions of causation, so translation in this case can present certain difficulties. Distributed in English positive attributive phrases formed by

juxtapositions of a number of nouns that are difficult for translation due to the variety of semantic relationships between the members of the phrase, as well as poly-semantic is very characteristic of the English language and it must be constantly borne in mind that many words, depending on the context, can have a completely different meaning;

6) There is currently a fairly developed relationship between different cultures as they interact with each other.

This largely determines the fact that the worldview of everyone a particular person is constantly expanding, and in this regard, for the translation this, in particular, will not constitute any particular problem when translating from one language to another, especially when the origin these languages are due to similar cultures. Thus, despite irrefutable differences in the understanding of certain phenomena in another language, there are, rather, more similar concepts than different.

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ПРОЗВИЩА КАК ИСТОЧНИК ФАМИЛИЙ В АНГЛИЙСКОЙ ОНОМАСТИКЕ

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Аннотация:

Статья посвящена анализу прозвищ, которые являются одним из источников фамилий в английской ономастике. Процесс номинации включает такие группы, как генеалогические, местные, профессионально-должностные, описательные.

Ключевые слова: ономастика, субстрат, фамилия, антропонимия, имя, прозвище, индивидуальное имя (ИИ), однотемные, двухтемные, производные имена, генеалогический, топоним, апеллятив

doi: <https://doi.org/10.2024/e9xyqs69>

Современная английская антропонимическая система сложилась под воздействием многих исторических факторов, повлиявших на язык и на систему имён, в частности. В настоящее время личное имя и фамилия состоят из незначительного кельтского субстрата, значительного германского слоя при огромном влиянии франко-норманнского суперстрата.

Самой древней антропонимической единицей является прозвище. Оно явилось источником личных имён, фамилий и других антропонимических категорий. Время возникновения прозвищ, т.е. первых имён, теряется в глубине истории. Однако причины их возникновения вполне ясны и социальны. Прозвище – имя возникло тогда, когда потребовалось отличить одного индивидуума от другого в первобытном человеческом обществе. Естественно, что с полной достоверностью мы не можем утверждать, какими были прозвища в ту эпоху. Однако, рассматривая принципы наделения прозвищами в древнеанглийский, среднеанглийский и в современный периоды, мы приходим к выводу, что они имеют много общего. Прежде всего стоит отметить, что они этимологически распадаются на те же классы, что и фамилии, а основным отличием от последних является относительная лёгкость утраты и приобретения прозвища, в то время как фамилия всегда постоянна, официально закреплена и передаётся по наследству.

Прозвища и фамилии делятся на четыре основных класса: а) генеалогические; б) местные; в) профессионально-должностные; г) описательные.

Генеалогические прозвища и фамилии являются такими, которые указывают на родство по отцу, матери, брату и т.п. Ср. **Osbern Hauoc, filius**

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Hauoc; Duddesunu = filius Dudde; Ida waes Eopping = был сыном **Eoppa, Gosfridus nepos Abbatis, Ranulf Meschin**, а его сын **Hugh fitz Ranulf, Roger fitz Gerold, Euerardus filius Brientii**. Часть генеалогических прозвищ и фамилий можно также назвать отантропонимическими, т.е. образованными от личных имён: совр. **Alsey, Elsey, Elsie** из древнеанглийского личного имени **AElfisige** 'эльф – победа', совр. **Goodluck, Goodlake, Gullick, Gutlack** из древнеанглийского личного имени **Gudlac** 'сражение – игра' и т.п. Этот термин, однако, не включает такие прозвища, как **Uncle** 'дядя', **Widowson** 'сын вдовы', **Watmough** 'деверь или свояк Уота', т.е. Уолтера', **Senior** 'старший', **Cousin(s)** 'двоюродный брат, сестра'.

Местные прозвища и фамилии можно также определить как оттопонимические, т.е. образованные от топонима или апеллятива, указывающего на место проживания индивидуума: **Jordan atte More** дало совр. **Atmore, Thomas Atte Wode** → совр. **Attwood, Adam de Cockfeld** → совр. **Cockfield, Adam de Salesbury** → совр. **Salisbury, Robertus de Fordham** → совр. **Fordham; Ulfricus de teuersham**. На место жительства часто указывали такие предлоги и их варианты: **aboue (above), at (a, at, att, atte), by, binethe (beneath), in, if, on, ouer (over), under, up**, а также франко-норманский предлог **de**, который впоследствии выпал. Английские предлоги или сохранились (**Atwood**), или выпали (**Wood, Wodehouse**).

Профессионально-должностные прозвища и фамилии отражали род занятий носителя: **Herd** 'настух', **Richard le Flesmongere** (совр. **butcher**) 'мясник', **Denis de Otemonger** 'продавец овса', **John de Candlemakere** 'ремесленник, делавший свечи', **Witiget the priest, Eadric the Wild, Raulf Eorl**, 'граф'. Интересно, что перед прозвищами, указывающими на профессию или должность, в документах ставится французский артикль **le** и английский артикль **the** (предлоги не употреблялись), в речи этот артикль опускался: **John Fleshehewer, Greensmith, Redsmith, Arrowsmith, Glaswright, Chesewright, Fuller, Baker, Simister** (совр. апеллятив **sempstress**) и т.п.

Описательные прозвища и фамилии характеризуют носителей с разных точек зрения: 1) по внешним физическим качествам (**Long, Armstrong, Whitehead, Greybeard, Blind, Foot**); 2) по одежде (**Curtmantel, Widehose**), по оружию (**Longspear, Pallet**); 3) по социальному положению (**Poor, Power, Richson, Raggas** – от **rags**); 4) по моральным качествам (**Goode, Patient, Perfect, Faultless, Gay, Makepeace, Friend, Truelove, Spendlove, Proudfoot Sad, Slyman, Lovegold, Blackmouth, Fox**); 5) по характерным высказываниям человека (**Bygod, Godon** от **God damn**), от девизов (**God-send-us, God-me-fetch**); очень много фамилий из апеллятивов, обозначающих животных мир (**Oliphant, Lion, Hund, Bull, Buk, Swan**), однако они относятся к 1) или 4), а иногда и оттопонимическим (по знаку над домом, где проживал первый носитель).

Некоторые другие прозвища также трудно классифицировать: **Penny, Sixpence** – могут указывать на социальное положение, но также и на характерный выкрик продавца, называющего цену своему товару. Таких двусмысленных толкований мы встретим множество. Причиной тому само возникновение прозвища, оно спонтанно, т.к. порождено конкретными условиями, но в основе всегда лежит одна и та же причина: стремление выделить, индивидуализировать носителя из ряда ему подобных, указать на что-то специфическое, свойственное только данному человеку. Однако каждый человек может иметь несколько прозвищ, хотя не всегда

одновременно, характеризующих его с различных сторон и в разное время. Этим прозвища существенно отличаются от фамилий.

Кельты принесли свою антропонию. К началу новой эры на островах проживали в основном племена двух больших кельтских групп: галлы, либо гаэлы, и кимры, бритты и др. Гаэлы, кимры и др. имели однотемные, двухтемные и производные индивидуальные имена (ИИ).

Гаэлы (предки ирландцев и шотландцев) давали, например, такие ИИ из двух основ: **Faolchadh** < **faol** 'волк' и **chadn** 'воин', **Muireadhach** < **muir** 'море' и **eadhach** 'люди' (два существительных в им.п.), **Cuchatha** < **cu** 'нёс' и **chatcha** 'сражение' (генитив), **Cuganmathair** букв. 'нёс без матери', т.е. 'осиротевший нёс' (предложное сочетание), **Fionnbhar** 'светлая голова', **Bhaufhionn** 'голова светлая', т.е. 'светловолосый' (прилагательное в препозиции и постпозиции соответственно). Однотемными у гаэлов могли быть отдельные темы двухтемных ИИ, возможно их штюкаристики: **Teimhean** 'тёмный', 'серый'. Однако скорее всего параллельно существовали однотемные ИИ и они же выступали в роли тем для сложных ИИ. Прозвища гаэлов делились на классические четыре разряда индоевропейской системы: а) генеалогические; б) местные; в) профессионально-должностные; г) описательные. Огромное предпочтение отдавалось генеалогическим прозвищам, из которых строилась цепочка, указывающая на родословную по отцовской, редко материнской линии. В генеалогических прозвищах в основном использовался термин **mac~maq** 'сын', реже другие: **ui** 'внук', **fer** 'муж', т.е. 'муж такой-то' (ср. совр. наследственное имя (=фамильное имя): **Macdonald** < **mac** + **Domnhall**, **Macrae** < **mac** + **Rath** и т.п.). Позже под влиянием германского **son~sunu** появляется у шотландцев **Ferguson** < **Fergus** + **son**, **Farquharson** и др. Возникают местные, т.е. оттопонимические имена: **Mannan** 'с островов Мэн' и т.п. Другие группы: **Mognuadatt** 'раб Наудат', **Maclir** 'сын моря' (так гаэлы называли искусных лоцманов), **Brecc** 'конопатый' и т.п.

Кимры (предки валлийцев) населяли юг современной Англии, затем были оттеснены на запад (совр. Уэльс). Имена древних валлийцев также представляют двухтемные ИИ: **Cadguptel** < **cad** 'битва' + **gustel** 'сражение' (два аппелятива), **Gryffyd** < **cref** 'сильный' + **fydd** 'вера', **Branwen** < **bran** 'грудь' + **gwen** 'белая'. Однотемные ИИ восходят к прилагательным – **Uthyr** (**uthr** 'ужасный', 'страшный'), аппелятивам – **Budic** (**buddugg** 'победительница'). Производные ИИ представлены суффиксированными существительными, прилагательными, причастиями. Суффиксами были – **agn-**, **-eg-**, **-on-**, **-ic-**, **-iv-** и т.п. Деминутивным значением обладали суффиксы **-yn-**, **-en-**, **-og**: **Bledodyn** 'волчонок' (**blaid** 'волк'). Свои ИИ кимры меняли на протяжении жизни в зависимости от каких-либо значительных обстоятельств: потерянный и вновь найденный ребёнок мог получить другое ИИ, после битвы юноша мог также выбрать новое ИИ. Иногда добавлялись прозвища.

Распространялись прозвища временные либо пожизненные вторые компоненты именования, но ещё не ставшие наследственными. Самыми распространёнными прозвищами были генеалогические, такое прозвище часто прослеживало генеалогию носителя за несколько поколений. Это давало определённые права.

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ЗНАЧЕНИЕ ТОНА В УСТНОЙ И ПИСЬМЕННОЙ ФОРМАХ МОНОЛОГИЧЕСКОЙ РЕЧИ

А. Буранова ¹

Аннотация:

Данная статья рассматривает важность тона в устной и письменной формах монологической речи. Обсуждаются различные аспекты влияния тона на коммуникацию, включая эмоциональную выразительность, управление вниманием, убеждение и влияние, установление эмоциональной связи и избегание однообразия.

Ключевые слова: тон голоса, монологическая речь, коммуникация, выразительность, восприятие аудитории

doi: <https://doi.org/10.2024/x88bbj93>

В мире общения тон голоса играет ключевую роль, особенно в устной монологической речи. Он не только передает эмоциональное состояние говорящего, но и оказывает значительное влияние на восприятие аудиторией сообщаемой информации. В данной статье мы рассмотрим важность тона в устной и письменной формах монологической речи.

Тон голоса способен передать широкий спектр эмоций - от радости и восторга до грусти и разочарования. Правильно подобранный тон помогает усилить эмоциональное воздействие на аудиторию, делая выступление более запоминающимся.

Смена тона и интонации помогает выделить ключевые моменты выступления, привлекая внимание аудитории к важным аспектам сообщаемой информации. Это позволяет удерживать внимание слушателей на протяжении всего выступления.

Использование убедительного тона позволяет говорящему убедить аудиторию в своей точке зрения или важности высказываемых идей. Правильно подобранный тон голоса способствует убеждению слушателей и влияет на их восприятие выступления.

Тон голоса может создать эмоциональную связь между говорящим и аудиторией. Эмпатичный и дружелюбный тон помогает установить контакт с аудиторией, делая выступление более привлекательным и понятным.

Монотонный тон голоса может скучным образом влиять на аудиторию, делая выступление менее привлекательным и интересным. Разнообразие в тональности помогает поддерживать интерес и вовлеченность слушателей на протяжении всего выступления.

В монологической речи говорящий может выражать свои мысли и мнения через субъективное отношение. Также повышение уровня

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значимости монологической речи можно понимать в устном и письменном проявлении отношений между говорящим и слушающим в нашем личном обществе.

В письменной монологической речи, хотя интонация не передается прямо через голос, она все еще играет важную роль в передаче смысла и эмоций. Вот как это происходит:

1. Использование стиля и языка: Автор может использовать различные стили и язык для передачи определенной тональности текста. Например, использование формального языка может придать тексту серьезность, в то время как разговорный стиль может создать более дружественную атмосферу.

2. Выбор слов и фраз: Выбор слов и фраз также может влиять на тональность текста. Например, использование восклицательных или вопросительных предложений, а также междометий, может передать эмоциональную окраску высказывания.

3. Структура и организация текста: Организация текста может влиять на его тональность. Например, использование кратких предложений или повторяющихся фраз может придать тексту энергичный и динамичный характер.

4. Использование описания и диалогов: Описания сцен, персонажей и диалогов могут помочь передать эмоциональную окраску и тональность текста.

При организации письменной речи необходимо развивать навыки употребления вводных слов и слов с художественной окраской. Это один из наиболее развитых механизмов письменной речи и одно из основных средств проявления мыслительных способностей студентов. Научные исследования ученых в этом направлении сегодня определяют устранение недостатков в области письма и образцовое выполнение услуг и практик в этой области.

Дефекты письменной речи выражаются образованием грубых орфографических ошибок, которые могут возникать и путем сокращения различных элементов, сочетаний и слов. В процессе обучения устному и письменному сочинению студенты должны уметь понимать и освещать тему, представлять свое сочинение четкой идеей, собирать материал, систематизировать и размещать его, составлять план и писать по плану, по содержанию. и речевой ситуации, формируются навыки использования языковых средств и совершенствования письменного сочинения.

Помимо этого, выполняются и «технические» задачи, то есть соблюдаются такие требования, как соблюдение правил орфографии и грамматики, написание текста от абзаца к абзацу, соблюдение полей. Устные и письменные сочинения классифицируются по источнику материала, уровню самостоятельности, способу подготовки, жанровым и языковым особенностям. Сочинение разделено на три части в зависимости от источника материала:

1) сочинение на основе собственного опыта, наблюдений, экскурсий, игр и других живых материалов;

2) сочинение на основе книжного материала, рисунков, фильма, пьесы, рассказа преподавателя и других источников;

3) сочинение с использованием материала из различных источников.

По уровню самостоятельности, способу подготовки сочинение делится на две категории:

1) сочинение, написанное на общую тему после коллективной подготовки;

2) индивидуальное сочинение, написанное после индивидуальной подготовки по определенной теме. По жанру оно делится на повествовательные, описательные и дискуссионные очерки. Классификация сочинения помогает глубже понять учебные задачи, а также распределить виды работы в необходимом направлении.

Нарушение письма часто сопровождается дисграфией или дислексией. Речевая деятельность студентов реализуется реально, мысли понимаются в форме произношения звуков, увиденных событий. С точки зрения логопедии понимают, что артикуляционные явления, используемые в области родного языка и литературы или в областях науки, направленные на развитие различной речи, сделали учащихся более продвинутыми и поставили предметы устного и письменная речь на правильном пути. Не следует забывать, что при анализе и синтезе слов и предложений во многих случаях их правильное составление выражается в том, что логическая непрерывность слов соответствует понимаемой мысли.

Известно, что разговорная речь считается первым ориентиром речевого развития, и она постепенно совершенствуется. Разговорная речь проявляется в устном повествовании прочитанных текстов. Обучение речи происходит в ходе всех занятий, но ведущую роль должны занимать занятия по литературе. Духовная зрелость студентов воплощается через литературу.

Речь преподавателя является образцом для студентов. Чтобы речь была беглой и понятной, прежде всего необходимо уделять внимание устранению дефектов в их речи. Человеческая речь является уникальным отражением культуры и образования. По речи говорящего можно сразу определить уровень мышления и развития наряду с его нравственным, духовным, интеллектуальным развитием;

Речевое развитие – это способ приобщения человека к культуре, условие его самообогащения, познания нового, развития его способности усваивать культурные ценности.

Это средства познания, мышления, развития. Они богаты возможностями для творческого обогащения. Весь поток знаний проходит по языковым каналам: понятия усваиваются посредством слов, мысли и речь строятся в языковых формах. Речь, в свою очередь, является каналом развития ума. М. Горький писал: «Нужно уметь высказать свое мнение. Если вы хорошо говорите и пишете, то общение с людьми принесет вам удовлетворение и радость, вы сможете поделиться с ними своими знаниями, отстоять правоту своих убеждений.

Разговорная речь представляет собой типичную речь, и эта речь больше связана с тоном и различными жестами.

В некоторых семьях родители, воспитатели детских садов, учителя начальных классов оказывают положительное влияние на речь детей, дети приобретают культурные и литературные речевые навыки. Из-за пренебрежения этим вопросом в некоторых семьях, детских садах и школах ребенок лишается возможности овладеть культурной речью. Разумеется, такая ситуация отрицательно влияет на рост и развитие ребенка как культурного взрослого человека. Поэтому необходимо уделять большое внимание развитию речевых навыков у ребенка с юных лет.

В заключение, можно сказать, что тональность играет критическую роль в устной монологической речи, влияя на эмоциональное состояние и восприятие аудиторией. Правильно подобранный тон помогает усилить эмоциональное воздействие, управлять вниманием и убеждать слушателей, делая выступление более эффективным и запоминающимся. В обоих случаях, как в устной, так и в письменной монологической речи, тональность играет важную роль в передаче смысла, эмоций и убеждений. Эффективное использование тона позволяет выразиться более точно и эмоционально, что улучшает восприятие сообщения аудиторией или читателем.

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ЛИНГВОДИДАКТИЧЕСКИЙ ПОТЕНЦИАЛ И ЕГО РЕАЛИЗАЦИЯ В ПРЕПОДАВАНИИ РУССКОГО ЯЗЫКА (НА ПРИМЕРЕ НАЦИОНАЛЬНЫХ ГРУПП)

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Аннотация:

В данной статье определены методы использования лингводидактического потенциала как средства обучения и контроля уровня сформированности коммуникативной компетенции в условиях наличия языковой среды и её отсутствия; его применении в практической методике преподавания русского языка в национальных группах, адресованного как обучающемуся, так и преподавателю. Такие методы предполагает высокую степень адаптивности речевой коммуникации, обеспечивающую возможность использования лингводидактических методов на разных уровнях владения русским языком как иностранным.

Ключевые слова: лингводидактический потенциал, лингвокультурология, методы обучения, коммуникация, межкультурное общение

doi: <https://doi.org/10.2024/m4n2e776>

Обучение русскому языку, в национальных группах в том числе, в XXI веке сталкивается с новыми требованиями и вызовами. Курс русского языка как иностранного должен быть практик ориентированным, готовить к будущей работе и общению в социуме, изучаться в комплексе с другими предметами. Этого возможно достичь лишь при интегрировании в учебный процесс новых методов обучения с помощью инновационных учебных средств. Наше исследование базируется на ключевых идеях коммуникативного, личностно-ориентированного и компетентностного подходов к обучению русского языка и нацелено на их реализацию в учебном процессе на основе лингводидактического потенциала в преподавании.

Требования к результатам обучения, сформулированные в Государственных стандартах по русскому языку как иностранному, предписывают необходимость овладения обучающимся коммуникативной компетенцией на определённом уровне с целью формирования способностей работать в команде, создавать новые продукты, искать и анализировать информацию, творчески подходить к решению целого ряда проблем. Таким образом, возникает потребность внедрения в учебный процесс новых методов обучения, обеспечивающих формирование комплексных умений, способствующих развитию языковой и социальной личности каждого обучающегося студента, исходя из его индивидуальных потребностей.

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Формирование такого комплексного подхода к обучению русскому языку в национальных группах вызывает необходимость изучения лингводидактического потенциала метода проектов как эффективного метода обучения и контроля уровня сформированности коммуникативной компетенции, а также средства развития поисковых, творческих, практических умений и навыков студента.

Вопросы развития речи и самостоятельного мышления, формирования аналитических способностей преподавателей, организации творческой работы в системе образования исследовали отечественные лингвисты А.Зуннунов, С.Мачонов, Г.Юлдошев, Б.Тухлиев и др;

Российские исследователи А.Н. Щукин и Э.Г. Азимов характеризуют лингводидактический потенциал как «различные способы и возможности использования аутентичных материалов на изучаемом языке (текстов, фильмов, музыкальных произведений, веб-страниц и др.) в процессе преподавания и изучения иностранного языка» [3,234]. В данном исследовании мы распространяем этот термин на целостную характеристику метода обучения, расширяя тем самым его семантическое поле. Мы определяем лингводидактический потенциал как выявление различных способов и возможностей его использования в конкретных условиях обучения.

Метод использования лингводидактического материала при обучении имеет долгую и плодотворную научную историю и опыт практического применения. Зародившись в 16-м веке в Италии в архитектурных школах как способ индивидуализации и активизации творческой деятельности обучаемых, впоследствии широко распространился в Европе и Северной Америке, начав применяться в других учебных областях [8,15].

К настоящему времени в методике преподавания русского языка как иностранного методы использования лингводидактического материала комплексно не описывались, что не позволяет использовать в полной мере его потенциал.

Проблема данного исследования заключается в определении методического потенциала, а также способов и приёмов применения лингводидактического материала на занятиях по русскому языку в национальных группах в целях формирования коммуникативной компетенции учащихся, развитии их речевых способностей.

Структура межъязыкового общения включает три взаимосвязанных компонента: а) коммуникацию как обмен информацией, т.е. реализацию правил общения, культурных традиций иной лингвокультурной общности, что ведет к взаимопониманию; б) интеракцию как организацию взаимодействия между общающимися индивидами, основанного на учете личностных характеристик коммуникантов, в результате которого устанавливаются взаимоотношения и происходит обмен не только знаниями, идеями, но и действиями; в) перцепцию как процесс восприятия и понимания друг друга партнерами по общению (представителями разных культур) и возникновения на этой основе взаимопонимания [7,112].

В лингводидактике многократно предпринимались попытки объединить лингвистический и культурологический аспекты обучения языку. Во второй половине XX века в лингвообразовании был введен курс страноведения как реакция методического сообщества на изменения в векторе исторического развития России. В рамках этой дисциплины студентам давались фоновые знания о культурных, исторических,

политических, экономических и социальных особенностях страны изучаемого языка. Но реальность подтвердила, что информированность обучаемых об основах определенной этнокультуры в отрыве от совершенствования навыков практического применения приобретенных знаний малоэффективна. Очевидно, что подобный подход не помогает изучающим неродной язык приблизиться к уровню речевой деятельности носителей языка.

Современная лингводидактика обладает значительным потенциалом методических средств достижения максимально эффективного результата. Заслуживают внимание следующие компетентностные формы работы:

- метод проектов;
- метод случаев;
- дебаты, дискуссии, конференции, круглые столы;
- игровые методы;
- интерактивное обучение (малые группы, пары);
- проблемное обучение;
- сценарно-контекстное обучение и т.д.

Основная проблема при разработке лингвокультурологического инструментария связана с созданием национально ориентированных учебников и пособий с учетом национальных и психологических особенностей обучающихся студентов. Существует огромный выбор оригинальных учебников, написанных для международной аудитории, которые, к сожалению, не учитывают национально-специфические и культурные характеристики обучающихся русскому языку. Процесс создания учебных материалов в рамках лингвокультурологического подхода требует соблюдения определенных требований:

- в основу создания учебника должен быть положен принцип максимального раскрытия и развития индивидуальных особенностей обучаемого через стимулирование инициативы и самостоятельности в их познавательной деятельности;

- материалы учебников имеют общественную и личностную значимость для целевой аудитории;

- содержательная ценность включенных в учебник материалов определяется их аутентичностью, современностью для инофонного социума, типичностью для общественной жизни страны изучаемого языка;

- пособия учитывают последние достижения в лингвистике, психологии, педагогике, методике и дидактике, философии и др. гуманитарных дисциплинах;

- учебники предлагают определенный перечень практических заданий, часть которых нацелена на самообразование и самовоспитание изучающих язык;

- при написании учебных материалов авторы имеют прогнозируемый профиль обучающихся

Лингвокультурология предлагает широкий перечень иноязычных кодов, обязательных для освоения изучающими иностранный язык: этикет общения, принятый в данной культуре, этический кодекс, всякого рода правила социального поведения, ядерная система ценностей

данной культуры, идеалы общества, образцы деятельности, поведения, общения, верования, представления о внутри сословных и межсословных взаимоотношениях, знания о гражданских и юридических правах и

обязанностях членов общества, правила поведения в быту, мимика, жесты и т. д. [4, 99], то есть весь «накопленный опыт, который культура хранит, транслирует и развивает» [5, 341].

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МЕЖКУЛЬТУРНЫЙ АСПЕКТ ПРИ ОБУЧЕНИИ ДИАЛОГА НА АНГЛИЙСКОМ ЯЗЫКЕ

А. Халилова ¹

Аннотация:

Данная статья о важной роли изучения межкультурного аспекта при обучении диалогической речи. При обучении диалогу на английском языке развитие речи и расширение словарного запаса тесно взаимосвязано с социокультурной компетенцией учащихся. Поэтому важно расширять знания учащихся о культуре народа изучаемого языке при обучении диалогу.

Ключевые слова: компетенция, диалог, культура, речь, иностранный язык

doi: <https://doi.org/10.2024/bdf11p28>

Не смотря на то что английский язык как иностранный введен в учебную программу на каждом уровне получения знаний, таком как начальная школа, средняя школа, высшее учебное заведение, все еще есть ученики и студенты, которые считают, что общение на иностранном языке им не дается. Преподаватели всячески стараются облегчить путь познания английской речи путем ввода различных интерактивных форм обучения. При этом также важно учитывать социокультурную компетенцию.

Навыки диалогического общения на иностранном языке открывают перед учащимися новые возможности общения, расширяют диапазон представления о культуре других народов, помогают справляться с трудностями, которые возникают в разных проблемных ситуациях. По словам Агзамовой Д.Г. мотивация более специфична, чем в предметах, основанных на содержании. Учитель истории может мотивировать учеников на интерес к предмету, но учителю языка нужно нечто большее, чем интерес. Язык - это навык, а навык нужно применять, а не просто хранить в голове. [1, 27]

Умение вести диалог грамотно с носителем иностранного языка предполагает в себе знание социокультурного аспекта. В этом также немаловажную роль играет учитель, который не только подготовит учащихся к умению владеть иностранным языком, но и придаст контенту урока социокультурную направленность. Практически, умение выражать свои мысли на английском языке является одной из основных проблем обучения. Помимо того, что обучающийся должен сначала изучить структуру диалога, уметь запросить нужную информацию, также ему необходимо умение понимать речь говорящего. Для разговорной речи в виде диалога характерна эллиптичность. Довольно часто носители языка пропускают звуки, слоги, слова, части предложения. Обучающийся должен уметь понимать речь носителя языка со всеми ее особенностями. Например, в разговоре с

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носителями языка часто можно услышать сокращения слов, звуков такие как:

I am coming = Coming.

What do you want? = What dya want?

При обучении важно учитывать этот факт. По этой причине, преподавание диалогической речи не может быть полноценным, если параллельно не изучать культуру страны изучаемого языка. Культура и язык являются звеньями одной цепи, взаимодополняющие друг друга. Культура диалога должна быть освоена наравне с грамматическими и лексическими аспектами во время занятия. Учащиеся должны иметь владеть информацией стране изучаемого языке, ее культурных ценностях, правил этикета при общении и истории. Также эти знания способствуют культурной образованности учащегося.

На начальном этапе у учащегося должно появиться положительное отношение к представителям другого языка, их культуре. Знание социокультурных особенностей в общении позволяют исключить конфликтные ситуации с иностранцами, которые могут возникнуть из-за недопонимания обеих сторон. Язык становится инструментом при передаче информации, опыта, менталитета одной культуры к другой. При диалоге с носителями языка очень важно понимать подтекст высказываний, уметь правильно подбирать слова, синонимы, важно учитывать смысл не только слов но и фразеологий, пословиц и поговорок.

Так каким же образом организовать социокультурную атмосферу на занятиях английского языка при обучении диалога? Необходимо организовывать анализ фильмов на английском языке, при чем каждый отдельный фрагмент: диалог на улице, диалог в кругу семьи, диалог на работе и т.д., прочтение отрывков диалога из произведений, прослушивание подкастов – диалогов на разные темы: окружающий мир, природа, наука, обучение и др, работа с фрагментами из популярных газет. Г.Ф.Каневская утверждает: «Психологической основой интенсификации процесса обучения является прежде всего создание, в течение всего процесса обучения, благоприятного психологического климата. [2,244]

Работая с диалогом, учащийся не только усовершенствует навыки разговорной речи, но и всесторонне развивает свое мировоззрение. Межкультурный диалог позволяет устанавливать связи между ценностями разных народов, сравнивать их, находить отличия. При таком подходе ведения занятия усваивается целый комплекс жизненных ценностей. Таким образом, фокусируя внимание на социокультурный аспект можно дополнительно стимулировать диалогическую речь и развивать речевые способности.

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SPECIFIC CHARACTERISTICS OF UZBEK AND ENGLISH ARTICLES BETWEEN THEIR WORLDWIDE PROMOTION

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Abstract:

Articles are a fundamental grammatical component of any language. They serve to specify definiteness or indefiniteness in nouns or noun phrases and thus play an important role in communication. While Uzbek and English both utilize articles, there are notable differences in their specific characteristics and usage that influence how effectively each can be promoted on a global scale. This paper aims to analyze and compare the article systems of Uzbek and English, focusing on attributes such as definiteness, forms, and exceptions, in order to better understand their relative potential for worldwide dissemination and comprehension.

Key words: articles, differences, languages, similarities, grammatical meaning, definitions

doi: <https://doi.org/10.2024/zvabey32>

Introduction

The subtle differences between languages often lie in the small grammatical elements they contain. One such distinguishing characteristic is the use of articles - words like "a", "an", and "the" in English that signify definiteness or indefiniteness in nouns. While some languages have well-developed article systems, others do not use articles at all.

Articles serve an important grammatical function by specifying whether a noun refers to a specific, defined instance or a non-specific, indefinite instance. In English, the definite article "the" indicates that the listener knows which entity is being referred to, while the indefinite articles "a" or "an" show that the referent has not been identified. This distinction provides clarity in discourse. For example, saying "I saw a dog" versus "I saw the dog" conveys very different meanings about whether the dog was previously mentioned or not. The use of articles thus helps guide understanding between speakers.

Several other European languages also have well-developed article systems. In French, the definite article "le"/"la"/"les" and indefinite article "un"/"une" work similarly to English. Spanish and German also use definite and indefinite articles that map directly to English word-for-word translations. The Romance languages descended from Latin have largely preserved Latin's article usage. However, not all languages employ articles. Russian, for instance, does not have definite or indefinite words and relies on case endings and word order to convey

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definiteness. Many Slavic languages and most non-Indo-European languages also lack articles altogether.

The absence of articles in some languages results in structural differences compared to those with articles. Without the option to mark nouns as definite or indefinite, word order and context take on greater importance. Definiteness must be inferred from the context rather than explicitly stated through an article. Sentence structure may also differ, as the function served by articles in other languages needs to be accomplished through alternate grammatical means. For example, subject-prominent languages without articles tend to be verb-final, with the verb coming at the end of the clause to disambiguate subjects.

In terms of language acquisition, learning article usage poses a challenge for second language learners whose native tongue lacks an article system. Determining when to use "a" versus "the", and mastering all the exceptions and special cases, requires significant practice. Speakers must also adjust their assumptions about how definiteness operates if coming from a non-article language. The presence of articles can also influence language change over time. As contact between article and non-article languages increases, some linguists believe articles may disappear from some European tongues under reduced necessity.

While English and Uzbek are quite different languages, they share the grammatical feature of articles. Articles are words used with nouns to indicate definiteness or indefiniteness. Both English and Uzbek utilize articles, though they are implemented differently in terms of usage and forms.

English Articles:

In English, there are two types of articles: definite and indefinite. The definite article is "the" and is used with nouns that are specific or defined within the given context. The indefinite articles are "a" and "an" and are used with nonspecific or undefined nouns.

The rules for using "a" versus "an" depend on phonetic factors—if the following word begins with a vowel sound, "an" is used, such as "an apple." If the following word begins with a consonant sound, "a" is used, as in "a book." The definite article "the" has no such phonetic rules and is simply attached directly to the noun.

Articles are a required part of noun phrases in English in most contexts. Only in very broad, general statements would the articles be omitted, such as "I like books" rather than "I like the/some books." Proper nouns do not take articles, so we would say "London is big" not "the London is big." Articles also do not apply to mass or noncount nouns like "water" or "happiness."

Uzbek Articles:

Unlike English, Uzbek has only an indefinite article. This is the word "bir" which directly translates to "one" or "a/an." Bir is used with nonspecific nouns in a similar way that English uses "a" and "an."

However, Uzbek does not have a definite article equivalent to English "the." Instead, definiteness is implied through context or by adding a possessive suffix like "-ki" to the noun. So instead of saying "the book," in Uzbek one would say "kitobi" meaning "the book." Plural nouns also do not take articles in Uzbek.

Another difference is that bir is optional in Uzbek and can usually be omitted without affecting meaning, whereas articles are mostly required parts of noun phrases in English. Bir also does not have the phonetic rules that English "a" and "an" have regarding following vowel/consonant sounds.

The systems of articles in the Uzbek and English languages demonstrate both similarities and differences. Articles are a part of speech that grammatically define a noun as definite or indefinite. Both Uzbek and English utilize articles, however they implement them in distinct fashions.

Uzbek does not have a definite article comparable to the English "the". Instead, definiteness is implied through context or the use of a possessive suffix added to a noun. For example, the phrase "kitobni o'qimoqchiman" means "I want to read the book", with definiteness understood due to lack of other contextual books. Additionally, saying "mening kitobimni" means "my book", where the possessive suffix "-im" marks it as definite.

While Uzbek lacks a standalone definite article, it does have an indefinite article that is comparable to the English "a" or "an". The Uzbek indefinite article is "bir", which is placed before a noun to indicate indefiniteness or lack of specificity. For instance, one might say "bir kitob o'qimoqchiman" to mean "I want to read a book". Therefore, Uzbek utilizes possessives and context for definiteness but an overt indefinite article.

In contrast, English has definite and indefinite articles that are separate words. The definite article "the" is employed before singular and plural nouns to indicate that the identity of the noun is known or that it is unique in the context. For example, "the book" or "the books" denotes familiarity. The indefinite articles "a" and "an" specify lack of uniqueness or identification when preceding a singular noun, such as in "a book" or "an apple".

There are some exceptions to article usage between the two languages. In Uzbek, mass nouns that describe materials or abstract concepts do not take articles, as they are inherently non-specific, for instance "su" meaning "water". However, in English all count nouns require an article except in certain contexts like plurals or possessives. Additionally, English inserts articles before gerunds and participles, which is not a feature in Uzbek.

While Uzbek and English both utilize articles as a part of speech, they implement them differently according to each language's grammatical rules and conventions. Uzbek relies more heavily on context and possessives for definiteness rather than a standalone definite article. However, both languages employ indefinite articles to denote lack of identification or uniqueness before singular nouns. Overall, the article systems exhibit similarities in their functions but diverge in specific structural elements. A comparative analysis provides insight into how related concepts can be expressed variably across languages.

Conclusion

In summary, the article systems of Uzbek and English differ specifically in their representation of definiteness, forms, and degree of exceptions. Uzbek relies more on contextual and morphological means rather than standalone definite/indefinite markers like English. Additionally, its articles demonstrate greater irregularity in forms and usage. These characteristics of Uzbek articles potentially hamper worldwide comprehension and learning relative to the regular, consistent, and more semantically transparent article rules of English. While both language's articles fulfill an important grammatical role, the streamlined design of English articles gives it advantages for global dissemination and second language acquisition at elementary levels. A consideration of such cross-linguistic differences can offer insight into how languages may vary in their international learnability and promotional accessibility.

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TEACHING COMMUNICATION CULTURE AMONG STUDENTS

*M. Azimova*¹, *Kh. Ortiqova*²

Abstract:

This article explores the importance of teaching communication culture among students in today's interconnected world. Effective communication skills are essential for success in academic, professional, and personal realms. However, merely mastering language proficiency is not sufficient; understanding and navigating diverse communication cultures is equally crucial. Drawing on a comprehensive literature review, this article discusses various strategies and pedagogical approaches to cultivate communication culture awareness among students. It examines the role of intercultural communication competence, empathy, active listening, and nonverbal communication in fostering a conducive communication environment. The article delves into the challenges and opportunities of integrating communication culture education into curricula, offering practical recommendations for educators to implement in diverse educational settings.

Key words: communication culture, intercultural communication, pedagogical approach

doi: <https://doi.org/10.2024/1npmzm70>

Introduction

Effective communication skills are indispensable in our interconnected world. Beyond linguistic ability, understanding diverse communication cultures is vital. This article delves into the importance of teaching communication culture among students, touching on key elements like intercultural competence and active listening. It also addresses the challenges and opportunities of integrating this education into curricula, highlighting educators' pivotal role in preparing students for meaningful interactions in diverse contexts.

Understanding Communication Culture:

Communication culture encompasses the norms, values, and practices that shape how individuals interact within a particular cultural context. It influences verbal and nonverbal communication, as well as attitudes towards hierarchy, conflict resolution, and emotional expression. By comprehending communication culture, students can bridge cultural divides, foster empathy, and cultivate meaningful connections.

Language is a central aspect of communication culture, but it is not the sole determinant of effective communication. Cultural nuances, idiomatic expressions, and linguistic variations contribute to the richness and complexity of communication culture. For example, in some cultures, indirect

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communication styles, such as using euphemisms or metaphors, are preferred, while in others, directness and clarity are valued.

Understanding communication culture involves recognizing and respecting cultural differences in communication styles, norms, and preferences. It requires sensitivity to nonverbal cues, such as eye contact, gestures, and personal space, which vary across cultures. Additionally, awareness of cultural values, such as collectivism versus individualism, power distance, and uncertainty avoidance, informs how messages are interpreted and conveyed.

By developing an understanding of communication culture, students can enhance their cross-cultural communication competence, navigate cultural differences effectively, and build meaningful relationships across diverse contexts. Education about communication culture provides students with the tools to communicate respectfully, adaptively, and empathetically in multicultural environments, ultimately promoting intercultural understanding and collaboration.

Developing Intercultural Communication Culture:

Intercultural communication competence (ICC) refers to the ability to effectively interact and communicate with individuals from diverse cultural backgrounds. It encompasses a range of skills, knowledge, and attitudes necessary for navigating cultural differences and building meaningful connections. Educators play a crucial role in developing students' ICC by incorporating intercultural communication theory and practice into the curriculum.

One approach to fostering ICC is through experiential learning activities that immerse students in cross-cultural interactions. Role-playing simulations, cultural exchange programs, and service-learning projects provide students with opportunities to engage directly with individuals from different cultural backgrounds. These experiences challenge students to confront their own cultural biases, assumptions, and stereotypes, fostering greater cultural awareness and sensitivity.

In addition to experiential learning, classroom-based activities such as case studies, group discussions, and cultural sensitivity training can enhance students' ICC. By examining real-world scenarios and discussing cultural differences and misunderstandings, students develop critical thinking skills and strategies for effective cross-cultural communication. Encouraging reflection on personal experiences and cultural encounters also promotes self-awareness and empathy.

Furthermore, integrating intercultural communication theory into coursework helps students develop a conceptual framework for understanding cultural dynamics and communication processes. Topics such as cultural dimensions (e.g., individualism-collectivism, power distance, masculinity-femininity), communication styles, and intercultural adaptation strategies provide students with a deeper understanding of cultural differences and effective communication strategies.

Ultimately, developing ICC requires a combination of theoretical knowledge, practical experience, and self-reflection. By providing students with diverse learning opportunities and fostering a supportive learning environment, educators can empower them to become culturally competent communicators capable of navigating the complexities of our globalized world.

Embracing Empathy and Active Listening:

Empathy and active listening are foundational elements of effective communication culture. Empathy involves understanding and sharing the feelings, perspectives, and experiences of others. It requires individuals to step outside their own worldview and connect with others on an emotional level. Active listening, on the other hand, is the practice of fully engaging with and understanding the speaker's message, both verbally and nonverbally.

In the context of communication culture education, cultivating empathy involves fostering an appreciation for cultural diversity and promoting a sense of curiosity and openness towards different perspectives. Educators can encourage empathy through activities such as perspective-taking exercises, cultural immersion experiences, and storytelling from diverse cultural perspectives. By exposing students to the lived experiences of individuals from different backgrounds, educators help them develop a deeper understanding of cultural diversity and enhance their ability to empathize with others.

Active listening is another essential skill for effective communication across cultures. It involves not only hearing the words spoken but also understanding the underlying message, context, and emotions conveyed. Educators can promote active listening through techniques such as paraphrasing, summarizing, and asking clarifying questions. By practicing active listening in cross-cultural contexts, students learn to suspend judgment, validate others' perspectives, and communicate attentively and respectfully.

Furthermore, fostering empathy and active listening requires creating a supportive learning environment where students feel comfortable expressing themselves and engaging in meaningful dialogue. Educators can model empathetic listening behaviors, encourage peer-to-peer collaboration, and provide constructive feedback to facilitate students' development of these skills.

By embracing empathy and active listening, students become more adept at building rapport, resolving conflicts, and fostering mutual understanding in multicultural settings. These skills are essential for effective communication across cultural boundaries and contribute to the development of inclusive and respectful communication cultures.

Navigating Nonverbal Communication:

Nonverbal communication plays a significant role in communication culture, often conveying messages and meanings that go beyond words. Cultural variations in nonverbal cues such as facial expressions, gestures, posture, and personal space can influence how messages are interpreted and understood. Educating students about nonverbal communication is essential for enhancing their cross-cultural communication competence.

Understanding nonverbal communication cues across cultures requires sensitivity and awareness of cultural norms and practices. For example, eye contact, which is considered a sign of attentiveness and respect in some cultures, may be perceived as confrontational or disrespectful in others. Similarly, gestures such as handshakes, bows, or kisses vary in meaning and appropriateness across different cultural contexts.

Educators can facilitate students' understanding of nonverbal communication through experiential learning activities, such as role-playing scenarios or video analysis of cross-cultural interactions. By observing and analyzing nonverbal behaviors in diverse cultural contexts, students develop a deeper appreciation for the role of nonverbal cues in communication and learn to interpret them accurately.

Moreover, educators can provide students with cultural competence training that includes specific information about nonverbal communication norms and practices in different cultures. By highlighting common misunderstandings and misinterpretations of nonverbal cues, students become more adept at navigating cross-cultural interactions and avoiding communication pitfalls.

In addition to understanding nonverbal communication, students should also learn how to adapt their own nonverbal behaviors to align with cultural expectations. This involves being mindful of their body language, facial expressions, and gestures, and adjusting them accordingly in different cultural contexts. By practicing cross-cultural sensitivity and awareness of nonverbal cues, students enhance their ability to communicate effectively and build rapport with individuals from diverse backgrounds.

Challenges and Opportunities:

Integrating communication culture education into curricula presents both challenges and opportunities for educators. While recognizing the importance of fostering communication culture among students, educators must navigate various obstacles to effectively implement this educational approach.

One challenge is the limited instructional time and competing demands within the curriculum. Educators may struggle to allocate sufficient time and resources to communication culture education amidst other academic priorities. Additionally, cultural biases and resistance to change among students and faculty members may hinder the adoption of new teaching methods and approaches.

Furthermore, addressing the diverse needs and backgrounds of students in multicultural classrooms poses a challenge. Educators must ensure that communication culture education is inclusive and relevant to all students, regardless of their cultural background or communication proficiency. This requires sensitivity to cultural differences and the ability to create a supportive learning environment where all students feel valued and respected.

Despite these challenges, integrating communication culture education into curricula presents numerous opportunities for educators to enhance student learning and promote intercultural understanding. By incorporating communication culture into existing courses, educators can help students develop a holistic understanding of communication that goes beyond language proficiency. This interdisciplinary approach encourages collaboration across academic disciplines and fosters a deeper appreciation for cultural diversity.

Moreover, communication culture education prepares students for success in an increasingly globalized and interconnected world. By equipping students with the skills and knowledge to navigate cultural differences effectively, educators empower them to thrive in diverse workplace environments and contribute positively to global citizenship. Additionally, integrating communication culture education into curricula fosters critical thinking, empathy, and cross-cultural competence, which are essential skills for responsible global citizenship.

In conclusion, while integrating communication culture education into curricula presents challenges, it also offers valuable opportunities for educators to enhance student learning and promote intercultural understanding. By addressing these challenges proactively and leveraging the benefits of communication culture education, educators can prepare students to succeed in a diverse and interconnected world.

Conclusion:

In conclusion, nurturing effective communication culture among students is paramount in today's interconnected world. By fostering intercultural communication competence, empathy, active listening, and understanding of nonverbal communication, educators play a vital role in preparing students to navigate diverse cultural landscapes. Despite challenges such as limited instructional time and cultural biases, integrating communication culture education into curricula presents valuable opportunities for enhancing student learning and promoting intercultural understanding. Through collaborative efforts and innovative pedagogical approaches, educators empower students to become culturally competent communicators capable of fostering inclusive and respectful communication cultures. This holistic approach to teaching communication culture equips students with the skills, knowledge, and attitudes necessary to thrive in our globalized society.

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ESSENCE AND PROPERTIES OF EUPHEMISM FROM PERSPECTIVE OF COGNITIVE LINGUISTICS

G. Karimova¹

Abstract:

In modern philology, whose priorities at present shift towards communicative, discursive and cognitive linguistics, the structural, semantic and pragmatic features of euphemisms are studied in new aspects, classifications of euphemisms being developed on various grounds. The way knowledge is structured in a language, "packed" into different format linguistic signs of different lengths, is one of the main issues of cognitive linguistics, the research core of which is "language as a general cognitive mechanism, as a cognitive tool a system of signs that play a role in representation (coding) and in the transformation of information.

Key words: cognitive linguistics, cognitive mechanism, cognitive tool, social convention, discursive convention, conceptual metaphor, euphemistic nominations

doi: <https://doi.org/10.2024/r2mxhx10>

Euphemisms are considered among diverse linguistic phenomena used to name various objects of reality, which they relate not directly, but indirectly, and are understood as signs of an indirect nomination, intended to code certain objects, phenomena, events or actions for various purposes (according to the characteristics of the signs). A feature of euphemisms is that the basis of their formation is the principle of secondary nomination. The principle of indirect nomination is understood as a deliberately allegorical designation of an object or the conscious use of such a naming, which indicates the object of the nomination not directly, but indirectly, describes it veiled. Nowadays, linguistics sees a resurgence of scientific interest in the problem of indirect (secondary) nomination. This might be explained by the fact that being an integrative discipline, cognitive linguistics has become a rightful part of the science of language, and has introduced its own theoretical and methodological means for a deeper study of indirect nomination. Linguistic phenomena falling into the circle of attention of indirect communication (sign formations) have previously been described fractionally from the point of view of indirect nomination. Cognitive linguistics, with its new research tools, expands significantly the empirical base of linguistics. Explication of the cognitive structure of the phenomenon under study makes it possible to reveal the logic and methods of encoding a denotatum of a euphemism. That a euphemism is a means (one of the linguistic forms) of representing knowledge in the processes of categorizing and conceptualizing the world raises no doubts among the representatives of the scientific community. However, this statement cannot serve as irrefutable

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evidence of the unique role of euphemism in creating an array of human knowledge about reality.

Thus, the thesis about euphemization as a special case of conceptual derivation formulated by Boldyrev N.N. and Aleksikova Yu.V. outlines the essence of the primary task of the euphemistic transition from an unacceptable verbal form to an appropriate one ad hoc in the context of a humanistic request, the transformation of the dramatic (semantic) component of the systemic and structural organization of human knowledge, which cannot be performed by other means of language. In modern linguistics, the question of how to describe individual fragments of the linguistic picture of the world is being raised and actively resolved. In this case, various sets of linguistic units are used as research material, which differ from each other primarily in the volume and criteria underlying their unification.

Peculiarities of interpretation of the concept of "euphemism" - The universal scientific definition of the notion of "euphemism" remains the subject of constant debate. While conducting an analytical review of the sources reflecting the current state of the study of a euphemism as a phenomenon, we have revealed the interpretive heterogeneity of the central notion (a euphemism). Both predecessors and contemporaries have carried out many researches in order to provide a thorough description and classification of euphemisms in terms of linguistic, psychological, pragmatic, stylistic, cultural and other approaches.

This work is devoted to one of not yet fully studied issues, namely, the study of a euphemism as a mental phenomenon mediated by the internal mental activity of the human mind. The sphere of interests of cognitive linguistics as far as this phenomenon is concerned includes a euphemism as a result of the synthetic unity of individual and national mentality, as well as the dynamics of social and cultural human activity, as a way to achieve harmony, when a euphemism is synthesized intentionally to meet the needs of society (social convention), by synchronizing external and internal reality ad hoc (discursive convention).

In general, being characterized by multipurpose motivational determinants (which is characteristic of all languages □ at that every single language reflecting specific cultural and national features (linguistic and cultural universals) characteristic of a particular community or ethnos the euphemism realizes an individual request within the framework of the discursive convention. The scenario of euphemistic realization reflects the dialectics of the public and the private, of the universal and the particular, of the common and the unique, of the possible and the indeed. Semiotic euphemistic representation of each individual concept is carried out through a powerful verbal resource, one of the semiotically most universal ways of conceptualization offered by the language system and speech practice.

The semiotic euphemistic substrate of the concept chosen by the Speaker appeals to a number of synonyms, lexical and semantic fields, metaphorical images, precedent names, symbols, works of art, rituals, objects of material and spiritual culture. Despite the fact that there is no exhaustive description capable of expressing the entire content of the concept, the scale of the semiotic euphemistic environment is directly related to the significance of this concept for the linguocultural community, to the axiological or theoretical value of that extra-linguistic phenomenon that is embodied in all its cognitive-semantic volume, as well as to the scale of assessments and measures which the

individual uses to evaluate the events and conditions of their own life. Under the cognitive research priority of euphemisms is the metaphor which acts as the main cognitive mechanism for the formation of euphemisms.

The conceptual metaphor has also proved to be one of the most productive ways to form euphemistic nominations, since it avoids the use of direct nomination by referring to the means of representing another concept. According to Yu.V. Aleksikova, in order to ensure that the interlocutor understands the euphemistic name, the euphemism should contain significant components of the content of the original concept.

Basic properties of euphemisms - Taking into account the above-mentioned characteristics, we suppose that in order for a lexical unit to have the status of a euphemism, it is necessary to implement three sufficient conditions for a minimum, i.e., a lexical unit must have certain properties, namely: denotative amelioration, which corresponds to the basic property of euphemism of a subjective, formal "emendation" of denotatum, improvement of meaning; semantic contensivity (strategy of morpho-syntactic coding with a transition from meaning to form), which corresponds to the basic property of veiling, □expression with a hint, semantic ambiguity, semantic reduction; and information traduction (a property of a transferred characteristic), which reflects such a basic property of a euphemism as reliability, preservation of the truth and information content of the original concept. The basic properties of a euphemism can be explicated through various elements that represent lexemes, words, phrases, which in various conditions and in their own contexts can form complex figurative structures, such as a paraphrase, antithesis, metaphor.

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THE PRIORITY TASKS OF THE STATE POLICY IN EFL EDUCATION

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Abstract:

This article is about learning foreign languages, thinking that foreign languages are not only a means of communication, but also a door to many opportunities, and the importance of learning foreign languages in human life.

Key words: foreign languages, effective methods, means of communication, new approach to teaching

doi: <https://doi.org/10.2024/9nms4882>

Today knowing foreign languages means keeping up with the times. A person who knows foreign languages has more opportunities than other people to learn and know the customs and culture of other countries, and his mind is wide and his memory is much better developed. Today knowledge of foreign languages is one of the necessary conditions of professional competence, which gives the specialist an edge in the labor market. Qualified knowledge in various areas of human life be it scientific theories or business information, in many cases can only be obtained from foreign sources. At follows that the professional level directly depends on having modern information and, in turn, on the level of knowledge of a foreign language.

The 21st century has brought radical changes to Uzbekistan that effect all areas of the social system, and this cannot fail to effect the political, social economic and cultural levels. The administrative economic system was replaced by market relations, which in turn leads to social changes of citizens. Modern youth felt the independence and personal responsibility of each of them for their future and the future of their country. Along with freedom, it is time to realize the need to take initiative, use knowledge and accumulated experience, take responsibility for decisions made, and achieve set goals. These factors mean that modernity has a high level of professionalism. The dialectic of globalization implies the formation of a mixed world culture, the foundation of the state, the interconnection and strengthening of relations between people. Great advances in telecommunications, great advances in computer technology, and the emergence of social networks such as the Internet are powerful catalysts for globalization. As a result the interdependence of countries with each other is increasing. National cultures rate and often merge to form indivisible integrated structures. This leads to an increase in migration to the flow of capital to the formation of communication and transportation networks that cover our planet. Globalization, capital flow, technological progress, spiritual achievement help to overcome the obstacles to acquiring new knowledge and providing qualified

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services. The main condition for the development and independence of any country, including Uzbekistan, is to join the world space, Uzbekistan is slowly but surely going its own way. Nowadays, improving the quality of education, improving skills and qualifications for learning foreign languages has become one of the priority tasks of the state policy in the field of education. More stimulation of scientific activities focused on new approach to teaching foreign languages, in this important to focus on the practical effectiveness of scientific work. The development and introduction of a practical testing of the methods developed by scientific researches directly in educational institutions will undoubtedly lead to effective results. It is important to pay attention to the quality of education from the primary school in order to be able to speak a foreign language fluently and freely. President Shavkat Mirziyoyev said that a child who learned a trade and learned a language from school is a great achievement of our society. The pedagogues of higher educational institutions were given the task of in-depth study and teaching of foreign languages, using the advanced and innovative pedagogical experiences of developed countries, and on this basic, creating modern and effective methods of teaching foreign languages. The task of introducing modern communicative competence methods in teaching foreign languages and evaluating the knowledge of young students is also becoming an important task on the agenda. Requirements and professors pay special attention to the level of knowledge of foreign languages, international and national qualification certificates, including IELTS, CEFR, APTIS, TKT, CELTA, TESOL and professors and students with this certificate are encouraged. Today, our universities have established cooperative relations with many foreign countries. Cooperation agreements have been signed with Norwich University of Great Britain, Post University, Several universities of France and Turkey, Moscow State Pedagogical University of the Russian Federation, Tula State Pedagogical Universities of the Republic of Kazakhstan and many other higher education. The time has come to establish a new system for teaching foreign languages in our foundation for the future. Since we have set ourselves the goal of building a competitive country, from now on school, lyceum, college and university graduates must be fluent in at least two foreign languages. Shavkat Mirziyoyev said that this strict requirement should become the main criterion for the activity of the head of every educational institution. Thus, it can be concluded that language is the engine and component of all spheres of society's life. Language is an important factor in the implementation cooperation and plays a major role in deciding the communicative direction. One of the important factors of implementation is the educational factor. Language competences are of great importance in the formation of a mixed world culture, in connecting the foundations of the mutual relations between peoples. This, in turn, has a positive effect on the dynamics of the globalization process. Language develops the ability to think creativity, analyze and understand the surrounding situation. Foreign language enables young personnel to compete in the world labor market.

Har tilni biluvemdiadomajondir

Til vositai robitai alamiyondir

G'ayritilni say qiling, bilgali yoshlar

Kim ilm-u hunarlar rivoji ondin ayondir.

In conclusion, language skills are important and key to new opportunities for every industry representative. One door to professionals who know this profession. Another door opens for language specialists. Knowing a language is the key to unlocking the door of the whole world.

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THE INFLUENCE OF MUSIC ON HUMAN PSYCHOLOGY

*M. Mirzayeva*¹

Abstract:

This article is widely covered under the topic "The influence of music on human psychology". It is explained that music not only affects human feelings, but also has the ability to heal a person. Also, in this article, it's mentioned about the history of the origin and the first concepts of music. In the Middle Ages, the influence of music on the human mind was explained by great thinkers. It is also emphasized that music can help with human stress and behavior. A person who reads this article will understand how important music plays in human life and psychology.

Key words: music, psychology, stress, behavior, history, scientists, antiquity

doi: <https://doi.org/10.2024/twsf5g82>

Music is derived from the Greek word meaning "the art of the muses". It is an art from that reflects human emotions thoughts and imagination through musical sounds. Depending on the type of music, it has different effects on the mind and emotions of a person. Music plays an important role as a means of forming a person's moral and aesthetic taste, developing his emotional feelings. But also relieve physical pain. Therefore, we can also use it as medicine. Instead of further information, it can be said that when a person faces a death that frightens him, he expresses these feelings in various songs, for example, in mourning or funeral rites. and love and mourning songs were the first music created by man. Music is the traditional art and culture of all countries on earth. If we look at history, music came before even language. For example, before the emergence of language, humans spoke through sounds or used various objects as drums and other musical instruments. There are different types of music. For example, jazz, pop, rock and others. All people have different tastes in listening to music. Someone likes rock – loud songs, and someone likes quiet songs.

For a long time, scientist conducted experiments on the effect of music on human psychology. Many scholars have only theoretically discussed the functions of music. But because these experiments and discussions were not practical, various problems and contradictions arose among scientists. Some scientists have proven through experiments that music also has a supportive nature. For this way, people have come to understand the effect of music on mood, emotions and eve memory. The human brain adapts to sound and movement from 16 to 18 weeks in the womb. Especially the sense of hearing develops faster than other senses. From this we can understand that people tend to sound and hear it. This suggests that some parts of our brain function to be triggered by audio. Music has a powerful and often emotional effect on many people. But few people understand how music can physically affect the brain, it

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is important to understand how our body interacts with sounds. If we rely on experience, the famous Greek philosopher Plato said that the power of the state depends on what kind of music and rhythm is heard in it. On the other hand, the works of the authors of antiquity can also be the basis for this. For instance, the epic of the "Odyssey" describes the healing of a wound under the influence of music. To give another example, the Spartan ruler Lycurgus also composed music for his troops during battle. From this, we can know that, the psychology of music can hinder human mood and education. The Greek ruler also believed that music played a big role in winning the battle. Sometimes, many doctors consider the way of treatment through music to be correct. Music therapy is the most popular form of treatment. Scientist Ibn Sino also proved this in his research. Music has healing properties. It not only brings a person out of depression, but also relieves physical pain. Sometimes it comes out not only with many of the emotions. We experience every day and we encounter the event in life, also with the songs played on radio and TV. Music has such a power that once you hear a song, you can remember it for the rest of your life. And when you hear it again, you can predict how it will continue. We cannot get such impressive power from picture. For instance, if we see one picture, the next time we see it. It may look different. If we look at the influence of music on children's upbringing, it affects every child differently.

However sometimes everyone has a question. Why does a child need music? On the one hand, this is strange question, but many parents say that we want our children to be spiritually rich. Children are very curious from a young age and have the ability to copy quickly. For this reason, many parents are careful when listening to music to their children. Because sometimes some music has strong tone and this music can have negative effects for children. But on the positive side it develops aesthetic taste in the child. And among his peers, he wins their attention and affection. In addition, music has a greater effect on the health and body of creative people, often they are either inspired by music or, on the contrary, bored by music. Music as a background is often imperceptible to us. It is really useful in shopping malls, restaurants, clothing stores, because it creates a unique atmosphere. Often, depending on the type of music, we can determine the reputation of the institution.

In conclusion, it can be said that human psychology and music are linked together. It has been scientifically proven that music has a direct effect on person's mood and emotions then is capable of creating and changing them. Music's shape effect on people experiences that not only we can conclusion form of art but also form of communication. As I mentioned below, song allow one to voice, thoughts and aspiration for better life. Scientist have long move that they fulfill positive effects for their mental health and quality of life. Playing music makes interact with world and boosting horizon.

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THE ROLE OF INTERACTIVE METHODS IN TEACHING STUDENTS

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(Scientific supervisor: Buranova Madina Uktamovna)

Abstract:

Interactive methods in teaching have become increasingly popular in recent years as educators seek to enhance student engagement and learning outcomes. This thesis explores the role of interactive methods in teaching students, including various strategies and their impact on student learning. By promoting active participation, collaboration, and critical thinking, interactive methods have the potential to create a more dynamic and effective learning environment for students.

Key words: interactive methods, education, student engagement, learning outcomes, student-centered approaches

doi: <https://doi.org/10.2024/qvqv1c75>

Introduction

Interactive teaching methods have gained significant attention in educational research and practice due to their potential to enhance student engagement, motivation, and learning outcomes. This thesis explores the role of interactive methods in teaching students, focusing on their effectiveness in promoting active learning and fostering meaningful interactions between teachers and students.

Literature Review

“Most importantly, by using interactive learning the teacher will gain an opportunity for objective evaluation by organizing, directing, controlling and analyzing student-centered collaborative efforts to achieve a specific educational goal.” [3] Interactive teaching methods encompass a range of strategies and techniques that encourage student participation, collaboration, and critical thinking. These methods are grounded in constructivist theories of learning, which emphasize the importance of student-centered approaches that actively involve learners in the learning process. Previous studies have highlighted the benefits of interactive methods, such as increased student engagement, improved retention of information, and enhanced problem-solving skills.

” The main goals of interactive learning are:

- stimulation of educational and cognitive motivation;
- development of independence and activity
- fostering analytical and critical thinking
- formation of communication skills
- self-development of students.” [1]

“The implementation of interactive forms of education is one of the most important areas of modern vocational education. Now it is not enough for a

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teacher to be competent o his field and transfer a huge base of knowledge to the audience. The use of approaches is the most effective way to help students learn.” [2] However, challenges such as time constraints, lack of training, and resistance to change have been identified as barriers to the effective implementation of interactive teaching. Despite these limitations, the evidence suggests that interactive methods play a crucial role in promoting student-centered learning environments and fostering positive learning experiences.

Methodology

This study employs a qualitative research design to explore the role of interactive methods in teaching students. Data will be collected through interviews with teachers who have experience using interactive teaching methods in their classrooms. The sample will include teachers from diverse educational settings to capture a range of perspectives on the effectiveness of interactive methods. Data analysis will involve thematic coding to identify key themes and patterns related to the role of interactive methods in teaching students.

Results

Preliminary findings suggest that interactive teaching methods play a crucial role in engaging students and promoting active learning. Teachers reported that interactive methods, such as group discussions, hands-on activities, and technology-enhanced learning, have led to increased student participation and enthusiasm for learning. Furthermore, teachers noted that interactive methods have helped students develop critical thinking skills, problem-solving abilities, and communication skills.

Discussion

The results of this study underscore the importance of incorporating interactive methods into teaching practices to enhance student learning experiences. By actively involving students in the learning process, teachers can create a dynamic and engaging classroom environment that fosters collaboration, creativity, and critical thinking. Recommendations for future research include exploring the impact of specific interactive methods on student learning outcomes and investigating strategies for overcoming barriers to the effective implementation of interactive teaching.

Conclusion

In conclusion, interactive teaching methods play a vital role in engaging students and promoting active learning. By incorporating interactive methods into their teaching practices, educators can create a dynamic and student-centered learning environment that enhances student engagement, motivation, and learning outcomes. This thesis contributes to the existing literature on interactive teaching methods and provides insights into their potential benefits for both teachers and students.

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**THE PRINCIPLES OF LEXICAL SEMANTIC ANALYSES OF VERBAL
PHRASEOLOGY (ON THE BASE OF THE ENGLISH LANGUAGE)**

*S. Sharipova*¹

Abstract:

The article dwells on the analysis on semantic components on the base of lexical definitions and produces semantic features due to which phraseological units are included into the certain group in the general field of movement.

Key words: phraseological unit, lexis, semantic analysis, semantic field, semantic group

doi: <https://doi.org/10.2024/gatyrt93>

The analysis on semantic components on the base of lexical definitions can be used for the general and a range of differentiated features due to which linguistic units are included into certain semantic groups. The analysis on definitions gave us possibility to underline the basic semantic component of phraseological unit (PhU), included into the field and the group with the semantics of movement. This component of movement expresses the idea of motion that is common for both semantic field and the group.

From lexical definitions we also obtained basic semantic features, due to which phraseological units are included into a certain group in the general field of movement:

1. The feature of directed movement:
 - a) The movement onward: along, forward, towards, ahead, on, forth;
 - b) The movement astern: back, backwards;
 - c) The movement upwards: up;
 - d) The movement down: headlong, downwards;
 - e) The movement in different directions: about, round, in a circle, from place to place;
 - f) The feature of approaching: nearer, insight, into view, at;
 - g) The feature of remove: away, out, out of sight, outdoors.
2. The means of movement: on foot, on a horse, on a train, on board a ship, by road, on horseback, be frequent changes of horses.
3. The speed of movement:
 - a) Fast movement: hurriedly, in a hurry, at great speed, rapidly, hastily, quickly, at full speed, with increasing speed, at top speed, fast, extremely fast, swiftly, at the top of one's speed;
 - b) Slow movement: (very) slowly, at a crawl;
 - c) Cadent movement: at an equal speed.
4. Characteristics of movement:

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a) According to quality: without trouble, at once, completely, lively, briskly, suddenly, idly, with great caution, secretly, hastily, without permission or notice, without warning, steadily, by effort, as a dog, narrowly, furiously, vigorously, straight, swimmingly;

b) According to the place of movement: behind, in front, first at back, in close competition, closely after (upon), at the heels.

5. Pointing at the parts of the face: the arm, the head, the body, the legs, feet, heels.

Semantic characteristics, obtained with the help of analysis of lexical definitions, give us a chance to imagine phrase-semantic field of movement in the range of the majority of various semantic groups, which are also divided into certain theme groups and subgroups, synonymic rows, etc.

There is an invariant feature in the base of division of the semantic field into notional groups, i.e. the idea of physical movement and differentiated features such as concrete forms of movement that distinguish one group from another. However, the division is complicated by the fact that the same linguistic unit during the figurative use can be added to another group.

That is why the division of semantic groups has to be done according to the principles of commensurability of criteria of definitions. Thus, we divided phraseological units of movement into semantic groups due to the basic meaning of PhU, given in phraseological dictionaries.

Another type of semantic relations in the field is the relations of phraseological units, the basic feature of which is antonymy, besides similarity: to put in an appearance – to make one's exit, to lead the way – to follow in somebody's footsteps, to go at a crawl – to burn the wind.

The following type of semantic relations in the field is the polysemy. Phraseological units as well as the words, reflect the life in its variety of its relations and dialectic contradiction of phenomenon. Phraseological units are mostly mono-semantic, but even they are able to have several meanings. Especially it is often met in the secondary reconsideration (metaphorical, metonymic) and all the meanings of the phraseological unit can be imagined as a set of interconnected notional components according to the level of abstraction.

Thus, PhU 'to go to the pace' with the meaning 'to hurtle', being reconsidered got the new meaning as 'to live brightly'; PhU 'to mark time' firstly meant only military march, and now possesses a figurative meaning 'to do nothing', 'to waste time'. Here we notice the abstraction from the initial meaning though the connection with it not fully lost. Sometimes the word-combination can be reconsidered several times and, in this case, obtains a range of imagery meanings. Polycemy (plurality of meanings of phraseological units) leads to their ability to join different semantic fields, that is why it is almost impossible to show the precise borders between them.

The principle of similarity and contrast of the meanings of PhU within the field creates the three-level organization of semantic relations, which reflects the real connections of linguistic phenomenon.

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THE TYPES OF THE CONTEXT IN THE SEMANTIC ACTUALIZATION OF THE PHRASEOLOGICAL UNIT

*S. Sharipova*¹

Abstract:

The article dwells on the different types of the context, demonstrating semantic actualizing process of the phraseological unit on the base of the English literature.

Key words: phraseological unit, context, polysemy, actualization, distant relativity, semantics

doi: <https://doi.org/10.2024/4cfnze19>

Context – an important linguistic notion that is paid much attention by linguists nowadays. The definition of the context is based on the following principal rules:

- a) possibility of existence of different types of context and their systematic relations, on the base of which we notice realization of syntagmatic attributes of linguistic elements;
- b) interaction of the elements of different systems and subsystems of the language and those concrete units with the help of which the semantic relations within the context are set;
- c) related completeness of the idea, its informative value, connected with the semantic revealing of the realized units.

N. Amosova wrote about necessity of consideration of operational notion of contextual interaction between words. She described context as the combination of semantically realized word with the shown minimum. Phraseologisms, according to this theory, are determined in the conditions of their real colloquial use.

Contextual interaction of the words and phraseological units (PhU) is also described in the theory of context by A.V. Kunin. Here phraseological context is depicted as lexical surrounding of the phraseological unit which provides its total revealing as it stands in different systematic relations with phraseologism. Context is the combination of formal and semantic aspects. Formal aspect of phraseological context is expressed by the elements of different systems of the language – words and PhU. Semantic aspect touches realization of syntagmatic features of interacting units, which form the notional value of the information expressed in the context.

Depending on the means of semantic correlation between phraseological units and their revealers, i.e. combination, relativity and attachment, phraseological context can be divided into several types: inner phrasal, phrasal and upper phrasal.

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Inner phrasal context is the actualizator, expressed by the word or group of words in simple or compound sentence:

There you are; the dog in the manger; you won't let him discuss your affairs and you are annoyed when he talks about his own. (Longman Dictionary of English Idioms – LDEI).

Phrasal context is the actualizator of PhU, expressed by the simple or compound sentence:

She was six when she died. A dear little thing she was as pretty as a picture. (W.S. Maugham, *Cakes and Ale*, ch. 26).

Upper phrasal context is the actualizator of PhU, expressed by two or more sentences as in the following example:

"It seems he is terribly dissipated - drinks".

"Yes, sir, like a fish..." "A bad lot to say the least". (F. Norris, *The Pit*, ch.1).

We would like to demonstrate the means of semantic connection between PhU and elements of lexical surrounding in the different types of context.

Inner phrasal context:

The power and the glory, the wealth and the splendor remained aloof – she was just one of the legion of young women who has written a first novel. (R. Aldington. "Soft Answers", ch.3)

Though cursed as public enemy number one the rate checker was an innocuous looking man...bald as mushroom and as sly as a fox. (A.V. Kunin, 1972, p.128)

Most of his friends had been square pegs in round holes, a doctor for example, who has lost his standing, a disreputable, tinsmith, an outcast... (V.W. Brooks. "New England: Indian Summer", ch.24).

... Her skin was drab, her hair lost its sheen and she was as thin as a rail. (W.S. Maugham. "The Colonel's Lady").

The elements of lexical surrounding of phraseologisms in given examples interact with phraseological units in different ways such as contact and distant combination, relativity and connection.

Phrasal context:

The seamy side. There are, you know, men who are wolves in sheep's clothing and there are ... alas, lovely women who stoop to folly. (F. Sullivan. "The Cliché Expert Testifies on Love", p.217).

We were poor and young. By birth we fell into the ragtag and bobtail of the lower middle (Ch.P. Show. "Strangers and Brothers", ch.4).

Marriage is not a bed of roses. Disagreements sometimes happen (LDEI).

Look at that fellow – he's walked straight across the road without looking at the traffic. He must be as daft as a brush (LDEI).

The boy's got temper, of course, but he's straight as a die. What he says you can rely on. (J. Galsworthy. "Maid in Waiting", p.300).

He knew he danced pretty well, and of course, she was easy to dance with. As light as a feather. (W.S. Maugham. "The Facts of Life", p.270).

As we see from the given examples, the notional structure of the phrasal context is much more difficult than the notional content of the inner phrasal context. The elements of lexical surrounding of the PhU concretize, precise, superadd the semantics of phraseologisms being in initial position.

Upper phrasal context:

"She was born with a silver spoon in her mouth; she thinks she can do what she likes..."

“Silver spoon in her mouth! How apropos!” (J. Galsworthy. “The Silver Spoon”, p.68).

It's the story they like. Sexy, but tragic.

Of course it's only a flash in the pan. The way I look at it, she was sort of inspired like by a personal experience... She'll never write anything else. (The Kenkjusha Dictionary of Current English Idioms - KDCEI).

“He'd do his own brother down if he got the chance. Not a decent thing about him. You should have seen him the last night. I don't mind telling you it (the hurricane) was a pretty near thing. You'd have been surprised. Calm as a cucumber.” (W.S. Maugham. “The Warrow Corner”, p.191).

Let us kneel down and try if we cannot remember a prayer. Isn't there a verse somewhere: “Though your sins be as scarlet yet I will make them as white as snow”. (O. Wylde. “The Picture of Dorian Grey”).

Upper phrasal context is more capacious in combining semantic relations between phraseological units and their lexical surroundings.

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FORMATION OF DISCIPLINARY ATTITUDE IN STUDENTS AS SOCIAL AND PEDAGOGICAL NEEDS

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Abstract:

The article based on an analysis of the ideas of various specialists gaming technologies and their significance in the development of modern teenager.

Key words: culture, game, question, actions, principles and concepts

doi: <https://doi.org/10.2024/a9fg4352>

Culture, discipline and education create a person. Culture and education are the experience, the history of the past years, the measurement of everything created by man, and discipline is the recreation of experience in the mind of the younger generation. One of the important parts of culture is a significant social tool – education. In the course of the development of education, it is impossible not to notice that it has accumulated a sufficient number of ways to relay cultural ideas, principles and concepts. These methods are used in practice in working with young people who acquire their own ethno-cultural experience. Consequently, education and discipline play a huge role in the upbringing and development of a modern teenager.

The game is an end-to-end mechanism of child development, through which the contents of all educational areas of the education program are implemented. This contributes to the development of the use of gaming technologies in educational institutions. Children imitate adult relationships, imitate their behavior, most often this is a children's game. One of the important questions of game theory is the question of its historical origin. Psychologist author of original books on psychology and pedagogy – D. B. Elkonin, expresses the opinion that the game could have appeared when the historical development of society determined the role of the child in the system of public relations. As a result of the appearance of complex forms of division of labor, a game arises, the child can no longer work, it will not be possible to attach him to productive labor. The main source of the development of consciousness in children, the unreasonableness of their actions, the behavior of children with adults and peers is the game. When a child takes on a certain role, he tries to fulfill all the rules provided for a specific role, the child tries to change your behavior and make it as close as possible to the rules of this game. The incentive to play in the activity itself. The main component of the game is the role. There are also: the device (structure) of the game, the use of game items and the relationship between players. The plot and content are also components of the game. The plot is a set of actions that the child reflects in the game. And the relationships carried out

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by a child between players or adults will be called content. The game usually involves several people, which means the character will be a group. A group of children playing acts in relation to each individual participant as an organizing principle, authorizing and supporting the fulfillment of the role taken by the child. One of the variants of the appearance of the game is an attempt to get rid of free time and creating a pleasant and proper pastime for people. Culture as a "socially progressive creative activity of mankind aimed at transforming reality, transforming the wealth of human history, the inner wealth of the individual, the full identification and development of essential human forces" is characterized as a harmonious balance of spiritual and material values.

The creation of material goods is aimed at serious utilitarian activity. The motive of the game is the process, not the result. This does not imply any material interest. "Liberation from direct need, from work, a person begins to think, feel and create freely, obeying only the thirst of every part of his body – to turn around" – this is what happens to people who are in a real game. It is from the very process of the game that he gets satisfaction. The ancient Greeks believed that "the gods come to the human game and stay in it," being the players patronizing them. The cult community was united in a game, the representative function of which was performed in two ways: the figure of the game world replaced something supernatural, super real, and the scenery — the whole Universe. This attitude to the game gave it the status of divine, superhuman. In this context, F. Nietzsche speaks about the essence of human culture based on the ideal of the spirit playing "with everything that has hitherto been considered sacred, good, inviolable, divine." Using over the real status of the game and the emotional state of the players, the authorities Ancient Greece, Ancient Rome had the opportunity to manipulate individual and mass consciousness for their own purposes. It was possible to show that a person is important to society, has a certain power through attending sports competitions; the stronger ones participated in gladiator fights. As for the spiritual sphere, dancing and music were a sign of the elite. By staying in the game, elite society and representatives of the authorities declared their superhuman status. The secular style of art manifested itself in music, architecture, literature and other forms of art.

In conclusion, the game as a form of human activity has been the subject of philosophical analysis by many philosophers. Common games are very simple, they are similar to animal games: games in which you need to run after each other, catch each other, there are also games with climbing trees or jumping.

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PERFEKTIVLIK HAMDA PERFEKT TERMINLARI XUSUSIDA

A. Muminova ¹*Annotatsiya:*

Mazkur maqolada aspektuallik sohasida keng qo'llanadigan perfektivlik va perfekt terminlari borasida fikr yuritiladi. Muallif ikki terminni bir-biridan farqlash maqsadida ba'zi tilshunoslarni mavzu yuzasidan bildirgan fikrlarini tahlil qilib, o'z xulosasini bayon etgan.

Kalit so'zlar: perfekt, perfektivlik, zamon, temporallik, aspektologiya, kategoriya

doi: <https://doi.org/10.2024/68fjxh93>

“Perfektivlik” va “perfekt” terminlari, asosan, aspektuallikka oid bo'lib, ular o'zaro o'xshash bo'lsada, lekin bir-biridan farq qiladi. Jumladan, perfektivlik termini ko'proq rus tilidagi aspektuallikka oid adabiyotlarda uchraydi. Nemis tilidagi adabiyotlarda ushbu hodisani ifodalash uchun “rezultativ holat” – “der resultative Zustand” tushunchasi qo'llanadi. Ma'lumki, zamonaviy rus tilida perfekt zamon shakli mavjud emas. Ammo, shunday bo'lsada rus tilining qadim rivojlanish davrida perfekt shakli mavjud bo'lgan va u o'tgan zamonda sodir bo'lib, natijasi hozirgi zamonda davom etayotgan ish-harakatni ifodalash uchun qo'llangan. Rus aspektologiyasida “perfektivlik” atamasi bir ma'noli hisoblanadi. Nemis tilida esa mazkur termin turli ma'nolarga ega. Bundan tashqari perfektivlik semantik kategoriyasi nemis tilida perfekt zamon shakli va boshqa ifoda usullariga ega ekanligi sababli ham nemis aspektologiyasida uni ifodalash uchun “категория результативного состояния – rezultativ holat kategoriyasi” termini qo'llanadi. Ba'zi tadqiqotlarda “perfektivlik” va “rezultativ holat” tushunchalari sinonim sifatida qayd etiladi.

Umumtilshunoslikda perfektivlik muammolariga bag'ishlangan bir qancha tadqiqotlar amalga oshirilgan. Jumladan, nemis tili materiali asosida T. S. Glushak, S. K. Semenova, S. E. Yaxontov, U. Zaker, V. P. Nedalkov, V. P. Litvinov, V. Ya. Mirkin, R. Z. Muryasov va boshqalarni misol keltirish mumkin. Yuqorida qayd etilgan mualliflar ishida asosiy e'tibor perfektivlikni matnda ifodalanish usullariga hamda rezultativ (konstruktsiya) qurilmalar tarkibida perfektivlikni ifodalanishi va qo'llanishiga qaratilgan. Nemis tilida perfekt zamon shakli T. Heyde – Zybatow, W. Bartsch, R. Bauerle, H. Brinkmann, J. A. Czochralski, K. Dieling, V. Ehrich, H. Vater, H. Glinz, U. Hauser – Suida, G. Hoppe – Beugel, W. Klein, S. Latzel, O. Teuber, K. Welke va boshqalar ishlarida o'rganilgan [Kamkina, 2010: 3-7].

Zamonaviy tilshunoslikda perfektivlik kategoriyasi masalasiga nisbatan turli qarashlar va yondashuvlar mavjud. Ba'zi tadqiqotlarda perfektivlik – aspektual semantik kategoriya sifatida qaralsa, boshqa mualliflar uni temporal xarakterga ega bo'lgan leksik-grammatik hodisa hisoblashadi, yana bir guruh olimlar esa uni “taksis” xususiyatiga ega kategoriya sifatida baholashmoqda. Bizning fikrimizcha, perfektivlik – bu aspektual semantik kategoriyadir, chunki

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perfektivlik deganda biz, harakatning tugallanganlik, yoki oxirgi nuqtasiga borib yetganlik ma'nolarini tushunamiz. Bu borada o'zbek tilshunoslaridan B. Rizayev tadqiqotlarida ko'plab ishlar amalga oshirilgan bo'lib, olim o'z izlanishlarida turli aksional guruhlariga kiruvchi chegaralangan, chegaralanmagan, ikki aksional xususiyatli yurish-harakat fe'llarining aspektual vaziyatlardagi ma'nolarini yoritib, nemis tilidagi perfektiv fe'llarga ankommen, erreichen, stürzen, sich begeben, stürmen, finden, treffen kabilarni kiritgan. Olim perfektiv fe'l qaysi zamonda qo'llanishidan qat'iy nazar doimo perfektivlik, ya'ni tugallanganlik ma'nosini ifodalashini qayd etadi [Rizayev, 2003: 17].

J. V. Kamkinaning fikricha, perfektivlik kategoriyasining semantikasi bir qancha komponentlardan iboratdir. Jumladan, oldingi harakatning tugallanganligi, ya'ni fe'l leksemasi orqali ifodalangan harakatning o'z chegarasiga yetganligi perfektivlikning asosiy belgisi hisoblanadi. Shu sababli ham "tugallanganlik" va "perfektivlik" ko'pgina ishlarda sinonim sifatida qo'llanadi. Perfektivlik semantikasining yana bir komponenti – bu tugallangan harakatning rezultativligidir. Rezultativlik deganda muallif muayyan bir jarayon yoki harakatning natijasini tushunadi. Perfektivlik semantikasining keyingi komponenti – bu holatdir. Holat – perfektivlik kategoriyasining alohida va mustaqil komponenti sanaladi. Chunki perfektivlik kategoriyasining semantikasini aniqlashda tugallangan harakatning rezultativligi bilan birgalikda so'zlovchi yoki harakatning holati ham muhimdir. Maqolamizning diqqat markazidagi ikkinchi termin, ya'ni, perfekt zamon shaklining mavqei borasida ilmiy adabiyotlarda turli qarashlar va yondashuvlar mavjud. An'anaviy tilshunoslikda perfekt – fe'lning zamon shakli yoki aspektual kategoriya ekanligi borasidagi savol baxslidir. Bu borada to'rt xil gipoteza mavjud: 1. "zamon" (Tempushypothese), 2. "semantik ikki ma'nolilik" (Ambiguitatshypothese), 3. "aspekt" (Aspekthypothese), 3. "fe'l shakllarining kompleks ma'nolari" (Komplexitatshypothese). Shuningdek, olima perfektning ikki turini farqlaydi, ya'ni perfektiv va noperfektiv. Ya'ni, jumla tarkibidagi perfekt shakli chegaralanmagan fe'ldan yasaliib, harakat yoki jarayon o'z yakuniy chegarasiga yetmagan bo'lsa, bunday shaklni "noperfektiv" deb ataydi. Aksincha, perfekt – chegaralangan fe'ldan yasaliib, harakat yoki jarayon o'zining yakuniy nuqtasiga yetgan bo'lsa, bunday shakl perfektiv perfektivdir. Xuddi shunday fikrni [Thieroff 1994] ishida ham ko'rishimiz mumkin. Tilshunos noferfektiv perfekt (nonperfectic perfect) va perfektiv perfekt (perfectic perfect) turlarini ajratgan.

Yuqorida keltirilgan fikrlardan xulosa qilish mumkinki, perfektivlik va perfekt terminlari aspektuallik sohasida keng qo'llanib, ular fe'l semantikasi bilan chambarchas bog'liqdir. Chunki, perfektivlik – tugallangan harakatni, perfekt esa fe'lning o'tgan zamon shaklini bildiradi. Ushbu terminlar o'zaro o'xshash bo'lsada, lekin ular farqlanishi lozim.

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**ADABIYOT VA TA'LIM O'TMISHDA VA
HOZIRDA**

**LITERATURE AND EDUCATION IN HISTORY
AND MODERNITY**

**ЛИТЕРАТУРА И ОБРАЗОВАНИЕ В
ИСТОРИИ И СОВРЕМЕННОСТИ**

МАТН - ЛИНГВИСТИК ТАҲЛИЛ ОБЪЕКТИ

А. Яхшиев ¹

Аннотация:

Ушбу мақолада тилшуносликда матн таҳлил объекти сифатида кўриб чиқилади. Матннинг оғзаки ва ёзма шакллари стилистик нуқтаи назардан илмий асосланади. Етакчи тилшунос олимларнинг матн ҳақидаги фикрлари баён этилади. Матн ҳосил бўлишининг шарт-шароитлари ўрганилади.

Калит сўзлар: матн, нутқ, оғзаки нутқ, нутқий фаолият, нутқий акт, ахборот, семиотика, семасиология, ёзма нутқ, лингвостилистика, адресат, адресант, референт

doi: <https://doi.org/10.2024/wrew4q63>

Айни пайтда нутқ фаолияти назариясида матн асосий ўринни эгаллайди. Бир пайтлар, матнни тузиш ва истеъмолда бўлиш таҳлилини мақбул тарзда амалга ошириш имконини берувчи таърифлардан бири таклиф қилинган эди: “Матн тилнинг ёзма (оғзаки) турининг стилистик меъёрларига мувофиқ ишлаб чиқилган, сарлавҳага эга бўлган ҳамда ушбу сарлавҳанинг мазмунига нисбатан тугалланган, ўзаро бир-бирига боғланган қисмлардан иборат бўлган ҳамда прагматик кўрсатмага эга ва аниқ бир мақсадга қаратилган маълум асар кўринишидаги тил ҳаракати жараёнининг турғун лаҳзасидан иборат” (Гальперин 1977: 524).

Замонавий нутқ фаолияти назарияси тилшунослик ва матн ҳосил қилиш ҳақидаги фаннинг кенг соҳасини қамраб оларкан, нутқий мулоқот табиатини, унинг шаклларини, нутқ фаолияти ва тафаккур ўртасидаги муносабатларни, нутқий фаолиятни амалга оширишнинг ижтимоий шароитларини, тилнинг тизимлилиги ва белгилардан иборат бўлишини, жамиятда ахборот алмашинуви ва ҳоказоларни ўрганади.

Инсоният томонидан орттирилаётган тажриба ахборот тарзида йиғилиб боради, жамғарилади. Унда халқ хотираси, унинг тарихи ва анъаналари ўз аксини топган (Бушуй 2006: 8). Шу билан бирга, ахборот шахслараро алоқани рағбатлантириб, нутқ ҳосил бўлиш жараёнини тартибга солиб, маълум янгиликни ўз ичида ташийди.

Матн ҳосил қилиш борасида ахборотнинг мазмуни, биринчи навбатда, “хабар эгаси”, хабарнинг объектга муносабати, мазмундорлиги, тўлиқлиги (ҳажми), хабарнинг йўналтирилганлиги, баҳолаш (ўлчов), аҳамияти (қиймати,

¹ Яхшиев Ашур Абдиевич, СамДЧТИ немис тили ва адабиёти кафедраси профессори

аниқлиги, ҳаққонийлиги, етарлилиги ёки тақрибийлиги, ишончлилиги, ҳолислиги ва ҳоказо), тўпланиши, сақлаш, ахборот алмашинуви, ахборот узатиш усуллари каби параметрларда очиб берилади.

Ахборот турли йўналишларга қаратилган мўлжални аниқлаштиришни тақозо этади. Масалан, ахборотни мазмуний-далилли ва мазмуний-концептуал турларга ажратиш. Мазмуний-далилли ахборот воқеалар баёнини, ҳикоя қилиш, мулоҳазалар, диалоглар ва мулоқотнинг бошқа шакллари бирлаштиради. Бунда фойдаланиладиган лисоний воситалар асосан доминант (ҳоким) фикрни тўлиқроқ, ва тушунарлироқ, аниқроқ етказиб беришига ҳамда адресатдан исталган жавобни олишга қаратилган. Мазмуний-далилли ахборот тилнинг барча функционал услубларида учрайди, бироқ, илмий матнларда эга ўз идеал шаклига анча яқинлашади.

Мазмуний-далилли ахборотдан фарқли ўлароқ, мазмуний-концептуал ахборот билвосита тарзда (мазмуний-далилли ахборот орқали) аниқланади. Ахборотнинг мазкур иккала турини таққослаб, парадигматика ва синтагматиканинг ўзаро муносабатини шартли равишда тасаввур қилишимиз мумкин. Мазмуний-далилли ахборот одатда тизимли бўлиб, унинг ҳаракати тадрижий равишда замон ва маконда муайянлашган бўлади. Мазмуний-концептуал ахборот эса бутун асарнинг ичига сингиб кетади.

Шундай қилиб, ҳар қандай матн икки ўлчамда тасвирланиши мумкин.

Биринчи (горизонтал) ўлчов асос бўлиб, унинг ёрдамида матнни ташкил этувчи гаплар бир-бири билан изчил равишда ўзаро боғланадилар.

Матн иккинчи (вертикал) ўлчовни мужассам этувчи ботиний тузилмага эга. Мазкур тузилма матннинг алоҳида олинган ҳар қандай тури учун ўзига хос бўлган ҳолда намоён бўлади. Мукаммал структура матнни парчаларга ажратади. Матннинг у ёки бу турга мансублигини (мисол учун, наср, драма ва ҳоказо) ушбу парчаларнинг тартиби ва ўзаро боғлашни усули аниқлайди. Қисмларнинг боғланиши эса махсус иборалар орқали амалга оширилади (мисол учун *Das ist ein Ereignis!* «Бу бутун бир ҳодиса-ку!» ва бошқалар).

Матн интеграллашган бирлик бўлиб (яъни алоҳида қисмларнинг ўзаро бўйсунуви натижаси), уни: 1) квантитатив-прагматик (қиёсланг: романни жилд, қисм, бобларга ажратиш ва бошқалар) ҳамда 2) квалитатив-бўлинган (қиёсланг, оддий хабар, баён, ҳикоя, суҳбат, тасвирлаш каби нутқ яратиш акти шакллари) каби турларга ажратса бўлади.

Матннинг қисмларга бўлиниши биринчи навбатда хабарнинг замон, макон, образли, мантиқий ва бошқа алоқаларининг табиатини, хусусиятини англаш мақсадида парчаларни алоҳида тасаввур этиш имконини беради.

Биринчи ҳолатда бўлинишнинг прагматик асоси яққол сезиларли бўлса, иккинчи ҳолатда эса, субъектив билишга оид асосни кузатишимиз мумкин. Яхлит ҳолда келтирилган матн интеграллашган бирлик сифатида ҳар қандай таркибий қисмнинг аъзоси бўлиб шаклланади.

Шундай қилиб, нутқий (сўз орқали ифодаланган) хабарнинг узатилиши авваламбор турли матнлар вужудга келтиришга, у ёки бу аниқликка эга бўлган матнлар ҳосил бўлишига (расмийлаштиришда, қайта тиклашда, ишлов беришда, таржима қилишда ва ҳоказо) қаратилган.

Шунга мос равишда хабарни қабул қилиш англашнинг ҳар хил даража нуқтаи назаридан тартибга солинади. Айтайлик, нутқий актнинг мақсади тил функцияларидан келиб чиқиб, мисол учун ифоданинг ҳар хил вазифаларидан, турли-туман тасаввурлар-намойишлар, ундовлар-даъватлар ва бошқалардан, ҳамда адресант, адресат, хабар, контекст,

референт, код ва контактга кўра белгиланадиган вазифалардан келиб чиқади.

Кўриниб турибдики, нутқий фаолият биринчи навбатда ахборотни узатишда, унинг қайта ташкил этилиши, белгилар ва семаларни ўз ичига олиши, мантикий ва ҳиссий мутаносибликларнинг фаоллаштирган ҳолда нутқий хабарларни қабул қилишдан иборат.

Ахборотни нутқ орқали узатиш эса матн ҳосил қилишда амалга ошади. Бу жиҳатдан амалиётда қабул қилинаётган ахборотни тушунишдаги иккиланишлар қайд этилади, узатиладиган ва қабул қилинаётган материалнинг етарли даражада мувофиқлиги кўп ҳолларда пресуппозициянинг мажбурий мавжудлиги билан, яъни қабул қилувчи (адресат)нинг муайян мазмунга эга бўлган матнни идрок этишга ҳозирлиги билан белгиланади. Шу сабабдан нутқ фаолиятини баҳолаш параметрини унинг тўғрилиги ва таъсирчанлигини ҳисобга олиш зарур. Фақат ушбу параметрни татбиқ этгандагина нутқ фаолиятининг коммуникатив йўналтирилганлигини мураккаб меъёрга рўёбга чиқарса бўлади.

Ахборотни қабул қилувчида муайян қабул қилувчанликдан ташқари, биринчи галда тақдим этилаётган ахборотнинг таъсирчанлигига эришишга йўналтирилган ҳолда матннинг сўз таркиби ва унинг стилистик безакларининг шакллантирилиши муҳим ҳисобланади.

Нутқ фаолияти коммуникатив, семиотик ва бошқа жабҳаларда амалга оширилган ҳолда алоҳида нутқий актларга бориб тақалади. Мазкур актлар нутқ фаолияти қурилишининг схема (= моделлар) типологиясида тизимли равишда бир-бирини тақозо этади. Улар бир пайтнинг ўзида бир нечта мақсадни амалга оширишга йўналтирилганлиги билан фарқланади. Ушбу мақсадлардан биттаси ўзининг махсус ахборот-билиш аҳамияти, мазмун жиҳатдан устунлиги билан ажралиб туриши мумкин.

Намунали нутқий актлар мақсадларининг хилма-хиллиги ва мураккаблиги адресант (сўзловчи) ва адресатнинг (тингловчи) мавқеини ҳисобга олишни талаб этади. Боз устига, уларнинг мақсадлари кўпинча қарама-қарши қўйилган бўлиб, умумий изчилликда, кетма-кетликда ташкил этилади: хабар йўллаш – адресант учун, ахборот олиш – адресат учун.

Матн ҳосил бўлиши, ахборотни матн билан кодлаштириш ва уни кодини топиш, яъни матнни, фикрни тушуниш учун матн хабар тузилмасининг қўйидаги уч таркибий қисми аҳамиятлидир (интеграллашган назариядан келиб чиққан ҳолда (= “матн тузилмаси – муҳит, олам тузилмаси” назарияси): 1) дескриптив таркибий қисм (яъни, баён этиладиган ҳодисанинг бир хил тасвирланиши); 2) муайян муҳитни ташкил этувчи таркибий қисм (мулоқот иштирокчиларининг хабарга нисбатан фикрларини белгиловчи); 3) хабар берувчи таркибий қисм.

Хуллас, олам манзараси лисоний бирликлар воситасида матн орқали намоиш қилинади. Бундан ташқари, матн пайдо бўлишида қўйидаги жиҳатлар фарқланади: 1) фаолият, ҳодиса ёки ҳолат ҳисобга олиниб: Кимдир ҳолатнинг ўзгаришини йўналтиради/йўналтирмайди. Ҳолат маълум шахс ёки объект томонидан ишлаб чиқарилган фаолият ёки бирор киши билан содир бўлаётган ҳодиса натижасида ўзгариши мумкин; 2) узлуксиз бўлмаган ва дискрет узлуксиз давом этадиган ҳодисалар – давомий, бир лаҳзали ёки мунтазам, даврий, нодаврий, номунтазам ва бошқалар.

Нутқий фаолият лингвистик моҳиятининг умумий тавсифи тилда ахборот ва унинг коммуникатив актуаллашиши тамойилларининг сақланиш

муносабатларини талқин этишга олиб келади, шунингдек, нутқ фаолиятининг белгили-семиотик жиҳатдан ва коммуникатив фаоллигининг, мулоқот моделларининг, уларнинг айрим нутқ акт (ҳодиса)лари ўзига хослигининг ўзаро бир-бирини тақозо этишини таъминлайди ҳамда матн ва луғатнинг ўзаро бир-бирини тўлдиришида намоён бўлади.

Айнан шу зайл бевосита табиий тил аломатлари пайқалади, очиб берилади. Бундай ҳолда мулоҳазалар, ҳаёлий тажрибалар, тажрибани тўплаш ва узатиш табиий тилнинг ўзига хослигини белгилайди. Бунда унинг оғзаки ва ёзма шаклдаги матнга хос коммуникатив табиатининг мазмуни катта аҳамиятга эга.

Шундай қилиб, оғзаки ва ёзма нутқ мулоқоти ўртасидаги фарқ қўйидагидан иборат: мулоқотнинг оғзаки шакли бевосита ва субъектлив бўлиб, яъни мулоқотнинг воситачисига тўғридан-тўғри қўшимча объектга эга.

Шунингдек, оғзаки нутқ мулоқоти қайд қилинмаган ҳолда, иложи борича диалогик (икки йўналишли, симметрик) бўлиб, динамик ахборотга асосланади. Ёзма шакл эса қайд этилган монологик, диахроник бўлиб, унда ахборотни узатиш ва идрок этиш замон ва маконда амалга оширилади.

Матн тури услубининг таҳлили унинг тегишли ўзига хос таркибий қисмларини аниқламасдан етарли даражада ишонарли ва самарали бўла олмайди. Ушбу таркибий қисмлардан бадиий адабий асарни лисоний расмийлаштириш ҳамда тузилишга оид қурилишдаги ўта муҳим компонентлар тушунилади. Мазкур қисмларсиз бадиий асар ўз яхлитлигини ҳамда ўзига хослигини йўқотади. Бундай ўзига хос муҳим элементлар лингвостилистик воситаларнинг яхлит тизимини ташкил қилади.

Матн лингвистик таҳлилининг муҳим муаммоларидан бири матн ҳосил қилувчи омиларни ва матн ичидаги боғлиқликларни излаб топишдан иборат. Ш. Сафаровнинг фикрича, мазкур ҳолат матн лингвистикасининг энг муҳим муаммоларидан бири ҳисобланади (Сафаров 2006: 59).

Мазкур муаммони лингвостилистиканинг фаол иштирокисиз ҳал этиб бўлмайди. Ш.Сафаровнинг фикрига кўра, матн ичидаги алоқаларни тадқиқ қилишга алоҳида эътибор қаратилиши лозим. Бу ҳол матн қурилиши (тузилиши)нинг тўғрилигини инобатга олишни назарда тутаяди, чунки, В.Дресслер фикрича (Dressler 2003: 135), унинг яхлитлигининг семантик боғланиши (когерентлиги) айнан ушбу ҳолат билан боғлиқ.

Матн яхлитлигининг асосий мезони сифатида асарнинг композицион тузилишидан фойдаланилган. Лингвостилистик жиҳатдан бундай ёндашувнинг тўғрилиги, ҳаққонийлиги Э.Г.Ризель томонидан асослаб берилган (Ризель 1975: 9). Олиманинг талқин қилишича, композиция (бадиий асарнинг қурилиши) яхлит тузилишнинг моддий тарзда лисоний-стилистик шаклда амалга ошириладиган мазмуний ва шаклий таркибий қисмларнинг диалектик бирлигидан иборат. Ушбу мезоннинг таркибий қисмлари матннинг мазмундор лисоний ташкил этилиши, унинг хатбошилар, боблар, қисмлар каби қурилиш бирликларига бўлиниши, ажратилиши, ҳамда шунингдек, ҳикоя материални қамраб олиш ва тақдим этиш тури ҳисобланади.

Матннинг семантик тўғрилиги (когерентлиги)ни таҳлил қилишда, биринчи навбатда, матннинг структур-композицион ва лисоний таркибий қисмларидан фойдаланиш лозим.

Композицион қурилиш бутунлиги матнни туташтирувчи рамка орқали амалга оширилиб, мазмуний-лисоний бутунлик эса бутун ҳикоя

манзарасининг ич-ичига сингиб кетувчи, асосий ғояни ифодаловчи сўзлар (фразеологик бирликлар)дан фойдаланиш орқали таъминланади. Шундай қилиб, матн узатилаётган ахборотининг энг муҳим манбаи ҳисобланади. Шу боис, ҳозирги замон назарий тилшунослиги матнни, қайта-қайта тадқиқ қилинадиган, яратиладиган, кузатиладиган аниқ лисоний ҳодиса сифатида кўриб чиқади.

Матн нутқ жараёнида юзага келади, яъни матн концептуал жиҳатдан шартланган (концепт ёки ғоя мавжуд) ҳамда коммуникатив нуқтаи назаридан муайян мақсадга қаратилган хабар-мазмунга ва прагматик моҳиятга эга бўлган нутқий асар ҳисобланади. Матн ҳосил бўлишининг асосий қуроли тилдир, яъни кибернетик қурилмалар мажмуаси каби ишлашда муайян натижаларни берувчи, ахборотни нутқий шаклга, яъни матнга айлантирувчи мавҳум тузилма ҳисобланади. Бошқача қилиб айтганда, бу билан хабарни тилдаги тегишли код орқали сўзлар шаклига келтириш жараёни амалга оширилади.

Нутқ фаолияти жараёнида тилнинг энг муҳим маъноли бирликларига қаратилган икки ёндашувнинг доимий ўзаро таъсири амалга оширилади. Сўзловчи ифодаланган мазмунга мос келувчи тил бирликларини танлайди. Тингловчи қабул қилинган товуш занжирининг семантикасини белгилаши, тил бирликларининг тизимли маъносини очиб бериши, уларнинг семасиологиясини аниқлаши ва аниқ вазият (референт) билан ўзаро муносабатини аниқламоғи лозим.

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СКАЗКА КАК СПОСОБ ПОДГОТОВКИ ДЕТЕЙ К САМОСТОЯТЕЛЬНОЙ РЕЧИ И МЫШЛЕНИЮ

Д. Исраилова ¹

Аннотация:

В статье подчеркивается, что дошкольное образование является основой знаний, и предполагается, что будущий образовательный потенциал ребенка можно вывести из того, чему он научился в школе. В этот период педагоги подчеркивают необходимость уделять особое внимание мыслительным процессам детей, так как от их способности самостоятельно мыслить зависит их развитие как полноценного человека.

Ключевые слова: самостоятельное мышление, компетентность педагога, психические процессы и речь

doi: <https://doi.org/10.2024/0pz8hf52>

По мнению психологов, мышление — это функция человеческого мозга. Мышление используется для изучения свойств человека и Вселенной, когда отсутствуют органы чувств. Мышление — это ряд целенаправленных, умственных действий. Это инструмент для понимания реальности, социального окружения и окружающей среды, а также необходимое условие для правильного и эффективного осуществления человеческой деятельности. Человек использует мышление для оценки достоверности, подлинности, правильности и понимания информации и опыта, которые он читает, видит, чувствует и воображает, а также того, как они соотносятся с реальным миром.

Изучая тайны мира, человек с помощью самостоятельного мышления устанавливает точность или неточность мнений, идей, предположений, выводов и решений, сделанных человечеством.

Рассуждение позволяет постичь связи и различия между вещами и явлениями, а также характеристики качеств и механизмы, которые их связывают или разделяют. Тот, кто может формировать независимые мнения и поддерживать их, независимо от жизненного опыта или художественных событий, никогда не полагается на других людей. Когда речь идет о важных делах, он не апатичен; он не может позволить другим решать его судьбу. Прежде чем приступить к выполнению какой-либо задачи, мыслитель тщательно обдумывает и анализирует всё.

Л.С. Выготский подчеркивает, что, когда речь идет о мышлении, прежде всего, о различении его формы и содержания, механизм мышления у человека, как и его уровень, развивается по мере интеллектуального роста человека.

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С помощью рассуждений человек постигает отношения между предметами и событиями, свойства качеств и механизмы. В возрасте 6-9 лет, когда ребенок контролирует свои мысли, у него появляется логическое мышление. Выготский определял логическое мышление как целенаправленное, само ограниченное мышление, опирающееся на теоретические и научные стандарты. Он утверждает, что мышление без логики равносильно мышлению без независимости, свободы и сознания.

Важную роль в формировании компетентной личности играет содержание и методы обучения, организованного в дошкольных образовательных учреждениях, чтобы подняться на уровень, быть организованным в условиях признания себя самостоятельной личностью.

Обучение детей свободному владению родным языком, самостоятельному мышлению, развитию мышления начинается с самого раннего возраста. С самого рождения они начинают с любопытством смотреть по сторонам, а подрастая, хотят знать о том, что их окружает, о предметах и природных явлениях. В связи с этим родители или воспитатели могут дать детям представление об окружающем мире, природе, примерах фольклора, создать условия для самостоятельного мышления и свободного самовыражения, развивать детскую речь и мировоззрение.

Как сказки могут научить дошкольников мыслить самостоятельно?

Некоторые взрослые думают:

- Способность мыслить самостоятельно дана не всем, она есть только у одаренных детей;

- Самостоятельное мышление — это свойство взрослых, развивать его у детей бесполезно;

- Независимое мышление, наличие собственного мнения приводит ребенка к изоляции, что, в свою очередь, создает опасную для него ситуацию;

- У детей недостаточно навыков мышления, а когда они идут в школу, у них появляется возможность мыслить самостоятельно, и тогда достаточно просто обратить на себя внимание.

На самом деле:

- самостоятельное, творческое мышление основано на логике, но эта логика и есть способность мыслить творчески, креативно (таков вывод исследований и изысканий);

- Самостоятельное мышление не регулярно наблюдается у детей, в связи с тем, что развитие мышления в дошкольном образовании не является основной целью;

- Если детей учить решать проблемные ситуации, задачи и делать выводы, а не обучать их на основе примеров, не деля их на "способных или неспособных", "творческих или нетворческих" (исследования), то результаты это подтверждают);

- Дети даже лучше справляются с некоторыми проблемными ситуациями, чем взрослые! У правильных детей может еще не быть идеи или замысла для решения ситуации, но ребенок стремится знакомиться с реальными ситуациями, экспериментировать, играть в игры. Если взрослые не будут равнодушны к детским выводам, ребенок поймет, насколько он умен. Ребенок не рождается для самостоятельного мышления, эту задачу должны выполнять дети и взрослые, которым не безразлично их будущее.

В заключение хочется сказать, что главное - дать детям свободу в выполнении заданий, позволить им наслаждаться своими открытиями, умными рассуждениями и получать удовольствие от своих выводов. Создание в классе обстановки, способствующей творческому поиску, позволяет детям действовать самостоятельно, не боясь ошибиться, не идя по пути, навязанному взрослыми. Это и есть цель. Все остальное - инструменты.

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**MAQOL VA FRAZEOLOGIZMLARDA «AYOL» OBRAZINI IFODALASH
(FRANSUZ TILI MISOLIDA)**

*A. Begmatov*¹

Annotatsiya:

Ushbu maqolada ayol obrazini ifodalovchi fransuz maqol va frazeologizmlarida ayol shaxsining xarakterini baholovchi shkalalar tahlil qilinadi. Bunda nafaqat shaxs xulq-atvori balki real borliq, voqea hodisalarning roli va ularning ahamiyati ham e'tiborga olingan. Bundan tashqari fransuz xalqi ongida shakllangan ayollar go'zalligiga bo'lgan munosabatlarning salbiy va ijobiy tomonlari tahlil qilingan. Umuman ayol obrazi qo'llanilgan genderli frazeologizm va maqollar hamda ulardagi salbiy va ijobiy baholashlar qiyoslab o'rganilgan, va shu bilan birgalikda tahlil qilingan maqol va frazeologizmlar anglatgan ma'nolar tufayli olingan xulosalar berilgan.

Kalit so'zlar: frazeologiya, ayol konsepti, obyektiv komponent, salbiy munosabat, ijobiy munosabat

doi: <https://doi.org/10.2024/8kwdwp45>

Har qanday tildagi frazeologik iboralar avlodlarning, uzoq yillar jarayonida shakllangan milliy meltalitetini ifodalab keladi. Frazeologik iboralar va maqollar kundalik so'zlashuv nutqida qo'llaniladigan, to'g'ri va obrazli ko'chirma ma'noni ifodalaydigan so'z birikmalaridir. Maqollar tugallangan jumla shaklidagi, ko'pincha qofiyalashgan, pand-nasihati ma'nosidagi og'zaqi xalq ijodiga mansub xalq dono fikrlarining umumlashmasi, yig'indisidan tashkil topadi.

A.V.Artemovaning fikricha, frazeologizm va maqollar milliy madaniyatning oynasi sifatida shu xalq milliy madaniyatini, urf – odatlarni, an'analarni, olamni idrok qilishdagi katta qismli axborotni o'zida mujassam qiladi. Maqol va frazeologizmlar tarkibida keng ifodalangan "ayol" konseptining leksik-semantik sathini o'rganish ana shu jihati bilan muhimdir (A.V. Artemova, 2000, 5 - c).

Ayol konseptiga kiruvchi frazeologizm va maqollar nasihat, o'git vazifasini bajarib, real borliqdagi voqea-hodisa, predmet va individlarning turli sifat va belgilarini yaxshi-yomon, axloqli-axloqsiz, qabul qilish mumkin, qabul qilish mumkin emas, shkalalarida baholovchi funksiyasini ham bajaradi.

Ayol obrazining alohida elementlarini baholashda obyektiv va subyektiv faktorlar hisobga olinadi. Subyektiv baholashda obyekt ijobiy va salbiy baholanadi, obyektiv baholashda esa, predmet va hodisalarning mohiyati baholanadi. Shu nuqtai nazardan obyektiv baholash til muhitida qabul qilingan umumiy qoidalar va me'yorlarga mos keladi.

«Ayol» konseptiga kiruvchi frazeologizm va maqollarda muayyan xalqning axloqiy yashash tarzi, ongini aks ettiruvchi obyektiv komponent ishtirok etadi. Odatda maqollarda ham fransuz xalqi ongida shakllangan ayol go'zalligiga munosabat kinoyali tarzda ifodalanadi: «Ciel pommele et femme fardee ne font

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pas longue duree». Fransuz tilidagi bu maqolni o'zbek tiliga so'zma-so'z quyidagicha tarjima qilish mumkin: « Osmonni mayda bulutlar qoplasa, u tez orada tarqalib ketadi, o'ziga pardozi bergan ayolning go'zalligi ham uzoq davom etmaydi» Maqolda tabiat hodisasidagi o'tkinchilik xunuk ayolning o'ziga oro berishi bilan qiyoslanayapti. Bunday holda «xunuk bo'lsang, qancha pardozi qilsang ham aslingga qaytasan, ya'ni tabiiy go'zal bo'la olmaysan», - degan salbiy pragmatik ma'no anglashiladi. Quyidagi maqolda esa, «ayollarda go'zallikdan tashqari hech qanday insoniy fazilat yo'q, - degan goya konnotasiya qilingan:

«La plus belle femme du monde ne peut donner que ce qu'elle a»-

Dunyodagi eng go'zal ayol ham o'z go'zalligidan boshqa hech qanday fazilatga ega emas, uning bundan boshqa erkaklarni qiziqtiradigan hech narsasi yo'q degan konservativ erkaklar falsafasidagi konnotativ ma'no ustivor.

Ayrim maqollarda ayol shaxsi ulug'lanadi, ammo bu o'rinda ham yashirin kinoya ohangi, bepisandlik sezilib turadi:

«Se que femme veut, Dieu le veut» - «Ayolning tilagi- Allohning tilagi». Maqol zamiridagi bunday salbiy konnotatsiyani Fransuz adibi T. Gotyening «Madmuazel Mopen» asaridan olingan quyidagi misol orqali izohlash mumkin:

Le proverbe «Se que femme veut, Dieu le veut»- n'est pas plus vrai que tout autres proverbes, ce qui veut dire, qu'il ne vaut guère. (Kondrashov 2005:42 b)

«Ayolning tilagi-Xudoping tilagi» maqoli barcha maqollar singari ayni haqiqat, ammo bu mutlaqo noto'g'ri».

Ayol obrazi orqali ifodalangan bunday salbiy munosabat quyidagi maqolda yanada yaqqol seziladi:

«Fume, pluie et femme sans raison chassent Lhomme de la maison»- «Uy tutunga to 'Isa, tomdan chakka o'tsa, ayol tinimsiz javrasa, erkak ko'chaga chiqib ketishga majbur». Bu urinda ro'zg'ordagi barcha yumushlarni xotini zimmasiga yuklab qo'ygan tarallabedod erkak obraziga ham yashirin kinoya konnotaliya qilinayapti. Ayolning uy-ro'zg'or ishlariga mas'ulligi, ulardagi nuqsonlar tabiiyligi ba'zan uy hayvonlariga qiyoslanadi:

«Des femmes et des chevaux, il n'en est point sans défaut»- Ayollar tabiati xuddi otlarniki singari nuqsonsiz bo 'Imaydi. Maqol zamiridagi konnotatsiya, pragmatik ma'noni «er asov xotinni ham xuddi ot singari jilovlab olishi lozim», - deya izohlash mumkin.

Ayol obrazining tabiat hodisalari orqali qiyoslanib pand-nasihatli xulosaga kelish ayrim hollarda neytral munosabatni ham ifodalaydi:

«C'est le diable qii bat sa femme et marie sa fille». So'zma so'z tarjimasi: Shayton xotinini urib, qizini turmushga berayapti». Go'yo bu aforizmga aylangan maqolda hech qanday ma'no yo'qdek. Ammo Fransuzlar bu iborani qo'llashganlarida, momoqaldiraq guldarayotganini, tez orada sharros yomg'ir quyib, qo'ziqorinlar o'sib chiqishligini, ob-havo o'zgarishini nazarda tutadilar. Iboradan «axmoq xotinini do 'pposlab, qizini erga beradi» degan pragmatik mazmunni ham anglash mumkin.

Quyidagi maqolda esa, ayolga nisbatan ijobiy munosabat ifodalangan: «Il faut etre compagne de sa femme et maitre de son cheval» - Maqolni o'zbek tiliga aslyatdagi mazmunda so'zma-so'z tarjima qilish mumkin: «Xotiningning ko'ngliga qarasang ham, otingni jilovini mahkam ushla».

Maqoldan ifodalangan pragmatik ma'no: «aks holda ot seni turli balolarga giriftor qilishi mumkin».

Ta'kidlash joizki, fransuz tilida ayol obrazi qo'llanilgan genderli frazeologizmlarda subyektiv salbiy baholash ijobiy laridan ko'proqni tashqil qiladi. Masalan:

«Prenez maison faite et la femme a faire» - «Uyni qurilib bitganidan, xotinni ko'zi ochilmaganidan ol».

Maqoldan «bitgan uy olmasang yana ko'p tashvish chekib, uni bitkazasan, ko'zi ochilmagan, ya'ni tajribasiz qiz olsang, o'zing tarbiya qilib olaverasan» degan pragmatik konnotatsiya mavjud.

Quyidagi maqolda esa, umuman uylanmaslik goyasi ilgari suriladi:

«Qui veut tenir nette sa maison n'y mette femme, pretre, ni pigeon» - «Kimki uyini pokiza saqlashni istasa, unga ayolni, ruhoniyni va kaptarni kiritmasin».

Bu maqolda ayol zoti baribir попок, gunoh ishlarni ko'p qiladi, ruhoniyni unga rahnamolik qiladi, kaptar esa uyni iflos qiladi, - degan «ayol» zotiga bepisand salbiy pragmatik munosabat o'z aksini topgan.

Bunday salbiy munosabat quyidagi misolda yanada obrazliroq yangraydi:

«Qui femme a, guerre a» - «Xotinli uy g'urbat», «Xotin olsang, g'urbat ham olasan». Bu o'rinda ayollarning janjalkashligi, huda-behuda erlarining joniga tegishlari pragmatik konnotatsiya qilinib, erkaklarning ayolga nisbatan bepisand salbiy munosabati ifodalanayapti.

«Qui epouse la femme (la veuve) epouse les dettes» - «Beva xotin olsang, uning qarzlarini ham o'zing to'laysan» - ya'ni maqol zamirida ayolning o'tmishidagi barcha yaxshi- yomon ishlarini kechirishga majbursan, - degan o'git yotadi.

Ayol shaxsiga behurmatlik, ular shaxsini yerga urilishi, kamsitilishi, ularning huquqlarini tan olinmasligi, ularga nisbatan hukmronlik kabi salbiy munosabatlar fransuz maqollarining asosiy qatlamini tashkil qiladi. Shu ma'noda juda ko'pchilik maqollarda ayol shaxsiga nisbatan bepisandlik. salbiy munosabat erkaklarning axloqsizliklari orqali kinoya qilinadi:

«Faute de mieux, le roi couche avec sa femme» - «Yaxshiroq ayol topilmaganida, qirol o'z xotinining yotog'iga kiradi» Ya'ni maqolda erkaklar doimo go'zal ayollar ko'nglini olishga, buning uchun hech narsadan qaytmaslikka haqli, - degan feodal qarashlar o'z aksini topayapti.

Ayrim maqollarda ayol shaxsiga bepisandlik mashhur shaxslar nomi bilan ham ifodalanadi:

«La femme de Cesar pe doit pas etre soupçonner» - «Sezarining xotini har qanday shubha gumonlardan xoli», ya'ni boobro' amaldor shaxsning xotini ko'ngliga nima kelsa, barcha bema'niliklarni qilaveradi, uni bunda ayblab bo'lmaydi.

Quyidagi maqolda esa, uddaburon erkaklar yuqori mavqega erishishlari uchun hech narsadan tap tortmasligi lozimligi, ayol go'zalligi va pul misolida talqin qilinadi:

«Faveurs, femmes et deniers font de vachers chevatiens». Ko'klarga ko'tarish, ayollarni ishga solish va pul - sigir mijozli odamlarni ham tulporlarga aylantirib yuborish mumkin .

«Paris est le paradis des femmes (le pargatoire des hommes) et l'enfer des chevaux» - Parij ayollar uchun jannat, tulporlar uchun do'zaxdir.

Maqolda Parijda ayollar ko'nglilariga kelgan har qanday noma'qulchiliklar qilib, jannatdagidek yashashlari mumkin, erkaklar esa(tulporlar) bu ishda bor-yug'ini sovurib, do'zax azobiga giriftor bo'ladilar, -degan pragmatik ma'no va Parij shahri aysh-ishrat shahri ekanligi kinoya qilinmoqda.

Ayollar xarakteridagi erkaklarga xos sifatlar: tap tortmaslik, erining xulq atvoriga nisbatan isyonkorlik erkaklar tomonidan yaratilgan quyidagi salbiy konnotatsiyali frazeologizmlarda o'z aksini topgan:

«C'est la femme de Job». Job afsonaviy yovuz kuchning nomi, xulosa: yovuz odamning xotini ham yovuz. Bu frazeologizm o'zbek tilidagi «o'taketgan shallaqi ayol» iborasiga mos keladi.

«S'est sa femme qui porte les chaussures- so'zma- so'z: erining ortidan ishtonini ko'tarib yuradigan xotin. Aslida bu maqol rus tilidagi «Он у жены под башмаком», o'zbek tilidagi «Xotini uni nuqtalab olgan, burnidan ip o'tkazib olgan», «xotinini quli» mazmunidagi frazeologizmlar ifodalagan ma'nolarga mos keladi.

«Femme de marin, femme de chagrin» - «Dengizchining xotini-g'amning xotini» maqolida esa, uzoq safarlarda yuruvchi dengizchining xotini qayg'u- gam, alamning xotini ekanligi kinoyali tarzda pragmatik konnotatsiya qilinadi.

«La fille» so'zi bilan yasalgan maqollar «Fransuzcha- ruscha frazeologik lug'at»da (1963 525 b) bor- yo'g'i o'ttiztagina bo'lib ular «ayol» so'zi bilan yasalgan maqollardan farqli o'laroq, ifodalaydigan konnotatsiyaning unchalik salbiy emasligi bilan, ko'proq hayotiy tajribalar orqali to'plangan dono o'gitlarni ifodalashi bilan xarakterlanadi.

Cette fille est belle au coffer. Maqol bu qiz o'zi xunuk bo'lsa-da, bisoti ko'p, yaxshi yashay desang, xunuk bo'lsayam, boy qizga uylan, - degan konnotatsiyaga asoslangan.

Une fille suit les meurs de sa mere. Maqolada ham ijobiy, ham salbiy konnotatsiyani ko'rishimiz mumkin. Unda «qiz onasiga o'xshaydi», degan umumiy mazmun bor. Ammo yaxshi tarbiya ko'rgan onaning qizi ham yaxshi tarbiya ko'rgan va aksincha bo'lishi mumkin. O'zbek tilida bu o'rinda «Onasini ko'rib, qizini ol», «Olmaning ostiga olma, behining ostiga behi tushadi» maqolidan foydalaniladi.

Fille et viille parlementent sont a moitie rendu- maqolida esa «Qizni ham shaharai ham muzokara orqali osongina egallash mumkin», - degan ham siyosiy, ham ijtimoiy ma'nodagi pragmatik konnotatsiya mavjud.

Bunday ijtimoiy mavzudagi konnotatsiyani quyidagi maqolda ham uchratamiz:

Quand la fdle est mariee, on trouve toujours des gendre. Maqolda qizini shoshilinch erga bergan kishining afsusi konnotatsiya qilingan. «Men qizimni erga bergach, yaxshi kuyovlar topila boshladi». Bunday afsusni, o'z shaxsiga nisbatan kinoyani ifodalovchi konnotativ ma'nodagi mazmunni quyidagi maqolda ham ko'ramiz:

Bonjour lunette, adieu fillette. «Salom ko'zoynak, xayr qizlar» ma'nosidagi bu maqolda ko'zdan, kuch- quvvatdan qolgan qariyaning endi ishq- muhabbat bilan shug'ullana olmasligi, afsusi pragmatik ifodalangan.

Ayrim maqollar zamiridagi pragmatik ma'no shu xalqning milliy madaniy mentalitetiga to'g'ridan-to'g'ri bog'langan bo'lib, ularni so'zma-so'z tarjimasi orqali ifodalangan ma'nosini ilg'ab olish juda murakkab. Masalan, quyidagi maqol fransuz dehqonlarining tilidagi ana shunday yashirin konnotatsiyaga ega:

Mal pluvieux marie le laboureur et sa fille. So'zma-so'z tarjimasi: «Yomg'ir'li may oyi kelsa, dehqonni uylantirib, qizini erga berdiradi». Aslida pragmatik mazmun quyidagicha: «May oyi yomg'ir'li kelsa, yil hosildor bo'ladi», binobarin, hosil mo'l bo'lsa beva dehqon o'zi ham uylanishi mumkin, qizini ham erga berishi mumkin.

«Ayol» konseptiga kiruvchi maqol va frazeologik iboralar tahlili quyidagi xulosalarga olib keldi:

1. «Ayol» konseptiga kiruvchi leksik semantik maydonni ularning jinsiga oid belgilari, yoshi, qarindoshligi, oilaviy ahvoli, kasbi, ijtimoiy ahvoli singari parametrlar bilan aniqlanadi.

2. Ayol konseptiga kiruvchi so'zlarning semantik maydoni fransuz tilida ularning tashqi ko'rinishi (go'zal-xunuk, yoqimli-yoqimsiz), xulq atvori, ijtimoiy ahvoli, kasbi kabi parametrlar asosan salbiy ma'noli maqol va frazeologizmlarda o'z aksini topgan

3. Bunday disproporsiya fransuz tilidagi maqollarda hamon erkaklarning subyektiv baholovchi munosabatlari dominantlik qilayotganligidan dalolatdir. Shu jihati bilan maqollar fransuz tilidagi madaniy dominantlarni belgilovchi lisoniy vositalar vazifasini bajaradi.

Foydalanilgan adabiyotlar ro'yxati:

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الأدب العربي بين الماضي والحاضر

Ahmed Mahmoud Ahmed Muhammad¹

اللغة العربية هي أساس الأدب في الماضي والحاضر. وقد حافظ الأدب العربي على ثرائه اللغوي وبلاغته عبر العصور حيث يتناول الأدب العربي في الماضي والحاضر قيمًا إنسانية مشتركة مثل الحب والعدالة والكرم والنبيل، وقد تنوعت أشكال الأدب العربي في الحاضر بشكل كبير مقارنة بالماضي حيث ظهرت في الحاضر أنواع أدبية جديدة لم تكن موجودة في الماضي مثل الرواية والمسرحية فيعكس الأدب العربي في الحاضر قضايا المجتمع المعاصر مثل التكنولوجيا والتغيرات الاجتماعية والسياسية. وقد ركز الأدب العربي في الماضي على قضايا مثل الدين والحرب والحب.

كلمات مفتاحية: الادب . تطور . تجدي. مقارنة. ثقافة.

doi: <https://doi.org/10.2024/yqcnf84>

مقدمة:

الأدب هو مرآة للمجتمع يعكس أفكاره ومشاعره وتطلعاته. ويُعدّ الأدب العربي غنيًا ومتنوعًا، يمتد عبر قرون عديدة، تاركًا إرثًا ثقافيًا هائلًا. في هذا البحث، سنقوم برحلة عبر الزمن، ونستكشف الأدب العربي بين الماضي والحاضر، ونبرز أوجه التشابه والاختلاف بينهما.

فنجد في الماضي أن الأدب العربي يتميز بالشعر كشكل أساسي للتعبير، مع وجود بعض النثر. وتنوعت أغراض الشعر بين المدح والثناء والفخر والحكمة والوصف وغيرها من الأغراض الأخرى. ومن أشهر شعراء العصر الجاهلي: امرؤ القيس، طرفة بن العبد، النابغة الذبياني، زهير بن أبي سلمى. وبرز في العصر الأموي النثر الفني في كتابة الرسائل والخطب ثم نجد أنه ازدهر الأدب في العصر العباسي، وظهرت أنواع جديدة مثل المقامة والقصص والسير. ومن أشهر كتاب العصر العباسي: الجاحظ، ابن المقفع، الجاحظ، أبو العلاء المعري.

مميزات الأدب العربي الجاهلي القديم:

- يتميز الأدب العربي الجاهلي القديم بالعديد من الخصائص التي تجعله فريدًا ومميزًا عن الأدب في العصور اللاحقة. أهم مميزات الأدب العربي الجاهلي القديم:
- ١- تميز الأدب العربي الجاهلي القديم بصدق التعبير وواقعية التصوير، فقد عبّر الأدباء عن مشاعرهم وأحاسيسهم بدقة ووضوح، دون تكلف أو تصنع.
- صور الأدباء البيئة الصحراوية والحياة البدوية بدقة وواقعية.
- ٢- تميز الأدب العربي الجاهلي القديم بوضوح المعنى وسهولة الفهم واستخدم الأدباء لغة بسيطة ومباشرة، بعيدة عن التعقيد والتكلف. فلقد ساعد وضوح المعنى وسهولة الفهم على انتشار الأدب العربي الجاهلي القديم بين الناس.
- ٣- غنى اللغة وجمال الأسلوب حيث إمتاز الأدب العربي الجاهلي القديم بغنى اللغة وجمال الأسلوب. واستخدم الأدباء العديد من المحسنات البديعية والصور البلاغية، مثل التشبيه والاستعارة والكناية، حيث أضافت هذه المحسنات جمالية وبلاغة على الأدب العربي الجاهلي القديم.
- ٤- تنوع الموضوعات:
- نجد كثيرًا من الموضوعات مثل وصف الطبيعة، ووصف الحيوان، ووصف الإنسان.
- كذلك من الموضوعات الأخرى مثل المدح: مدح الملوك والأمراء والقبائل الفخر: الفخر بالنفس والقبيلة. الهجاء: هجاء الأعداء والخصوم. الرثاء: رثاء الموتى. الحب: التعبير عن مشاعر الحب والعاطفة.
- ٥- تأثيره على الأجيال اللاحقة:
- كان للأدب العربي الجاهلي القديم تأثير كبير على الأجيال اللاحقة من الأدباء.
- حيث اعتمد الأدباء في العصور اللاحقة على العديد من خصائص الأدب العربي الجاهلي القديم.
- ساعد الأدب العربي الجاهلي القديم على تطور الأدب العربي عبر التاريخ.
- أمثلة على مميزات الأدب العربي الجاهلي القديم: الصدق والواقعية: "فَقَا نَبْكَ مِنْ ذِكْرَى حَبِيبٍ وَمَنْزِلٍ" امرؤ القيس

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"لَمْ يَلُقْ أَحَدٌ مِنْ عِدَاتِهِ مَثْلِي" عنتره بن شداد

وضوح المعنى وسهولة الفهم:

"أَلَا هَلْ أَتَاكَ حَدِيثٌ أَمِيمَةٌ" امرؤ القيس

"وَقَدْ زَعَمْتُ أَسْمَاءُ أَنَّ حُبَّهَا" النابغة الذبياني

غنى اللغة وجمال الأسلوب:

"لَعَمْرُكَ مَا أُنْسَاهُ بَعْدَ الْبَيْنِ" كعب بن زهير

"أَلَا لَيْتَ شَعْرِي هَلْ أَبَى الْقَلْبُ أَمْ هَلْ" الخنساء

الادب في الحاضر:

تميز بتنوع أشكاله، من رواية وقصة قصيرة وشعر ومسرحية ومقالة.

تأثر الأدب العربي الحديث بالثقافات الغربية، وظهرت تيارات أدبية جديدة مثل الرومانسية والواقعية والرمزية. ومن أشهر أدباء العصر الحديث: نجيب محفوظ، طه حسين، توفيق الحكيم، جبران خليل جبران، محمود درويش. وقد برز في العصر الحديث أدب المهجر، وظهرت أسماء مهمة مثل ميخائيل نعيمة، جبران خليل جبران، أمين الريحاني.

أوجه التشابه والاختلاف بين الماضي والحاضر:

أوجه التشابه:

اللغة العربية هي أساس الأدب في الماضي والحاضر حيث حافظ الأدب العربي على ثرائه اللغوي وبلاغته عبر العصور وتمسكه.

القيم الإنسانية: يتناول الأدب العربي في الماضي والحاضر قيمًا إنسانية مشتركة مثل الحب والعدالة والكرم والنبيل.

أوجه الاختلاف:

الأشكال الأدبية: تنوعت أشكال الأدب العربي في الحاضر بشكل كبير مقارنة بالماضي.

ظهرت في الحاضر أنواع أدبية جديدة لم تكن موجودة في الماضي مثل الرواية والمسرحية.

المضمون: يعكس الأدب العربي في الحاضر قضايا المجتمع المعاصر مثل التكنولوجيا والتغيرات الاجتماعية والسياسية. بينما ركز الأدب العربي في الماضي على قضايا مثل الدين والحرب والحب.

وتعد التغيرات التي طرأت في اللغة العربية من العصر الجاهلي إلى العصر الحديث:

نجد أن هناك كثير من التغيرات التي حدثت في اللغة العربية والتي ظهرت جلية واضحة في الكتابات الأدبية سواء كانت شعرية أو نثرية ومن هذه التغيرات ما نلاحظه فيما يلي

التغيرات في النطق:

فقدان بعض الحروف: فقدت بعض الحروف من اللغة العربية في العصر الحديث مثل الهمزة المتطرفة في آخر الكلمة، مثل "كتاب" تُلفظ "كتاب".

فقدان بعض حروف العلة مثل الضمة والفتحة في بعض الكلمات، مثل "مؤمن" تُلفظ "مؤمن".

تغير نطق بعض الحروف: تغير نطق بعض الحروف من العصر الجاهلي إلى العصر الحديث، مثل نطق حرف القاف كـ "كاف" في بعض المناطق.

التغيرات في الصرف: تغير بعض الأوزان الصرفية:

تغيرت بعض الأوزان الصرفية للكلمات من العصر الجاهلي إلى العصر الحديث، مثل وزن "فاعل" أصبح "فاعل".

اختفاء بعض الأفعال: اختفت بعض الأفعال من اللغة العربية في العصر الحديث، مثل فعل "أمسى".

التغيرات في النحو:

تغير بعض القواعد النحوية: تغيرت بعض القواعد النحوية من العصر الجاهلي إلى العصر الحديث، مثل قاعدة الرفع بعد "إن" و"لكن".

اختفاء بعض الظواهر النحوية: اختفت بعض الظواهر النحوية من اللغة العربية في العصر الحديث، مثل ظاهرة "الإضمار".

التغيرات في المعجم:

دخول ألفاظ جديدة: دخلت إلى اللغة العربية العديد من الألفاظ الجديدة من مختلف اللغات، مثل الإنجليزية والفرنسية.

تغير معاني بعض الكلمات: تغيرت معاني بعض الكلمات من العصر الجاهلي إلى العصر الحديث، مثل كلمة "علم" كانت تعني "علامة" وأصبحت تعني "معرفة".

المفردات:

تغيرت بعض المفردات المستخدمة في الشعر العربي عبر الزمن، حيث اختفت بعض الكلمات وظهرت أخرى جديدة.

في العصر الجاهلي، استخدم الشعراء العديد من الكلمات التي تعكس بيئة الصحراء والحياة البدوية، مثل "البعير" و"الخيمة" و"الرمح".

في العصر الحديث، ظهرت في الشعر العربي كلمات جديدة تعكس التطورات الحضارية والتكنولوجية، مثل "الطائرة" و"الكمبيوتر" و"الإنترنت".

القواعد:

تغيرت بعض القواعد النحوية والصرفية المستخدمة في الشعر العربي عبر الزمن.

في العصر الجاهلي، كان الشعراء يتمتعون بحرية أكبر في استخدام اللغة، وكانوا يبتكرون بعض الألفاظ والقواعد.

في العصر الحديث، أصبح الشعراء أكثر التزامًا بقواعد اللغة العربية الفصحى.
الأسلوب:

تغير أسلوب الشعر العربي عبر الزمن، حيث أصبح أكثر وضوحًا ومباشرةً في العصر الحديث. في العصر الجاهلي، كان أسلوب الشعر غنيًا بالصور البلاغية والتشبيهات والاستعارات. في العصر الحديث، أصبح أسلوب الشعر أكثر بساطةً وواقعيةً.
القضايا والموضوعات التي تم استحداثها في العصر الحديث:

1. التنوع والتجديد:

تميز الأدب الحديث بتنوع أشكاله وموضوعاته، حيث ظهرت أنواع جديدة مثل الرواية والمسرحية والقصة القصيرة. سعى الأدباء إلى التجديد في أساليب الكتابة والتعبير، فاستخدموا تقنيات جديدة مثل تيار الوعي والرمزية والسريالية.

2. الالتزام بقضايا المجتمع:

اتخذ الأدب الحديث موقفًا ملئًا بقضايا المجتمع، حيث تناول قضايا سياسية واجتماعية واقتصادية وثقافية. عبر الأدباء عن أفكارهم ومشاعرهم تجاه هذه القضايا بجرأة ووضوح.

3. التأثير بالثقافات العالمية:

تأثر الأدب الحديث بالثقافات العالمية، حيث ظهرت ترجمات لأعمال أدبية من مختلف اللغات. استفاد الأدباء من هذه الترجمات في تطوير أساليبهم وكتاباتهم.

4. استخدام اللغة العربية الفصحى والعامية:

استخدم الأدباء في العصر الحديث اللغة العربية الفصحى والعامية في كتاباتهم. ساعد ذلك على توسيع قاعدة القراء وجعل الأدب أكثر قربًا من الناس.

5. التأثير على الأجيال اللاحقة:

كان للأدب الحديث تأثير كبير على الأجيال اللاحقة من الأدباء.

اعتمد الأدباء في العصور اللاحقة على العديد من خصائص الأدب الحديث.

ساعد الأدب الحديث على تطور الأدب العربي عبر التاريخ.

أمثلة على التغييرات في الأدب الحديث:

الرواية:

تميزت الرواية الحديثة بتنوعها في الموضوعات والأسلوب.

ظهرت روايات تركز على قضايا سياسية واجتماعية واقتصادية وثقافية.

استخدمت تقنيات جديدة في كتابة الرواية مثل تيار الوعي والرمزية والسريالية.

القصة القصيرة:

تميزت القصة القصيرة الحديثة بتنوعها في الموضوعات والأسلوب.

ظهرت قصص قصيرة تركز على قضايا سياسية واجتماعية واقتصادية وثقافية.

استخدمت تقنيات جديدة في كتابة القصة القصيرة مثل تيار الوعي والرمزية والسريالية.

المسرحية:

تميزت المسرحية الحديثة بتنوعها في الموضوعات والأسلوب.

ظهرت مسرحيات تركز على قضايا سياسية واجتماعية واقتصادية وثقافية.

استخدمت تقنيات جديدة في كتابة المسرحية مثل تيار الوعي والرمزية والسريالية.

خاتمة:

يعتبر الأدب هو مرآة المجتمع ثقافته وعن طريقه تنتقل الثقافة من جيل إلى آخر.

وإن كان الأدب القديم قد نقل إلينا صورة واضحة عن حياة العرب وثقافتهم بل وصل الأمر إلى أننا استطعنا أن نعيش أو نتعاش مع القدماء فوصلت إلينا أحاسيسهم ومشاعرهم كأننا متواجدين في عصرهم وهذا يدل على القوة التي كان يتمتع بها الأدب في العصر الجاهلي.

والأدب في العصر الحديث لا نستطيع أن نقلل من شأنه أو نجور على حقه فإنه أيضا يتمتع بخصائص انفرد بها عن غيره وتمتع بها حتى أصبح ذو طابع خاص مثل التنوع والتجديد والالتزام بقضايا المجتمع والتأثر بالثقافات العالمية واستخدام اللغة العربية الفصحى والعامية.

لا شك أن الأدب الحديث قد ترك أثرًا كبيرًا على الأجيال اللاحقة من الأدباء، وساعد على تطور الأدب العربي عبر التاريخ.

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 - "الاختلافات بين الأدب القديم والحديث" للدكتور علي الراعي.
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- مواقع إلكترونية:
- موقع "الأدب العربي/ <https://www.adab.com>":

ГУМАННОСТЬ НАСЛЕДИЯ АБУАБДУЛЛО РУДАКИ В ЦИВИЛИЗАЦИОННОМ ПРОСТРАНСТВЕ

С. Вохидова ¹

Аннотация:

В данной статье рассматривается величайшей гуманности наследия Рудаки ещё при Саманидах, не потеряло своё значение стало ещё более актуальной XXI веке в цивилизационном пространстве. Сила гуманности поэзии Рудаки была настолько сильна, что она заставила Эмира вернуться из Герата на свою Родину в Бухару.

Ключевые слова: поэзия, наследия, стихосложения, цивилизационном пространстве, искусство, сила, влияние

doi: <https://doi.org/10.2024/3ez74z24>

Великий таджикский поэт, основатель таджикско-персидской литературы А.Рудаки жил и творил ещё в IX-X вв., т.е. в период расцвета на Востоке культуры, науки, ремёсел. Именно в IX-X вв. утверждалась таджикская государственность и формировалась таджикский народ. Важным является то, что произведения выдающихся представителей персидско-таджикской классической литературы известны не только в персоязычных странах Востока. Их творения, переведенные на немецкий, французский, английский, арабский и другие языки, стали культурным достоянием людей всего цивилизационном пространстве.

Известный английский ориенталист Э.Браун, говоря о расцвете науки и поэзии эпохи А.Рудаки, назвал Персию "колыбелью выдающихся ученых и непревзойденных поэтов"². Причину славы поэзии IX-XV вв. в Европе правильно и своевременно определил современник Э.Брауна немецкий философ Г.Готхелл: "Персидская поэзия с её любовью к жизни, богатством воображения, обращением к гуманным чувствам человека является более приемлемой для нас, чем всякая другая восточная поэзия"³. Изучение наследия малик уш-шуаро А.Рудаки в европейской ориенталистике начинается в XIX в. выдающимся немецким поэтом И.В.Гёте.⁴

Свой вклад в изучение таджикско-персидской поэзии внес и выдающийся австрийский ученый Хаммер фон Пургшталь, основавший научную ориенталистическую традицию в Австрии, а затем продолживший эту традицию в Германии. Пальму первенства в этих исследованиях следует отдать великому немецкому ориенталисту с мировым именем Херману Эте. Он опубликовал труды "Рудаки – саманидский поэт"⁵, "Предшественники Рудаки и современность"⁶.

¹ Вохидова Санавбарбону, Зав. отделом Европы и Америки ИИПСАЕ, доктор исторических наук, профессор (Душанбе, Таджикистан)

² Brow E.G. A literary history of Persia. Cambridge, 1902. Vol.1, IV. P.10.

³ Взаимосвязь и взаимодействие национальных литератур // Библиография (1945-1960) в 3-х книгах. М., 1962. 958 с.; Лен Пуль С. Мусульманские династии / Пер. В.В. Бартольда. СПб, 1899. С.107-108.

⁴ Goethe J.W. Ein letztes Universalgenie. Göttingen, 1999. S.50.

⁵ Etche H. Rudaki der Samanidendichter. - Nachrichten, Göttingen, 1873. S.663-742.

⁶ Etche H. Rudakis Vorläufer und Zeitgenossen. ZMLG, Leipzig, 1875. S.35-68.

Впервые в европейской ориенталистике Х.Эте издал научно точный перевод фрагментов газневидского поэта М.Авфи "Лобаб-ал-албоб"¹ и некоторых антологий.

Примечательно, что Х.Эте подчеркивал расцвет науки и культуры при Саманидах, в которых жил А.Рудаки. Х.Эте смог собрать необходимые источники, а также отыскал 50 отрывков стихов, которые принадлежат А.Рудаки, и добавил их к прежним изданиям стихов Рудаки². Х.Эте в монографии "Рудаки – саманидский поэт" справедливо отмечает: "Все современники Рудаки признавали его наследие и заслуги, как основоположника таджикско-персидской литературы, считая его "виднейшим поэтом", "царем поэтом", "главой поэтов", "устодомустодов", "Адамом поэтов", а также поэтом, который собрал свое наследие в один "Диван". По мнению Х.Эте, Рудаки - единственный поэт, который изобрел "шедевры песнопения Ирана, и открыл их при помощи ключа-языка второй раз"³.

В 1897 г. известный немецкий ориенталист Пауэль Хорн издал "Словарь персов" Асади Туси. Во введении к этой книге он пишет о потерянных частях поэм А.Рудаки "Калила и Димна" и "Синбаднаме", из которых 16 тысяч бейтов относятся к первой поэме, а четыре тысячи - к "Синбаднаме"⁴. В книге "История литературы Ирана" П.Хорн приводит биографические данные А.Рудаки и данные о потерявшейся поэме "Калила и Димна". При этом он отмечает, прежде всего, гениальную простоту и необычайный высокохудожественный стиль стихов А.Рудаки в написания стихов⁵. В дошедших до нас произведениях Рудаки и частях поэм "Калила и Димна" и "Синбаднаме" сохранились многие мотивы народных преданий и притчи. Сюжеты этих притч бытовали в таджикской среде и были известны не только в Индии, но и в других странах Востока и Запада. Поэма "Калила и Димна" была написана в 932 г. До нас дошло лишь несколько тысяч бейтов. Это произведение по велению хорасанского полководца Абдумансура Мухаммада ибн Абдураззака⁶ было переведено со среднеперсидского языка на арабский Абдуллахом ибн Мукаффой. В первую очередь, переводы из "Калилы и Димны" и известного сборника индийских басен Бидпая можно найти в "Панчатантре", "Хитопадеше" и некоторых других произведениях индийской литературы. При Сасаниде Ануширване оно было переведено с санскрита на среднеперсидский язык неким врачом Барзуйе⁷. К сожалению, этот перевод до наших времен не сохранился, но имеется сирийский перевод, выполненный около 970 г. Как мы уже упоминали выше, среднеперсидский текст был переведен на арабский язык Абдаллахом ибн Мукаффой. Именно этот труд лег в основу трудов всех дальнейших новоперсидских переводов⁸. Строки из "Калилы и Димны" А.Рудаки цитирует немецкий ориенталист Пауль Хорн:

Тех, кто жизнь прожив, от жизни не научится уму,
Никакой учитель в мире не научит ничему.
(пер. Левика)⁹

¹АуфиМ. Лубоб-ул-албоб. Лондон, 1903б. С.67.

²Ethe H. Neupersischen Literatur. Göttingen, 1882. S.212-362.

³Ethe H. Rudaki der Samanidendichter // Nachrichten von der königlichen Gesellschaft der Wissenschaften. Göttingen, 1873. S.663-742.

⁴AsadisTusi. Neupersischen Wörterbuch // LughatiFurs von Paul Horn. Berlin, 1897. S.1-10.

⁵ Paul Horn. Geschichte der Persischen Literatur. Leipzig, 1909. S.77.

⁶ Мирзоев А. Абуабдуллох Рудаки. Сталинабад, 1958. С.70-73.

⁷Бертельс Е.Б. Очерк истории персидской литературы. Л., 1928. С.29.

⁸Тамже. С.71-73.

⁹ Абу Абдулло Рудаки / Пер. с таджикского, фарси В.Левика и С.Липкина. Сталинабад, 1958. С.8; Horn P. Geschichteder Persischen Literatur. Leipzig, 1909. S.73-77.

В статье В.Хеннинг "Рукописи персидской поэзии эпохи А.Рудаки" он отмечает развитие литературы и в особенности персидско-таджикской поэзии в IX-X вв. В.Хеннинг исследовал таджикско-персидскую поэзию А.Рудаки, А.Дакики, А.Фирдоуси, А.Шахиди Балхи и других¹.

Необходимо отметить здесь и труд видного немецкого ученого В.Зундерманна "Антология классической персидской поэзии", в котором отмечается, что "устод Рудаки является основателем персидско-таджикской поэзии на языке дари. Он использовал в своих газелях метафоры и риторические фигуры. Свое искусство, сохранившееся во всех литературных формах, например, в панегирических касыдах и газелях, восхищавших долгое время своим мастерством, Рудаки не приспособил к канонам панегирической поэзии, а построил по своему вкусу народного певца, музыканта, каким был смолоду". В.Зундерманн пишет, что эмир Наср, сын Ахмада Саманида, бывшего эмира Хорасана, особенно приблизил Рудаки к себе, и он пошёл в гору, а богатство его увеличилось до высшей степени: "У него было двести рабов, четыреста верблюдов, которые шли нагруженные его багажом. После него никто из поэтов не имел такого богатства, и такого счастья не случилось никому"². А еще говорят, за точность не ручаюсь, что его стихи составляли сто тетрадей и ожерелья его касыд наполнены бесподобными наставлениями³. В.Зундерманн перевел с фарси на немецкий язык свыше тридцати газелей, касыд и двустий А.Рудаки, ознакомив немецкоязычных читателей с прекрасным творчеством великого поэта. Что касается наследия А.Рудаки, то Ж.Лазар акцентирует свое внимание на простых, привлекательных, убажывающих слух газелях поэта, называя его "сабки Рудаки"⁴.

Великий ученый Берт Фрагнер подчёркивает, что же касается наследия А.Рудаки, который писал 1150 лет тому назад, то его творение могут прочитать сегодня иранцы, таджики, афганцы, индусы". Он также отмечает, что вся гениальность его стихов заключается в простоте и необычности "рудакийского стиля"⁵. Б.Фрагнер также отмечает, что "...таджики, имея древнюю культуру и традиции, в течение всей истории влияли на культуру и традиции соседствующих с ними народов"⁶.

А.Рудаки был первым из классиков поэзии на таджикском и персидском языках, кто ввёл в литературу образ человека. Он описывал природу, учил мудрости, воспевал царей и знать, пытался проникнуть в глубину их сердец, разбудить дремлющую человечность, гуманность, справедливость и протестовал против социального неравенства. Примером этого является его четверостишие:

Абу Джафар Ахмад ибн Мухаммад!
Живи со славой и будь благословен!
Ты - справедливый шах, ты - наше Солнце,
Ты даруешь нам свет и правосудие!⁷

Думается, что рубайи Рудаки не потеряли своей актуальности и в настоящее время – XXI в. Они близки и понятны современным читателям. Свой вклад в

¹ Henning W. Persian poetical manuscripts from the time of Rudaki // A Locusts Leg. Studies in Honour of S.H. Maqiloden. London, 1962. P.89-104.

² Sundermann W. Lob der Geliebten. Klassisch-persische Dichtungen. Berlin. S.229-230.

³ Там же. S.229-231.

⁴ Lazar Zh. Les premiers poètes persans (IX-X-e siècles). - Teheran-Paris, 1964; Шокир Мухтор. Персидско-таджикская классическая поэзия во Франции. Душанбе, 2003. С.150-155.

⁵ Fagner B.C. Die Sowjet republik Tadjikistan ein Forschungsschwerpunkt der Bamberger Iranistik. Forschungsgsfomem, 1990. Heft 2. S.8.

⁶ Fagner B.C. Die Sowjet republik Tadjikistan ein Forschungsschwerpunkt der Bamberger Iranistik. Forschungsgsfomem, 1990. Heft2. S.8-10.

⁷ Рудаки. Стихи // Комментарии и перевод И.С.Брагинского. М., 1964. С.17.

исследование эпохи Саманидов, времени жизни и творческой деятельности Рудаки внесли также немецкие историки-археологи Б.Брентес и К.Рюрданц¹. Эти ученые в книге "Средняя Азия – искусство ислама" пишут о методах управления государством при Саманидах. Именно в их правление были созданы военная и гражданская администрация, единое земельное ведомство, государственная казна, государственная почта, платная военная гвардия, начались рост экономики, расцвет науки, культуры и искусства. Все это способствовало становлению Рудаки как "Адама поэтов". Авторы также подчеркивают, что искусство Средней Азии во многом отразилось в архитектуре. Подтверждением этого является архитектурный памятник Исмаила Самани, своей исключительной выразительности формы, богатейшей декорированности занимающий одно из первых мест в истории мировой архитектуры.

Творчеству Рудаки, истории Таджикистана посвятил некоторые свои труды известный немецкий ученый К.Пандер. Он отмечает, что "...благодаря бывшим советским археологам древний Пенджикент, место рождения Рудаки, стал "несравненным" городом в Средней Азии"². Автор называет Рудаки – поэтом стиха и музыки³. Далее он отмечает, что настенная живопись, гончарные изделия, благородные камни, серебро, фигурки из дерева свидетельствуют о различных связях культуры и традиций между соседними государствами и регионами. К.Пандер отмечает, что в своей лирике А.Рудаки воспевал чистую человеческую любовь, доблесть, благородство, правдивость, выражал протест против социального неравенства⁴:

Каждый день ты ловишь ухом сладких песен звон,
Но услышать ты не хочешь угнетенных стон.⁵

Известный ученый-ориенталист Е.Б.Бертельс писал о Рудаки: "Красавец, любимец женщин, фаворит властелина, на гордом коне гарцевал он по базарам..."⁶. Особенно сильное впечатление производит на европейскую аудиторию, в особенности европейскую ориенталистику "Ода о старости", дающая яркое представление о жизни Рудаки. Ода была написана, когда поэт уже состарился, впал в немилость, из богатого фаворита превратился в беззубого старика, опирающегося на посох. С философской прямоотой и обнаженностью рассказывает поэт о превратностях судьбы в своей элегии о старости. Об этой оде писали немецкие ориенталисты Х.Эте, П.Хорн, В.Зундерманн:

Не знаешь мускусно кудрая, прекрасная
пери моя,
Каким был раб твой прежде в расцвете
бытия,
Певцом Хорасана, и это время прошло,
Песней весь мир покори́л он, и это время
прошло...
Но годы весны сменились годами суровой

¹ Brentjes B., Rührdanz K. Mittelasiien, Kunst des Islam. Kunstverlag, Leipzig, 1979.

² Pander K. Zentralasi en Usbekistan, Kirgistan, Tadshikistan, Turkmenistan, Kasachstan. Dumont,- Kunst,-Reiseführer, 1996. S.17-36.

³ Pander K. Zentralasi en Usbekistan, Kirgistan, Tadshikistan, Turkmenistan, Kasachstan. Dumont,- Kunst,-Reiseführer, 1996. S.58-100.

⁴ Pander K. Zentralasi en Usbekistan, Kirgistan, Tadshikistan, Turkmenistan, Kasachstan. Dumont, - Kunst, -Reiseführer, 1996. S.51-65.

⁵ Рудаки. Стихи / Комментарии и перевод И.С. Брагинского. М., 1964. С.17.

⁶ Бертельс Е.Б. Очерк истории персидской литературы. Ленинград, 1928. С.71-79.

зимы.

Дай посох! Настало время для посоха
и сумы.¹

Конечно, заслуги европейских ориенталистов, которые переводили прекрасные, простые и в то же время гениальные стихи Рудаки, его философские элегии, а также поэмы "Калила и Димна", "Синдбаднаме", неоценимы. Они познакомили европейских читателей с жемчужинами поэзии А.Рудаки, с той эпохой, в которую он жил и творил, с языком великого поэта. Рудаки жил, творил и умер 1150 лет тому назад, но его великие произведения жили тогда, живут сейчас и будут жить еще многие годы.

Сила гуманности поэзии Рудаки была настолько сильна, что она заставила Эмира вернуться из Герата на свою Родину в Бухару.

*Буйи чуйи Мулиён ояд хаме,
Ёди ёри меҳрубон ояд хаме.
Реги Омуву дуруштиҳои у,
Зери поям парниён ояд хаме.
Оби Чайхун аз нишоти руйи дуст,
Хинги моро то миён ояд хаме.
Эй Бухоро, шод бошу дер зи,
Мир наздат шодмон ояд хаме.
Мир мох асту Бухоро осмон,
Мох суйи осмон ояд хаме.
Мир сарв асту Бухоро бустон,
Сарв суйи бустон ояд хаме.
Офарину мадх суд ояд хаме,
Гар ба ганҷ-андар зиён ояд хаме*

Перевод:

Плещет, блещет Мулиён, меня зовет.
Та, в которую влюблен, меня зовет.
Под ногами, словно шелк, пески Аму,
Трудный брод, зеленый склон меня зовет.
Там, где пена по колена скакунам,
Там Джейхуна слышен стон: меня зовет.
В город счастья, в Бухару, спеши, эмир,
Шлет она тебе поклон, меня зовет.
Ты — платан, а Бухара — цветущий сад,
Листьев шум, пернатых звон меня зовет.
Ты – луна, а Бухара — небесный свод,
Что, луною озарен, меня зовет...

Абуабдулло Рудаки. Перевод С. Липкина

Гуманности поэзии Рудаки также отражается в этих стихах:

На мир взгляни разумным оком,
Не так, как прежде ты глядел.
Мир-это море. Плыть желаешь?
Пострел корабел из добрых дел.

В заключение хотелось бы подчеркнуть, что вся гениальность его стихов заключается в простоте, необычности, «рудакийского стиля». Он ввёл в литературу

¹ Абу-Абдулло Рудаки. Пер. с таджикского, фарси В.Левика. Сталинабад, 1958. С.8.

образ человека. Рудаки описывал природу, учил мудрости воспевал царей, пытался проникнуть в глубину их сердец разбудить человечность, справедливость, протестовал против социального неравенства, воспевая любовь принося гуманность на всём цивилизационном пространстве.

ЛИТЕРАТУРА В СТАНОВЛЕНИИ ЛИЧНОСТИ*З. Мусинова¹**Аннотация:*

В данной статье поставлены актуальные вопросы современности, связанные с тем, что наша молодёжь не уделяет должного внимания чтению художественной литературы. Сужение мировоззрения сегодняшних студентов, изменение словарного запаса, часто неумение студентов высказать свою мысль четко и ясно волнуют автора. В качестве доказательства роли чтения в становлении личности автор приводит высказывания великих писателей и поэтов. Статья злободневная и актуальная.

Ключевые слова: воспитательная функция, источник воспитания, элемент культуры, мировоззрение, историческая роль, формирование личности, источник мудрости, словарный запас, человеческие взаимоотношения, вопросы смысла жизни, добра и зла, человеческих отношений и любви, эмоциональный опыт

doi: <https://doi.org/10.2024/8gfy7568>

Художественная литература - это особый вид искусства, который отображает и выражает суть всех эпох, учит нравственности, делает людей более морально устойчивыми и повышает культурный уровень людей.

Литература с раннего детства и до последних дней сопровождает нас по жизни, учит добру, учит жить и познавать мир, познавать самого себя. Литературные произведения определяют кругозор и несут большую ценность в формировании и развитии личности.

Основное призвание литературы - служить народу, раскрывать проблемы прошлых лет, описывать события и людей, живших в прошлое время, повествовать, какими мыслями они были наделены.

Благодаря литературе из поколения в поколения передаются и сохраняются знания, открывается истина. Книги предназначены быть источником мудрости, верным ориентиром в жизни человека, а также выполнять воспитательную роль, являясь нашими наставниками и учителями.

Очень хорошо о роли литературы в жизни человека сказал выдающийся русский писатель М. Горький: «Всем хорошим во мне я обязан книгам».

На образах, созданных художественной литературой, воспитывались и воспитываются миллионы людей. К таким произведениям относятся роман А. Фадеева «Молодая гвардия», «Повесть о настоящем человеке» Б. Полевого, рассказ М. Шолохова «Судьба человека» и роман «Они сражались за Родину» и многие другие, которые в годы Великой Отечественной войны сыграли неоценимую роль.

¹ Мусинова Зебо Турабовна, Доцент кафедры Русского языка и литературы, СамГИИЯ

А насколько человечны, благородны герои рассказов Аркадия Гайдара! Возьмём, к примеру такие рассказы А.Гайдара, как «Тимур и его команда», «Горячий камень» и другие.

Современное поколение не знает ничего об этих книгах. А жаль!

Можно назвать ещё десятки сотни произведений, которые сыграли неоценимую роль в становлении человека. Эти произведения воспитывали настоящих патриотов своей Родины, настоящих людей, добрых и честных мальчишек и девчонок, и современной молодёжи есть чему поучиться у героев этих произведений.

Эти книги должны стать настольными книгами сегодняшних преподавателей. Ведь на их плечи ложится самая трудная задача-воспитание молодёжи.

При подборе и анализе художественных произведений на уроках литературы преподаватель должен выбирать нравственные, воспитательные книги произведения, а не произведения, лишённые смысла, как часто это наблюдается.

Несмотря на то, что современный мир - это мир цифровых технологий, литература остается одним из главных источников информации и знаний.

Художественные произведения дают сведения об истории, о социальных событиях, о культуре, о мыслях и переживаниях, о проблемах людей того времени, тем самым расширяя наше мировоззрение.

Функции литературы многоаспектны, она формирует личность, развивает мышление и воображение, помогает укрепить языковые навыки и культуру.

Книги дают возможность оценить себя и мир вокруг, лучше понять себя и других людей. Чтение даёт возможность ощутить различные чувства и эмоции, что помогает расширять свой эмоциональный опыт. Более того, литература является важным элементом творческого развития человека. Некоторые знаменитые писатели и поэты стали истоками целых эпох, оказывая огромное влияние на развитие литературы и культуры в целом. Многие известные произведения нашего времени — это не только интересная история, но и уникальный образец высококачественного литературного наследия.

Художественная литература открывает перед нами неизведанный мир человеческих взаимоотношений, даёт более осознанно понять сущность человеческой личности, уяснить, как разрешится та или иная ситуация, кажущаяся тупиковой задачей.

Художественная литература - это особый вид искусства, который отображает и выражает суть всех эпох, учит нравственности, делает нас более морально устойчивыми, и, конечно же, повышает наш культурный уровень.

О влиянии литературы на общество писали многие поэты своего времени. Ведь именно литература и искусство мягко и гуманно воспитывают в человеке любовь к прекрасному, желание духовно развиваться, она способна устранять порочные нравы, а потому их значение в социуме трудно переоценить

Книги предназначены быть источником мудрости, верным ориентиром в жизни человека, а также выполнять воспитательную роль, являясь нашими наставниками и учителями. Благодаря изучению литературы, мы понимаем то, что недоступно без чтения великих творений. Прочитав произведение,

мы делаем свои выводы, стараемся не допускать ошибок, совершённых героями. Литература изменяет человека, делает его чище, лучше, изменяет в лучшую сторону.

Литература расширяет наш кругозор, обогащает наш словарный запас, учит общению, учит грамотно, чётко, в некоторых случаях красноречиво изъясняться, правильно формируя мысли в слова.

По-настоящему стать интеллигентным человеком помогает классическая литература. В классической литературе писатели затрагивали в своих работах вечные темы. Они обращались к вопросам смысла жизни, добра и зла, человеческих отношений и любви. Писатели-классики чаще всего интересовались внутренними изменениями в жизни человеческой души, которые происходили под влиянием определенных обстоятельств.

Обстоятельства могли быть разнообразными. Однако, независимо от времени и места действия, классическая литература остается актуальной и важной для современного читателя.

Писатели-сатирики учат нас посредством юмора раскрывают пороки. Другие писатели прививают нам любовь к окружающему миру, красоте природы, и призывают бережно к ней относиться.

Читая произведения классиков, мы проникаемся болью, радостью, тревогами и переживаниями великих классиков литературы.

Книги учат нас любить окружающих и дарят нам настоящее человеческое счастье. Именно поэтому, люди, читающие книги и любящие литературу, могут чувствовать на себе все прелести окружающего нас мира: видеть красоту природы, любить и быть любимыми.

Литература пополняет наш словарный запас и обогащает духовный мир.

Она влияет на наше мировоззрение, формирует наш внутренний мир, обогащает нашу речь. Именно поэтому мы должны как можно больше читать, любить и уважать книгу, ведь без нее наш мир будет серым и пустым.

В настоящее время статус чтения, отношение к нему сильно изменилось.

Читающих стало мало, молодёжь почти не читает. На смену чтению пришёл интернет. Отсюда и небогатый словарный запас современных студентов и неумение выразить чётко и ясно свою мысль.

И сейчас перед преподавателями стоит задача: заинтересовать студентов, привлечь их внимание к чтению, поддерживать процесс чтения.

О важности чтения в жизни человека очень хорошо писал Александр Герцен: «Без чтения нет настоящего образования, нет и не может быть ни вкуса, ни слова, ни многосторонней шири понимания; Гёте и Шекспир равняются целому университету. Чтением человек переживает века»

Хочу закончить статью высказыванием великого писателя Максима Горького: «Любите книгу, она облегчит вам жизнь, дружески поможет разобраться в пёстрой и бурной путанице мыслей, чувств, событий, она научит вас уважать человека и самих себя, она окрыляет мир и сердце чувством любви к миру, к человеку»

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ПОЧЕМУ БЫЛ НАПИСАН КНИГА ТОЛКОВАНИЯ КОРАНА «АЛ-КАШШАФ» МАХМУДА ЗАМАХШАРИ

М. Очилова ¹

Аннотация:

Авторитет Замахшари в мусульманском мире был высок. Его талант и огромную эрудицию признавали даже его идейные противники, ортодоксы ислама. Бесспорно то, что Замахшари написал книгу «Ал-Кашшаф» в Мекке рядом с божьим домом. Но нельзя не отметить, что он ещё и был близким другом правителя Мекки и написал там толкование «Ал-Кашшаф». Мудрецы единобожия, которые являются носителями всех арабских наук и основа положений религии во время толкования обращались к Замахшари чтобы он им объяснил некоторые аяты. Они удивлялись и хвалили его. Неоднократные обращения и повторения истин аятов усилило у них страсть и желание. Поэтому они попросили Замахшари написать книгу, в которой пересказать эти истины и поближе узнать источник этого разговора.

Ключевые слова: Махмуд Замахшари, «Ал-Кашшаф», тафсир, комментария, экзегетика

doi: <https://doi.org/10.2024/cz0aze18>

Замахшари в своём кратком введении после восхваления и благодарности Всевышнему, благословения пророка, утверждая высокое положение знания по толкованию среди исламских наук, и потребности всех в познании Корана и знакомства с толкованием, так написал о мотивах сочинения книги:

«Братья по религии, мудрецы единобожия и из группы спасителей, которые являются носителями всех арабских наук, и основа положений религии во время толкования обращались ко мне: чтобы я им объяснил некоторые аяты. Они удивлялись и хвалили меня. Неоднократные обращения и повторения истин аятов усилило у них страсть и желание. Поэтому они попросили меня написать книгу, в которой пересказать эти истины и поближе узнать источник этого разговора. Я отказался от этого дела. Но они опять настаивали, и чтобы осуществить такую мечту обратились к учёным единобожия (тоухид) и справедливости (ада) и через них опять попросили, чтобы я приступил к этой работе. Я подробно истолковал суры «Тоухид» и «Бакара». Наконец, следующий раз, начал толкование Корана. Однако выбрал путь краткости. С таким обязательством чтобы передать много полезного на страницах этой книги» [3, с.15].

¹ Очилова Мехринисо Илхомовна, доктор филологических наук, доцент, заведующий кафедры таджикского языка и литературы, факультета восточных языков, ГОУ «Худжандский государственный университет имени академика Бободжона Гафурова» Худжанд, Таджикистан

Бесспорно то, что Замахшари написал книгу «Ал-Кашшаф» в Мекке рядом с божьим домом. Но нельзя не отметить, что он ещё и был близким другом правителя Мекки и написал там толкование «Ал-Кашшаф».

Замахшари, когда жил в Хорезме обратился к политическому аппарату Сельджукидов. Ходжа Незамал-мулк туси визирь Малик-шах Селджуки имел с ним тесные отношения. Хотя и Замахшари свои две книги-«Шарх-е айат-е Сибавейхи» (Комментарий двустипший Сибавейхи) и «Анмузедж» написал на имя Низам ул-мулка, но от него не видел особой милости [1].

В последующих этапах жизни он обратился к сыну Низам ул-мулка, вручил ему свою книгу и восхвалил Мухаммед ибн Малик –шах Следжуки и воспользовался поддержкой Атсыз Хорезм-шаха-всё это показывает, что он искал поддержку у правящих кругов. Можно подумать, что Замахшари в Хорасане не смог получить поддержку у представителей власти. В Мекке Ибн Ваккас сильно уважал его. Во время первой поездки очень гостеприимно отнеслись к нему. Во время второй поездки Замахшари написал своё толкование рядом с Божьим домом и закончил её за три года. Затем он в Мекке сочинил книгу «Раби ул-абрар» («Весна праведных»). Следует иметь в виду ещё и болезнь, покаяние Замахшари во время паломничества в Мекку. В 512г.х.к./1117-18гг. он заболел и покался, а затем отдалился от правителей, отказался восхвалять их.

Взгляд автора отражён в его сочинении и объясняет причину написания. Замахшари придавал большое значение к своей книге:

Инна аст-тафасира фи-д-донья бела-адади,

Ва лайса фиха лаамри мисли Кашшафи.

Ин кунта табъы-л-хида фалзам кыраатаху,

Фа-л-джахл каддан в-ал-Кашшафу к-аш-шафи.

В мире очень много толкований Корана,

Но клянусь жизнью среди них мой «Кашшаф» бесподобен,

Если ищешь наставления, прочти постоянно эту книгу.

Так как невежество такая болезнь, а «Кашшаф»-лекарство исцеляющее.

Основной целью Замахшари была уничтожение невежества и глупости.

Анализ образцов толкований айятов в «Ал-Кашшаф»[5, с.198].

Когда рассмотрели суждения и основы рассуждений мутазилитов вкратце отметили, что Замахшари безусловно, был мутализитом.

Нельзя забыть политическую сторону этой темы, что Замахшари явно враждовал с нечистыми Омейядскими халифами и их наследниками. Он в различных обстоятельствах разоблачал неверные омейядские рассуждения и в комментарии айята суры «Нисо» сначала рассуждает о справедливых правителях, а не о деспотах, притеснителях.

Замахшари в комментарии 26 айята суры «Сад» пишет так: «Один из халифов Бани Марван сказал Захри (Мухаммед ибн Шахаб): «Слышал то, что было предписания о халифе и поэтому грехи его не фиксируются.» Захри ответил: «Халифе выше или Посланник?» И затем прочёл: «Йа, Дауд инна джа алнака халифатан фи-л-ард фаахкум байн-ан-нас бе-л-хакки» (О, Давуд! Мы поставили тебя наместником на земле, суди людей справедливо).

В Комментарии 3 аят суры «Бакара» Замахшари описывает другое суждение мутализитов. Такое убеждение относится к совершившему тяжкий грех.

Настоящий правоведный тот, который верит истине (Хакк), рассказывает о нём в жизни действует согласно своим словам. Если он

нарушит своё слово и поступит по-другому, он станет лицемером. Если он нарушит своё свидетельство, он-неверный, и если он отвернётся от благородных, тогда он грешник»

Основная тема дискуссий о толковании «ал-Кашшаф» его рационализм. Поэтому среди различных толкований, это толкование прославилось как «толкование личного мнения» и было беспощадно о критиковано.

Замахшари в комментарии 11 аята суры «Йусуф» пишет: «Коран-закон по суннату (суннат), согласию (иджма) и суждению по аналогии (кийас). После рациональных доказательств основываются на них» [3, с.58].

В другом месте учёные считает размышление обязательным и критикует довольствующихся с внешним- буквальным пониманием аятов: О размышлении в аятах Корана следует подумать серьезно, чтобы достичь смысла за внешним пониманием аятов и правильно истолковать их, указывать путь хорошим и красивым мыслям Корана. Зато, те, которые удовлетворяются внешним, буквальным пониманием аятов не смогут достичь полезных истин».

Он в комментарии 16 аята суры «Таха» пишет: «Этот аят воодушевляет человека действовать с аргументом и сдерживает от безрассудного следования и предупреждает, что гибель и унижение в всегда сопровождает внешних подражателей».

В связи с тем, что Замахшари был мутазилистом, мутазилистические методы толкования можно проследить в его «Кашшаф». Другими словами, два метода толкования Корана-толкование Масур и толкование Корана Кораном-были методами работы Замахшари.

Замахшари при толковании 37 аят суры «Бакара» отмечает:

«Фаталккы Адам мин раббихи бекалиматин фатаба алайхи иннаху хува-т-тауб ур-рахим» (Затем Адам от своего творца услышал слова и Всегда принимает покаяние и (он) милосивый). В этом аяте слово «калимат» («слова») предано вкратце и поэтому неясно Адам (да будет мир с ним!) какие слова выучил у Всевышнего.

Замахшари для выяснения этого слова использует 23 аят суры «Аараф»: «Раббани заламна анфусана ва ин лам тагир лана ва тархамна лана кауанна мин илхасерин» («Господин наш! Мы погубили души наши. Если ты не простишь нам и не помилуешь нас мы будем несчастны».)

Затем он пишет: «Зсле скажешь какие были те слова? «Скажем: «Эти словабыли из священного аята «Раббана заламна анфусана».

Также он первом аяте суры «Маэде» разъясняет: «Йа аййуха-л-лазина аману ауфу бе-л-укуди ухиллат лаком бахимат ул анъамилла ма йотла алайкум...» («Верующие! Будьте верны с исполнением своих обязанностей. Вам разрешается употреблять в пищу животных из скота, кроме тех, о которых вам будет прочитано...») [4, с.77].

Предложение «илла ма йотла алайкум» (кроме тех, о которых (вам) будет прочитано...) краткое, и Замахшари в комментарии этого айата использует другой аят из Корана.

Он пишет: «Бахиме (скотина, животное) называют животных из моря или суши. Кроме этого с вознаграждением, как печатка прибавленная к серебру и разъясняющим выражения «илла ма йотла алайкум» следующий аят: «Хурримату алайкуму-лмайтату» ва-д-даму ва лахму-л-хынзыр ва ма ухиллалайгайри-ил-лахи бихи ва-л-мунханикату ва-л-моукузату ва-л-мутараддийату ва-н-натихату ва ма зубиха ала-н-нусуби в-ан тастаксиму би-л-азлам» (Моиде, 3 («Вам запрещается употреблять в пищу мертвечину,

кровь, мясо свиньи; над чем при за резании, призывается, кто либо другой, а не бог; скотина удушенная, умершая от удара; убившаяся падением с высоты, забоданная рогом; та которую съел хищный зверь, кроме той которую очистите принося в жертву идола. Делить что-либо между собой бросанием стрел для вас бесчестие»).

В методе толкования абсолютной ограниченности также использованы другие аяты Корана. Замахшари в толковании «Хурримату алайкуму-л-майтату ва-д-даму...» (Маэде, 3) испускание крови (сакт-е-дам), которое считается «абсолютом» и включает в себя кровь заколотого животного, обуславливает при помощи аята «илла ин йакуна май атан ау даман масфухан» («кроме трупа, или крови при убое»), доказывающего важность пролитой крови из тела животного.

Дале он пишет: «Нечистота из крови называется «фасид» (т.е. кровь, которая при за резании тела животного выходит).

В таких случаях, когда два или больше аятов связаны с одним предписанием «хукм» (запрет на питье крови), мутализиты для устранения противоречия двух аятов, «абсолюта» связывают с «обусловленными» двух аятов, «абсолюта» связывают с «обусловленным» и при помощи этого приступают толкованию «абсолюта». Так как Замахшари «кровь» (дам), которую считают «абсолютом» связывают с пролитой (масфух). Но в случаях, когда имеется два текста для двух различных предписаний, они связывают «обусловленным» и толкование связанного «абсолюта» с «обусловленным» не считают допустимым. Например, в аяте «Аллазина йузахеруна минкум мин несасхим ин уммахатухум илла-л-лази валаднахумлайкулуна мунакрин мин ил-коул ва зуран. Ва инна-иллаху лагавун ла афуун гафур вал-лазина йузахируна мин нисакихим сумма йаудуна ли ма калу фатахриру ракаба» (Муджадале, 2) [3, с.285]. («Те из вас, которые отвергают своих жён, назвав их хребтом матери (они не матери им, матери им только те, которые родили их) - те говорят бессмысленные слова и ложь. Но верно и то, что Бог есть извиняющий, прощающий. Те, которые отвергнут своих жён, назвавший их хребтом своей матери и потом переменятся отпустить раба на волю...»)

Слова «ракаба» («раб»), которое является причиной искупления покровительства-абсолют, и в аяте «ва ман катала муминан фатахрир у ракабатин муминатин» («Тот, кто убьёт правоверного должен освободить правоверного раба») в котором речь идёт об «искуплении убийства» слова «ракаба» - «обусловленное».

В случаях, когда два аята описывают два различных предписаний («искупление покровительства» и «искупление убийства») на которые доказательство «искупление убийства» (приводит то, что раб был мусульманином) связывают с «искуплением покровительства» и подчёркивают, что раб обязательно должен быть мусульманином в искуплении покровительства. Но Замахшари, который как будто считает единством предписания связывания «абсолюта» с «обусловленным» не принимает такое толкование.

Он пишет: «В искуплении покровительства» не обязательно чтобы раб был мусульманином. Потому что, аят-«абсолют». Таким образом, покровительствующий может освободить не только раба-мусульманина, но и раба-незверного» [4, с.242].

Из других случаев толкования Корана следует отметить толкование метафорических (неясных) и очевидных(ясных) аятов. Мутазилиды против некоторых, которые считают невозможным толкование метафорических (неясных) аятов, в также вопреки других, которые относят толкование таких аятов только Пророку, имамам, а остальных считают невозможным, по мнению Замахшари комментатор Корана смогут истолковать и эти аяты.

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ERTAKLARNI TAHLIL QILISHNING AYRIM JIHATLARI

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Annotatsiya:

Ertaklarning nafaqat tarbiyadagi ahamiyati, balki tilning tarixi, rivojlanishidagi o'рни ham kattadir. Shuni e'tiborga olib, ertaklar matnini leksik tomonlarini, jumladan sarlavhalarini leksik-semantik tomondan tahlili dolzarb hisoblanadi. Maqolada ertaklarning aynan shu jihatlari tahlil qilingan.

Kalit so'zlar: sehrli, hayotiy-maishiy, bibliografik ko'rsatkich, turg'un so'z birikmasi, so'roq gapli, ertak-jumboq, ertak-maqol, ertak-antonim

doi: <https://doi.org/10.2024/hh52ye22>

Mazkur maqolada ertaklarni tahlil qilishning ba'zi yo'llari, taraflari, usullari haqida so'z yuritmoqchimiz. Buning uchun, bizningcha, ertaklarni o'rganish, o'qish, o'qib berish uchun chop etish, tarqatish yuzasidan tavsiya qilishda ularning klassifikatsiyasi, ya'ni turlarga bo'linishi (hayyonlar haqidagi, sehrli va hayotiy-maishiy ertaklar)dan tortib, ular hajmining katta-kichikligi, mazmuni, uslubining murakkab yoki soddaligi, tarbiyaviy ahamiyati va boshqa jihatlari tomonidan kichik yoshdagi (maktabgacha va boshlang'ich ta'lim), o'rta yoshdagi, katta yoshdagi bolalar va kattalar uchun mo'ljallanganlik taraflariga e'tibor qaratish lozimdir. Ertaklarni har taraflama tahlil qilish davr talabi ekanligini ta'kidlash joiz. Bu masalaning, ayniqsa, 2017-yil 12-yanvar kuni Prezidentimiz Shavkat Mirziyoyev tomonidan qabul qilingan "Kitob mahsulotlarini chop etish va tarqatish tizimini rivojlantirish, kitob mutolaasi va kitobxonlik madaniyatini oshirish hamda targ'ibot qilish bo'yicha komissiya tuzish to'g'risida"gi farmoyishdan keyin nihoyatda dolzarb ekanligi ochiq-oydin bo'ldi.

Mazkur Farmoyishning ijrosini ta'minlash borasida mulohazalar berishga ertaklar ustida olib borayotgan ko'p yillik ilmiy-uslubiy izlanishlarimiz (1) undadi. Kuzatuvimizga O'zbekistonda nashr etilgan ertaklar bo'yicha biz tomondan tuzilgan bibliografik ko'rsatkichlar manba sifatida olindi. Ana shu ko'p yillik mehnat natijasida yaratilgan ilmiy ishlarda jamlangan 7000 (yetti ming) ga yaqin (faqat o'zbek tilida) o'zbek va jahon xalqlari ertaklari va ular sarlavhalarining rang-barangligi diqqatimizni tortdi.

Shuning uchun ham biz tahlilni, birinchi navbatda, ertaklar sarlavhalari kesimida o'tkazdik. Natija shuni ko'rsatdiki, boshqa janr va manbalar sarlavhalarida qo'llanilgan so'z va iboralarga qaraganda ertaklar nomlarida iboralar nisbatan kam ishlatilar ekan (7000 ertak sarlavhasida jami 400 ga yaqin). Buning sababi o'z-o'zidan ma'lum, albatta, chunki ertaklarning asosiy qismi bolalarga bag'ishlangan bo'lganligi sababli, aksariyat hollarda ular aniq, adabiy, tushunarli va mazmuni jihatidan qiziqtiruvchi mustaqil so'zlar ("Dum", "Yog", "Oftobxon", "Raqqosa"...), erkin so'z birikmalari ("Aqli echki", "Bebosh

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quyon”, “Ikki o’jar”, “G’olib Ganesh”, “Nantlarning qirolligidan qochgan opa-singillar”...), sodda gaplar (“Sodiq do’st top o’zingga”, “Kema halokatga uchrabdi”...) bilan nomlanganligi aniqlandi. Shunisi diqqatga sazovorki, ertaklar orasida so’roq gaplar bilan nomlanganlari sermahsul ekan (“Kim eng kuchli?”, “Nega ayiq har mahal, o’zi yolg’iz yer asal?”, “Nima uchun qurbaqaning dumi yo’q?”, “Nega yo’lbarsning tanasi yo’l-yo’l?”...) - jami 130 ga yaqin. Shu o’rinda kuzatilgan ertaklarning 40 foizidan ortig’i atoqli otlar (hayvonlarning nomlari ham shu hisobda) /”Rustam”, “Qorasoch”, “Dyumchaxon”, “Ayiqlar”/ hamda otlarning “va”, “bilan” kabi biriktiruvchi bog’lovchilar orqali tuzilgan birikmalaridan (“Alla bilan Jalla”, “Apreloy bilan Mayxon qiz”, “Tulki va Xo’roz”, “Qozi bilan kambag’al”) tashkil topganini aytib o’tmoqchimiz. O’quvchining e’tiborini o’ziga jalb qiluvchi ertak sarlavhalarining yana bir guruhini antonim so’zlar bilan atalganlari uyushtiradi (“Mard bilan Nomard”, “Egri va To’g’ri”, “Ayyor bilan Sodda”, “Haq va Nohaqlar”...). Bunday ertaklarni biz ertak-antonimlar deb atadik.

Shunisi e’tiborga molikki, ertaklar sarlavhasida tilning turli xususiyatlariga taalluqli misollarni ham ko’rish mumkin. Jumladan, “Qamish kumushdan qimmat emish” ertagi tezaytish shaklida nomlangan.

Ertaklar mazmunining tarbiyaviy ahamiyati juda ulkanligiga ular sarlavhalarining maqollar ko’magida nomlanganligi uchun ham, yana bir bor iqror bo’lamiz (“Aqlli ish – qanotli qush”, “Birovga choh qazisang, chohingga o’zing tushasan”, “Nima eksang, shuni o’lasan”, “Ko’kka tupursang, betga tushadi”, “Til tig’dan o’tkir”, “Tani sihatlik – tuman boylik”, “Yaxshi ayol – hamisha bahor”, “Qari bilganni – pari bilmas”, “Qasd qilgan past bo’lur”, “G’oz – hunaring oz!”, “Har kimniki o’ziga – oy ko’rinar ko’ziga”, “Hunarsiz kishi o’linga yaqin” va b.).

Ertaklar sarlavhalariga qarab yana bir to’plamni chop etishga tavsiya qilish mumkin. Jumladan, nomlanishida iboralar asosiy ma’noni anglatadigan ertaklar. Ularga batafsil to’xtaladigan bo’lsak, bunday ertaklar sarlavhalaridagi iboralarni (frazologizmlarni) ikki katta qatlamga (ma’no va ishlatilishi jihatidan) bo’lish mumkin – 1) faqat ertaklarga oid turg’un so’z birikmalari (TSB) va 2) umumxalq FB lari.

Faqat ertaklarga oid TSB lar ertaklar sarlavhalarida asosiy semantik ahamiyatga ega bo’lsa (“Oltin olma”, “Sirli gilamcha”, “Yonar tosh”), umumxalq FB lar esa ikkinchi darajali ma’no kasb etadi (“Nuqta bilan vergulning boshidan kechirganlari”, “Baxtsiz pir va uning besh muridi boshiga tushgan kulfatlar”, “Kanchil Dev, Yo’lbars va Ayiqning ta’zirini beribdi”).

Faqat ertaklarga uchraydigan TSB larning aksariyat qismi sehrli ertaklar qahramonlariga o’z dushmanlari ustidan g’olib chiqib, murod-maqсадlariga erishishda xizmat qiluvchi turli buyum (sehrangan), narsa va hodisalardir /”Zangori gilam”, “Baxt daraxti”, “Hayot guli”, “Ur to’qmoq”, “Yog’och ot”, “Yashartiruvchi buloq” va b./. Bunday TSB lar bilan tuzilgan ertaklar nomlarida ba’zi leksemalarning ishtiroki mahsuldorligi bilan ajralib turadi. Masalan, oltin leksemasi (“Oltin baliq/cha/”, “Oltin nay”, “Oltin tarvuz”, “Oltin tuxum”, “Oltin qush” – jami 44 ertak sarlavhasida) va sehrli leksemasining (“Sehrli ko’za”, “Sehrli lampa”, “Sehrli ot”, “Sehrli qalpoq” – jami 37 ta ertak nomida) qo’llanilishi bunga misol bo’la oladi.

Kuzatuvimiz yana shuni ko’rsatdiki, ertaklar sarlavhasida ertaklar matniga mansub qiyosiy FB lar va turg’un so’zlashuv birikmalari/TSB/ qayd etilmadi.

Muxtasar qilib aytganda, ertaklar sarlavhalariga tayanib, ya'ni ertaklar bo'yicha bibliografik ko'rsatkichni chuqur tahlil qilib, turfa xil mavzudagi ertaklar to'plamlari chop etish mumkin bo'ladi. Jumladan:

1) buyuk mutafakkir shoir Alisher Navoiy haqidagi ("Navoiy va cho'pon", "Navoiy va podshoh", "Navoiy va etikdo'zning o'g'li", "Navoiy kimni yomon ko'rgan?" va b., jami 20 dan ortiq);

2) yuqorida sanab o'tilgan - ertak-maqollar, jami 50 ga yaqin;

3) - ertak-jumboqlar, 130 dan ortiq;

4) - ertak-antonimlar - 40 dan ortiq;

5) sehrli ertaklar (masalan, bir to'plamda "oltin" so'zi bilan nomlangan ertaklarni va b.);

6) hayyonlar haqidagi ertaklar (masalan, "bo'ri" haqidagi ertaklarni alohida, "maqtanchoq" so'zi bilan "quyon", "ayiq" va boshqa ertaklarni alohida to'plam qilib);

7) hayotiy-maishiy ertaklar (masalan, "Shum bola", "Kal", "Nasriddin Afandi", "Aldar Ko'sa" va boshqalar haqidagi ertaklarni);

8) faqat ertaklarga oid turg'un so'z birikmalari bilan nomlangan ertaklarni; va boshqa mavzulardagi ertaklar o'qish, o'qib berish uchun chop etish va tarqatishga tavsiya qilinsa maqsadga muvofiq bo'lardi.

Shu bilan birga, bunday sarlavhalar ertaklarni o'qishga qiziqtiradi, o'ziga jalb qiladi, har qanday o'quvchining e'tiborini tortadi, ularning so'z boyligini oshiradi.

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АНДАР СИТОИШИ ИЛМ, ОЛИМ ВА ТАЛАБИ ИЛМ ДАР «ҲАДИҚАТУ-Л-ҲАҚИҚАТ»-И САНОИИ ҒАЗНАВӢ

М. Юлдашева ¹

Аннотатсия:

Саной ба ҳайси шоири тавоно ва олими андешаманд тавониста масоили гуногуни илмиро дар ҷаҳони фикрии худ матраҳ намояд ва ба ин мавзӯи нозукӣ тасаввуфу ирфон ва ахлоқи инсон бо диди наздик ба ислом нигоҳ намояд. Аз ин рӯ, дар доираи ин адабиёти пуршукӯҳҷой доштани тафаккури ирфонӣ, баҳусус ҷилваи сӯфия бо равиши хос ва дар ин замина пайдоиши адабиёти сӯфия қобили таваҷҷуҳ мебошад. Пайванду пайдоиши ин адабиёт ба зуҳури шахсиятҳои алоҳидаи маърифатӣ мазҳабӣҳатто ба паёмбарону қуръону аҳодис така мекунад.

Калидвожа: Ҳаким Саной, «Ҳадиқа», тасаввуф, адабиёти сӯфия, илм, олим

doi: <https://doi.org/10.2024/4crh0z04>

Адабиёти оламшумули Шарқ дар вусъати мавҷудияти таърихӣ хеш бо ҳузури тафаккури қавии фалсафию ирфонӣ, мавҷудияти афкори хоси инсонпарварона шоҳаи бузурги адабиёти ҷаҳониرو ба вучуд овардааст. Аз ин рӯ, дар доираи ин адабиёти пуршукӯҳҷой доштани тафаккури ирфонӣ, баҳусус ҷилваи сӯфия бо равиши хос ва дар ин замина пайдоиши адабиёти сӯфия қобили таваҷҷуҳ мебошад. Пайванду пайдоиши ин адабиёт ба зуҳури шахсиятҳои алоҳидаи маърифатӣ мазҳабӣҳатто ба паёмбарону қуръону аҳодис така мекунад. Бино ба андешаи баъзе муҳаққиқон пайдоиши ин адабиёт ҳамчун манбаи фикрӣ ва фалсафӣ, ҳамчунин шоҳаи пурнуфузи ҷараёни ирфонӣ ба даврони пайдоиши ислом пайванд мегирад. Аз ин нуқтаи назар аз аввалин даврони рӯи кор омадани адабиёти форсӣ тоҷикӣ ва ҳам арабӣ нуфузи ҷараёни тасаввуф дар он афзалият дошта, барои арзи ҳастӣ намудани шоҳаву ҷараёнҳои зиёде таъсир гузоштааст. Агар дар оғоз бештари матлабҳо дар гуфтори сӯфиён ва шарҳу басти истилоҳоти ирфонӣ ифода мешуданд, даврони баъдинаи ташаккули ҷаҳоншиносии исломӣ барои падид омадани мактабҳои хоси тасаввуфи назарӣ ва таълифи кутуби фаровон дар бораи тасаввуф боис гардид.

Саной ба ҳайси шоири тавоно ва олими андешаманд тавониста масоили гуногуни илмиро дар ҷаҳони фикрии худ матраҳ намояд ва ба ин мавзӯи нозукӣ тасаввуфу ирфон ва ахлоқи инсон бо диди наздик ба ислом нигоҳ намояд. Масалан, дар ҷое аз «Ҳадиқа» зери унвони «Ситоиши илм, олим ва талаби илм» омадааст:

Илм бо кор судманд бувад,
Илм бе кор пойбанд бувад[6, с.151].

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Яъне, шоир илми боамалро дар ин байт, ки байти оғозин аст, тараннум карда, дар давоми фикри худ овардааст:

Илм дорӣ, вале бо суду рибо,
Мавлиъӣ, лек бар фасоду зино.
Илми мухлис даруни ҷон бошад,
Илм дуруӣ бар забон бошад[6, с.152].

Чунон ки аз абёти болоӣ мушоҳида гардид, шоир онҳоро барои тақвияти байти аввал зикр намуда, ба ин васила орои худро нисбат ба он ақидаи исломӣ, ки баргирифта аз ҳадиси Муҳаммад (с) аст, ки Абӯхурайра (рх) мегӯяд: «Илме ки ба он амал намешавад, ҳамонанди ганҷе аст, ки дар роҳи Худо инфоқ намешавад». Сипас, бо услуби хоси сӯфиёнаи худ ба мисол задан мепардозад. Яъне, дар аксар маснавиҳои ирфонӣ, ки «Маснавии маънавӣ» намунаи беҳтарини онҳост ва бешак таъсири Саной ва «Ҳадиқа»-и ӯ ба ин асари оламшумул низ кам нест, усули мисол задан маъмул мебошад. Чунончи дар мисоли ҳикояи мо Саной гуфта:

Тозаги дониш аз савоб омад,
Фарраҳи моҳ з-офтоб омад.
Моҳ бе офтоб торикист,
Вар чи онҷо масофа наздикист.
Ҳар ки ӯ оташест обнигор,
Дон, ки ӯҳаст рӯз дар кирдор.

Ҳаким Саной яке аз омилҳои олим шуданро дар доштани шахсияти поку мубарро ва якгуна мепиндорад. Ба ақидаи ӯ олим бояд дар мақоми худ собит истад ва нагузорад, ки ҳавову ҳавасҳои дунё ба сари ӯ андешаҳои мухталифро бор кунанд:

Илм бо ту нагӯяд эҷ суҳан,
З-онки гаҳ мард боши гаҳ зан.
Рехта оби рӯзгори ту ҳақ,
Ҷомаи зарқи халқ карда халақ.
Бар сари ман мазан, ки бар поям,
З-онки ман олимам, чунин боям.
Вар ту бинишастаи, макун фараҳе
З-онки ту фитна нишаста бихӣ[6, с.153].

Инчунин, ба ақидаи Саной мартабаи олим аз ҳокиму амалдорон баланд меистад ва нисбат ба онҳо зоти шарифи уламоро ҳам дар пешгоҳи Худо ва ҳам дар назди оммаи мардум аъло менигорад:

На ҳар касс, ки курсие дорад,
Мушкили соиле бурун орад.
Суҳани беҳуда зи ирфон аст,
Ҳар ки дорад ҳуме, на Суқрот аст[3, с.171].

Шоир нигошта аст, ки барои пурсиши суолоту мушкилии худ инсон набояд ба назди ҳар аблаҳи камақ равад ва бо эшон пурсишу посух намояд, зеро мушкилии кас ҳамеша бо роҳи ақлу илм ҳаллу тафсил мешавад:

Мушкиле, к-аблаҳе ҷавоб диҳад,
Зи раҳе дон, ки бод з-об диҳад.
Худ надорад ба ҳеҷ тадбире,
Зи раҳи об тоқати тире.

Ва касеро, ки барои ҳалли мушкилии худ ба аблаҳон муроҷиат мекунад, аблаҳхондааст:

Кай ситонад ҳаками Фарзона,

Дуои саръро зи девона.
 Чун набошад ба роҳи печопеч,
 Оқил аз чашми бад натарсад ҳеч[6, 153].

Маърифату илмомузӣ. Сӯфӣ илова бар таклифи зоҳири шариат ва улуми зоҳирӣ ба улуми ботинӣ низ таваҷҷуҳи хоса нишон додаанд ва дар паси зоҳири одобу ибодат, сирри ботиниро ҷустуҷӯ мекарданд. Илми ботин, адаби ботин бо ҳам итриботи наздик доранд, ҳарчи илму маърифат бисёр бошад, кашфи асрори Илоҳӣ низ бештар муяссар мегардад.

Саной олими намоёни динфурӯшу дарвешони дурӯғинро масхара мекунад ва мегӯяд, онҳо на танҳо худ гумроҳанд, балки мардумро низ гумроҳ мекунанд ва танҳо барои касбу ҷоҳу мол, зоҳири ҳешро ҳамчун олимону насихатгӯён меоранд [6, 234].

Саной ба масоили маърифат, абёти зиёде аз ҳадиқаро баҳшидааст ва ин амр нишондиҳандаи он аст ки ҷомеаро аз дурӯғину риёкор дар ҳатар медидааст:

Илм, сӯи дари Илоҳ буд,
 На сӯи молу нафсу ҷоҳ буд.
 Мардро илм, роҳ диҳад ба наъим,
 Мардро ҷаҳл дар барад ба ҷаҳим.
 Ҳаҷҷат иззад аст дар гардан,
 Ҳондани илму кор накардан.
 Олимон ҳуд каманд дар олам,
 Боз амали миён олим кам[6, 276].

Ҷанбаҳои таълимӣ ҳикоятҳои ҳадиқа. Таъсиргузориҳои дoston ва ҷуз байти он боис шуда ҳавзаии таълиму адабиёти таълими ва мушкили анвои мухталифи дostonгӯӣ ривоч ёбад ва аксари ҳикоятпардозӣ, омили муассир барои таъқими суҳангӯянда ба шумор ояд.

Дар таълими ирфонӣ низ онҳо, ки бештар ҷанбаи ҳамагонии таълими тасаввуфу ирфон дар назар будааст, нақлу ривояти тамсил ва истифода аз ривояти дostonи бештар мавриди таваҷҷуҳ воқеъ шудааст.

Дар таълими Саной нақл, анвои дostonу ҳикоят ва бозгӯи ривоятҳои таърихӣ ё мунозараҳо ва гуфтугӯи бузургони дину аҳлоқ ва тасаввуф, мавриди таваҷҷуҳи хоса будааст. Тақдими Саной бар дигар шоирони арсаи адабиёти таълими боис шудааст осори ӯ дар ин замина сармашқи бисёре аз шоирон бошад ва ҳатто бархе, Санойро мавҷуди тамсил бидонанд, аз ҷумла Шибли Нӯмонӣ гӯяд: «Як ҷузъи муҳими шеърӯ шоири ташбеҳу тамсил аст. Дар собити як мисолҳои тамсилии аҳлоқӣ, шоири ногузир ба зикри шоҳиду амсол будааст. Шоирони номи мисол Саъдӣ, Соиб мебошад, дар ин санъат дорои дараҷаи камол буданд вале мавҷуди он ҳаким Санойғазнавӣ аст» [1, 60].

Андар сифату сурати олим
 Ту ба гавҳар варои ду ҷаҳонӣ,
 Чикунам қадри худ намедонӣ.
 Бо забони нек ҳам набудӣ ту,
 Бо ҷунин зӯр мард мардӣ ту.
 Чӣ камаст эй бузургзода туро,
 Дар гушодааст ҳон ниҳода туро.
 Гар ту ҳудро дар ин сарои ғурур,
 Аз сирри ҷаҳлу бӯҳл дори дурр.
 Панҷ навбат зани ҷу ақлу ҷу ҷон[6, 278].
 Бар сирри ҳафт чарху чор аркон.

Вар қабои фано бияндозӣ,
Ба қабилаи бақои ҳақ тозӣ.
Ҳар се ҷонат ба шабгирӣ,
Дар салому чаҳор такбирӣ.
Оғушиҷону гунбади даввор,
З-онки бипурсаш аст бемораш.
Бар гузар к-ин сарой пару ҳаласт,
Нардбони поя умру боми аҷаолист.
Ҳар ки бар мутуни ин сарой расид,
Боз дасташ ба дидагон бикашид [6, 279].

Кам хӯрдан сода пӯшидан. Санойҳамвора дар ҳадиқа шикампарвариро мавриди мазаммат қорор медиҳад ва онро мояи тираги дарун, беҳиради қувват гирифтани ҳашму шахват дар инсон медонад. Инсони шикампараст бисёр пастар ва беарзиштар аз инсони бутпараст аст, чаро ки инсони бутпараст ба хотири эътиқоди ҳарчанд ботил ки дорад, аз бадихо дур шавад, аммо шикапараст ба воситаи онки аз хирад бебаҳра аст ба бадихо даст меёзад аз илму ҳикмат, ки мояи камоли инсонӣ аст дур мешавад:

Сабаби ҳашму шахват аз луқма аст,
Офати зеҳну фитнаат аз луқма аст.
Бандаи батну лаззату шҳват,
Батар аз бандаи аззи ва миннат.

Ҳазрати одам низ аввалин бор аз тариқи шикам фиреб хурду аз ҷаннат ронда шуд, пас бидон ки шикампарварӣ на танҳо туро дур мекунад, боис ҳоҳад шуд, ки фардои қиёмат ҷойгоҳи ту дӯзах бошад. Кам хӯрдан зеҳну хиради инсонро тақвият ва фариштасифат мекунад.

Аввалин банд дар роҳи одам,
Буд наи гулу тибли шикам.
Баҳри кам хурдан аст ва беобӣ,
Зеҳни ҳинду ва нутқи арабӣ.
Чун ҳури беш пил боши ту,
Кам ҳури Ҷабраил боши ту.

Саной дар ҷои аз ҳадиқа истилоҳи «гулӯбанда» ро барои инсонҳои пурхӯру шикампараст ба кор мебарад ки истилоҳҷолиб аст.

Рӯи бисёрӯр бе нур аст,
К-аз гулӯбанде хӯчаги дурраст.

Ҷомаи зебо ва гаронбаҳо нишонаи хирадманди инсоният нест, ҷома танҳо барои пӯшонидани бадан аст ва танҳо занон ҳастанд, ки ба ҷомаҳои зебо ва фаҳри худ менозанд вагарна ҳамонгуна ки ганҷ дар вайронаҳо ёфт мешавад, Марди воқеиро низ бояд дар либосҳои кӯҳна ва сода пайдо кард. Инсоне, ки дар сари худ хирад ва доноӣ дорад барояш ҷандон муҳим нест ки кулоҳу тоҷи арзишманде бар сар дошта бошад, чароки қойгоҳи ақл даруни сар аст на рӯи сар.

Мар занон ростҷома андар худ,
Ҳайдару марду ҷавшан андар бар.
Мардро дар либоси ҳалқон ҷӯи,
Ганҷ дар ганҷҳои вайрон ҷӯи.
Чи шуд ор бар сар афсар нест,
Хирад андар сар аст бар сар нест.

Мафҳумҳои таълимӣ-фалсафӣ. Ҳештаншиносӣ ва маърифати нафс дар канори дури аз худпарастии метавонад вазъияти ҷомеаро ба беҳбудӣ барад.

Таваҷҷуҳ ба ахлоқи умумӣ ва талош барои таҳзиби нафс барои дастёби ба саодати дунё ва охират ҳадафе аст, ки зоҳидону суфиёно дар канори ҳакимон ва файласуфон қарор медиҳад, аз ҳамин рӯ адабиёт ҳукми фалсафӣҳамвора илҳомбахши шоирони ахлоқгарои адабаёти форси будааст. Ин вачҳи ахлоқӣ дар «Ҳадиқа»-и Саной низ мушоҳида мешавад.

Ҳарчанд миёни сӯфиёну файласуфон масоили ахлоқӣ муштараки зиёде вучуд дорад аммо ҳадафи онҳо дар пардохтан ба усули ахлоқӣ ба якдигар фарқ дорад, сӯфиён бо дунболи саодати охират ҳастанд аммо файласуфон некбахтӣ ва саодати дунявиро дунбол мегиранд.

Мисоли таъсири ақлҳову нафасҳо дар силсилаи маротибу вучуд, дараҷоти нафс, тақомули руҳ аз тариқи шиносои олами ҷисм низ аз мавриде аст, ки аз адбиёти фалсафи иқтибос шудааст.

Саной ақлу нафсро падару модари маънавӣ инсон доништа аст. ки қолбади ҷисмро барои шинохти Ҳақ тоъоло ба руҳ арзони кардаанд;

Падару модар ҷаҳони латиф,
Нафси гӯё шиносу ақли шариф.
Падару модаре, ки ноозоранд,
Ҳуққамо ақлу нафсро доранд.
Сабаби ҷисмат ин ду ҷисмони аст,
Илмат, руҳат он ду руҳони аст.
Ҳақ он ду шарифро бигзор,
Ҳақ ин ҳар ду ҳам фуру мағзор [6, 305].

Саной монанди Носири Хусрав маротиба вучуди аввали қул, нафси қул ва пайдоиши руҳи ҳайвониро шарҳ дода ва таллуқи сурату ҳисро ба руҳ баён кардааст ва ҷойгоҳи инсонро дар низом илоам равшан мекунад то битавонад аз ин баҳс ба аҳдофи таълимӣ худ ноил шавад.

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**БИЛВОСИТА ТАРЖИМАДА БАДИЙ ТАСВИР ВОСИТАЛАРИНИНГ
БЕРИЛИШИ (Э.М. РЕМАРКНИНГ “DREI KAMERADEN” РОМАНИ РУС ВА
ЎЗБЕК ТИЛЛАРИДАГИ ТАРЖИМАЛАРИ МИСОЛИДА)**

У. Мамарасулов ¹

Аннотация:

Мазкур мақолада немис тилидан ўзбек тилига билвосита таржимада бадий тасвир воситаларининг берилиши кўриб чиқилади.

Калит сўзлар: метафора, оксиморон, бадий тасвир воситаси, таржима китоблар, Ремарк, Низом Комил

doi: <https://doi.org/10.2024/bayah583>

Ёзувчи ижод маҳсулининг китобхонлар эътирофига сазовор бўлишида бадий тасвир воситаларининг ўрни беқиёс. Асарнинг умумий янграши ундаги бадий ифода воситаларининг ҳамжиҳатлиги билан ифодаланади². Ўқувчиларга етказилиши назарда тутилган маълумотнинг бадий тасвир воситаларисиз ифодаланиши қайласиз таом тайёрлашга ўхшайди. Моҳир пазанда турли хил зираворлар билан таомни бойитиб, ҳўрандага таъм сезиларининг ноёб наъмуналарини тақдим этса, моҳир ижодкор ўз тасвирлари билан наср ихлосмандлари руҳий кечинмаларининг ҳали ўзлари англаб етмаган кенгликларига чорлайди. Тасвир воситаларининг ўзига хослиги, нозик дид билан тузилган ўхшатишлар, серқирра сўз ўйинларию киноялар китобхонга бутун борлиқни унутиб, асар руҳияти билан чамбарчас боғланиб кетиш имконини беради. Бундай асар қайси тилда яратилмасин, қисқа фурсатда ўз мухлисларини топиши муқаррар. Маълум бир асарнинг шу асар яратилган тил эгалари ареасидаги машҳурлиги уни бошқа тилларга ҳам таржима қилиш иштиёқини келтириб чиқаради. Таржимонлар образли воситаларни ўгираётганда аслиятда қўлланилган метафорани метафора билан, эпитетни эпитет билан ёхуд бошқа образли воситаларни аслидагидек таржима қилса, ўқувчига тушунарли бўлади. Акс ҳолда, бир улуғ ёзувчининг ўз миллати эътиборидаги кўрки ва дурдонаси бўлмиш ажойиб асар таржимага кўчганда қандайдир ўртача китобга айланиб қолиши мумкин.³ Бу жараён айниқса билвосита таржимада муҳим аҳамият касб этади. Негаки, таржимон асл тил эгаларининг ҳаёт тарзи ва урф-одатларидан беҳабар бўлар экан, фақатгина восита тилига таяниб иш кўради. Шу ўринда таниқли немис адиби Эрих Мария Ремаркнинг “Drei Kameraden” романининг

¹ У.Ғ.Мамарасулов, Олий таълим фан ва инновациялар вазирлиги хузуридаги Билим ва малакаларни баҳолаш агентлиги, бош мутахассис

²Гечечиладзе Г. Р. Художественный перевод и литературные взаимосвязи. -М.: Советский писатель. 1980 -253 с.

³Назаров С. Ҳ. Бевосита ва билвосита таржимада образли воситаларнинг қайта яратилиши. Илмий хабарнома, АДУ, №2 2012й. -108 б.

рус тилига И. Шрайбер ва Л. Яковленкоҳамда ўзбек тилига Низом Комил томонидан қилинган таржималарида бадий тасвир воситаларининг берилиши хусусида тўхталиб ўтсак.

Der Himmel war gelb wie Messing und noch nichtverqualmt vom Rauch der Schornsteine. Hinter den Dächern der Fabrik leuchtete er sehr stark.¹

Небо было желтым, **как латунь**; его еще не закоптило дымом. За крышами фабрики оно светилось **особенно сильно**.²

Ҳали ғубор инмаган **осмон** сарғиш тусда. Айниқса, фабрика томонга қарасангиз, уфқ бамисоли **тилла сувиға чайилгандай**.³

Асарнинг асл матнида осмон **жезга** ўхшатишмоқда. Г. В. Паннинг ёзишича, **ўхшатиш** айтилаётган фикрнинг ифода кучини орттиради. Бу жараёнда камида иккита нарса—фикр ва ўхшатиш воситаси ўртасидаги умумий жиҳатларга асосланилади ҳамда **wie**ёки **als**ёки **als ob**каби қиёслаш воситалари ёрдамида ифодаланади.⁴ Мазкур фикрдан кўриниб турибдики, адиб асл матнда ўхшатиш бадий тасвир воситасини қўлаган. Асарнинг рус тилидаги таржимасида ўхшатиш бадий тасвир воситаси сўзма-сўз ўтирилган ва маъно сақланиб қолган. Ўзбек тилидаги таржимага келадиган бўлсак, таржимон ўхшатиш қўламай, осмоннинг сарғиш рангда эканлигини айтиб ўтган холос. Ўзбек тилининг изоҳли луғати 3-жилдида сарғиш сўзи “сарик рангга мойил, сарикроқ, сарғимтир” ҳолида изоҳланган⁵. Бир қарашда аҳамиятсиз туюлган бу жумла осмоннинг муаллиф таърифлаётган вақтдаги аниқ ранги қандай эканлигини белгилаш зукко ўқувчининг ихтиёрига ҳавола этилгандек назаримизда. Ваҳоланки, роман муаллифи осмон ранги ҳақидаги тасаввурларимизни чегаралаб, уни жез каби сарик эканлигини таъкидлаган. Жумланинг давомида Ремарк осмонни тасвирлашда давом этар экан “**noch nichtverqualmt vom Rauch der Schornsteine**” сўзма—сўз таржимада: “ҳали дудбўронлар тутуни уни қоплаб улгурмаган” дея таъкидлайди. Таржиманинг рус тилидаги вариантыда эса “**его еще не закоптило дымом**” яъни “у ҳали тутун билан дудланмаган” деган маънони англаймиз. Осмоннинг тутун билан қопланишини “*дудланиш*” деб аталган бўлсада, тутуннинг манбаи мавҳумлигича қолган. Низом Комил эса жумланинг давомини биргина “*ғубор инмаган*” сўз бирикмаси орқали ифодалаш билан кифояланган. Ғубор сўзи чанг, тўзон кабилардан ҳавода сақланганёки нарса сатҳига инган майда зарралар; гард⁶ деб изоҳланганидан келиб чиқиб, аксар ўқувчилар “*дудбўрон*” ва “*тутун*” каби тушунчаларни ҳаёлига ҳам келтирмаган деган хулосага келишга ҳақлимиз деб ҳисоблаймиз. Адиб асл матнда “фабрика томлари ортида” дейиш билан англашмоқчи бўлган фикр, ўзбек тилига “фабрика томонга қарасангиз” дея ўтирилиб, фабрика ҳақидаги тасаввурни ижобий тус олишига олиб келган. Фикримизча, Ремарк мазкур жумлада “фабрика”, “дудбўрон”, “тутун” ҳамда “фабрика томлари ортидаги ёрқин осмон” каби тушунчаларни жамлаб, фабрика дудбўронларидан чиқаётган тутун табиатга зарар етказаётганига яширин ишора қилган.

¹ Remarque E. M. Drei Kameraden Köln Kiepenheuer & Witsch 1964, 1991 -585 S.

² Ремарк Э. М. Три товарища перевод И. Шрайбера и Л. Яковленко Л.: Лензидат 1959

³ Ремарк Э. М. Уч оғайни Русчадан Низом Комил таржимаси Т.: Маънавият 2002 -335 б.

⁴ Pan G. W. Deutsche Stilistik T.: 2010. -280 S.

⁵ Ўзбек тилининг изоҳли луғати: -Т.: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2006 -680 б.

⁶ Ўзбек тилининг изоҳли луғати: -Т.: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2006 -680 б.

*“Ich blieb eine Weile stehen und sah ihr zu. Sie hatte **die Grazie eines Nilpferdes**, wie sie da **zwischen** den Autokühlern hin und her **torkelte** und mit dumpfer Stimme **das Lied vom treuen Husaren** sang. Auf dem Tisch am Fenster standen zwei Kognakflaschen. Eine davon war fast leer. Am Abend vorher war sie voll gewesen. **Ich hatte vergessen, sie einzuschließen.**”*

Некоторое время я наблюдал за ней. **С грацией бегемотасновала** она взади вперед **между** автомобильными радиаторами и глухим голосом напевала **песню о верном гусаре**. На столе у окна стояли две бутылки коньяка. В одной уже почтиничего не оставалось. Накануне вечером она была полна.

Бир муддат уни кузатиб турдим. Матильда **лапанглаганчаузун супурги билан** қатор қилиб териб қўйилган автомобиль радиаторлари ён-верини **супурар, қандайдир қўшиқни** минғирлаб хиргойи қиларди. Дераза ёнига қўйилган столда икки шиша коньяк турарди. Шишаларнинг бири деярли бўшаган. Кечқурун тўла эди.

Юқорида келтирилган аслиятдаги матн ҳамда таржима матнларида эътиборимизни тортган баъзи нуқталарга тўхталиб ўтсак. Асл матнда қўлланилган **“die Grazie”** сўзи ўзбек тилига ўтирганда “назокат” деган маънони англатади. Бу сўз изоҳли луғатимизда “- хушмуомалалик, латифлик, нозиклик. Кишининг юриш-туриши, ҳаракат ва қилиқларидаги нозиклик, латофат¹ дея таърифланган. Мазкур сўз боғланган **“eines Nilpferdes”** сўзи “Das Nilpferd” сўзининг қаратқич келишигидаги шакли бўлиб, ўзбек тилига - бегемот деб таржима қилинади. Ўзбек тилининг изоҳли луғатида “тропик Африка кўл ва дарёларида, шунингдек, уларнинг атрофида яшайдиган, териси қалин йирик сутэмизувчи ўтхўрхайвон” сифатида таърифланган бу ҳайвонга нозиклик ва латофат хислатлари бегона эканлигидан келиб чиқиб, адиб ушбу сўз бирикмасида оксиморон бадий тасвир воситасидан фойдаланган деб хулоса қила оламиз. Оксиморон бадий тасвир воситасига тўхталар экан, Г.В. Пан унинг антитеза бадий тасвир воситасининг ўткир кўриниши эканлигини, унда иккита ўзаро қарама—қарши бўлган тушунча синтактик жиҳатдан боғланган ҳолда бадий тасвирни бойитишини таъкидлайди.² Адибнинг моҳирона ижод маҳсули матннинг рус тилидаги таржимасида сўзма—сўз ўтирилиб, **“С грацией бегемота”** сифатида берилган ва оксиморон бадий тасвир воситаси сақланиб қолган. Асарнинг ўзбек тилидаги таржимасида юқоридаги бадий тасвир воситаси тушириб қолдирилган. Матильданинг бесўнақай эканлигини ифодалашда **“лапанглаганча”** ҳолат равишини қўллаш билангина кифояланган. Матильда хиргойи қилаётган қўшиққа келсак, у бежизга содиқ Гусарь³ ҳақида эмас. Ремарк бу билан биринчидан, жамият вакиллари онгидан ҳали биринчи жаҳон урушининг аянчли таъсири кетмаганлигини таъкидласа, иккинчидан, Матильданинг ёлғиз экани унинг садоқатли чавандозга иштиёқманд эканлигига ишора қилади. Рустилида **“песню о верном гусаре”** деб берилган бу ифода ўзбек тилидаги таржимада **“қандайдир қўшиқни”** деб таржима қилиниб, ўқувчи фантазиясини мавхумлик гирдобига отган. Бундан ташқари, таржимон асл матнда мавжуд

¹ Ўзбек тилининг изоҳли луғати: -Т.: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2006 -680 б.

² Pan G. W. Deutsche Stilistik T.: 2010. -280 S.

³ Гусарь - асосан разведка ва таъқиб учун ишлатиладиган отлиқ қўшин чавандози (Муаллифдан)

бўлмаган “узун супурги” ва “супурмоқ” сўзларини қўлаб, тасвирланаётган вазиятни бутунлай ўзгартириб юборган. Асл матнни ўқиганингизда беихтиёр кўз ўнгингизда коньяк таъсиридан сархуш бўлиб, бесўнақай бўлишига қарамасдан, нозик ҳаракатлар қилишга уриниб, автомобиль радиаторлари орасида у ёқдан бу ёққа бориб келаётган, орзусидаги чавандоз ҳақида қўшиқ куйлаб, вақтини чоғ ўтказаётган аёл образи гавдаланади. Ўзбек тилидаги матнда эса одатдаги вазифасини бажараётган фаррош аёл образи намоён. Бу фаррош бир шиша коньякни бўшатиб қўйгани унга гўё таъсир этмагандай.

Берилган асл матннинг охирида келтирилган “*Ich hatte vergessen, sie einzuschließen*” гапи рус ва ўзбек тилларидаги таржимада тўлалигича тушуриб қолдирилган. Албатта бу жараёнда биз таржимон Низом Комилни айблашдан йироқмиз, негаки у таржимани рус тилидаги матн ёрдамида амалга оширган. Бироқ буни билвосита таржиманинг асосий камчилиги сифатида эътироф этамиз. Романни немис тилидан рус тилига ўтирган таржимон юқорида келтирилган гапни асарнинг умумий мазмунига таъсири йўқ ҳамда ўқувчига қахрамон образи ҳақида ҳеч қандай арзирли маълумот тақдим қилмайди деган иддао билан тушуриб қолдирган бўлиши ҳам мумкин. Лекин таржимада тушуриб қолдирилган гапнинг мазмунини кўриб чиқсак, унинг бизга бир қатор маълумотларни етказишига гувоҳ бўламиз: “**Уларни (яъни икки шиша коньякни) кеча беркитиб қўйишни унутган эканман.**”-Қахрамон (Робби) учун коньяклар қимматли ва у уларни эҳтиёт қилган; қахрамон софдил, ахир коньякни ичиб қўйганига қарамасдан Матильдага ёмон муносабатда эмас.Кегинги мисолда бадий тасвир воситалари таржимасидаги ўзига хос ҳолатга гувоҳ бўламиз. Бунда бир турдаги бадий тасвир воситасининг таржима шаклида бошқа турдаги бадий тасвир воситаси пайдо бўлган. Бундай ҳолларда таржимондан алоҳида маҳорат талаб қилинади. Негаки, бадий тасвир воситасининг айнан ўзини бермасдан, унинг ўрнига бошқа бир бадий тасвир воситасидан фойдаланиш асарда адиб бермоқчи бўлган фикрни такрорлай олмаслиги ва пировардида бадий асар жозибадорлигини йўқотиши мумкин.

Sie kam jeden Morgen zwei Stunden zum Aufräumen in die Werkstatt, und man konnte ruhig so viel Geld umherliegen lassen, wie man wollte, sie rührte es nicht an – aber hinter Schnaps war sie her wie die Ratte hinterm Speck.

Каждое утро она приходила на два часа **убирать** мастерскую; там можно было оставить сколько угодно денег, она не прикасалась к ним. **Но водка была для нее что сало для крысы.**

Хар куни икки соатга устахонани **супуришга** келади, даста-даста пулларни қолдириб кетсанг ҳам қайрилиб қарамайди. **Аммо ичкиликка келганда ...**

Асл матнда “*zum Aufräumen*” тарзида келган сўз рус тилидаги таржимада адекват кўринишда “**убирать**” деб таржима қилинган бўлса, ўзбек тилида “**супуришга**” деб берилган. Бу сўз супурмоқ феълидан ясалган ҳаракат номининг жўналиш келишигидаги шакли бўлиб, супурги билан чанг-тўзон, ахлат ва ш.к. дан тозаламоқ, ахлат ваш.к. нарсаларни сидириб олмоқ, тўпламоқ¹ деб изоҳланади. Шундан келиб чиқиб “**супуришга**” сўзи

¹Ўзбек тилининг изоҳли луғати: -Т.: “Ўзбекистон миллий энциклопедияси” Давлат илмий нашриёти, 2006 -680 б.

ўрнида **“мозалашга”** ёки **“йўғиштиришга”** сўзлари ишлатилса асл матнга мос таржима бўлар эди деган фикрдамиз.

Мисолда келтирилган асл матннинг охирги жумласида ўхшатиш бадий тасвир воситаси қўлланилган бўлиб, адиб Матильда ароққа рўбарў келса ўзини худди чўчка ёғига йўлиққан каламушдек тутишини таъкидлайди. Матннинг русча таржимасида эса таржимон Матильда учун ароқ, каламуш учун чўчка ёғи каби экани айтилади. Ўзбекча таржимада эса ушбу фикр яширин ишора¹ бадий тасвир воситаси ёрдамида берилган. Юқорида таъкидлаганимиздек бир турдаги бадий тасвир воситаси таржимада бошқа турдаги бадий тасвир воситасига айланмоқда. Фикримизча, асл матндаги ўхшатиш сўзма—сўз берилганда асар янада жозибador ва мароқли кўринишга келган бўларди.

Ўзбекзабон ўқувчиларни асарнинг асл маъносидан узоққа етаклаб кетувчи қуйидаги таржимага эътиборингизни қаратсак:

“...»Robby, was ist dir heute morgen zuerst begegnet?«Ich dachte nach. »Ein tanzendes altes Weib.«»Heiliger Moses! Ein schlechtes Vorzeichen!...»

-- Робби! Кто первым повстречался тебе сегодня утром? Я стал вспоминать...-- Танцующая старуха!-- Святой Мусей! Какое дурное предзнаменование!

-Робби! Бугун эрталаб биринчи бўлиб кимга дуч келдинг?-Рақс тушаётган кампирга!-Йўқ, Мусо пайғамбарга дуч келгансан! Бу беҳосият нарса.

Асар қахрамонининг ҳайратини ифодалаш учун хизмат қилувчи **“Heiliger Moses!”** сўз бирикмаси (сўзма-сўз таржимада **“Ё муқаддас Мусо”**) русийзабон таржимон томонидан китобхонларга аслиятдагидек тақдим қилинган. Ўзбек тилидаги таржима кўринишида эса таржимон нимага ишора қилмоқчи бўлганини англаш амри маҳолдир. Биринчидан, асл матндаги сўз бирикмаси суҳбатдошининг Мусо пайғамбарга йўлиққанлигини таъкидламаётганлиги кундек равшан бўлса, иккинчидан, на диний манбалар ва на урф одатларимиздаги ёзилмаган тушунчалар Мусо пайғамбарга дуч келишнинг беҳосият нарса эканлиги ҳақида маълумот бермайди.

Хулоса ўрнида таржимон Низом Комилнинг Ғиёсиддин Ўнаровга берган интервьюсидаги бир жумлани келтирсак: “- Тўғри таржима – яхши таржима дегани эмас.²” Аммо тўғри таржима бадий асар муаллифининг фикрини ўқувчига етказишда тушунмовчилик ва чалкашликларга йўл қўймайди. Бу ҳақда таниқли таржимон Иброҳим Ғофуров шундай ёзади: “Таржимадан агар аниқлик, назария тили билан айтганда, адекватлик талаб қилинмаса, бу таржимонни бутунлай нотўғри йўналишга олиб кириб кетади. Аниқлик талаб қилмаслик таржимада истаганча йўрғалашлар ва “олиб қочишлар”га — айниқса, шеърый таржималарда — сабаб бўлади ва йўл очади. Аниқлик ҳар қандай таржиманинг бош мезони. Аниқлик бўлгандагина эквивалентлик ва унинг турлари равшан тус олади. Аниқлик билан эквивалентликлар бир-бирлари билан ғоятда нозик боғланишлар билан чирмашиб кетади³.”

Фойдаланилган адабиётлар рўйхати:

¹Achammer&Gebhardt Deutsch Training Friesing: Stark 1991- 65 S.

²Низом Комил интервью “Ёшлик” журнари, 2016 йил, 1-сон

³ Иброҳим Ғофуровнинг «Таржимада аниқлик керакмасми?» мақоласидан.

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ИСКУССТВА И ТВОРЧЕСТВО СТЕФАНА МАЛЛАРМЕ

Д. Тоирова ¹

Аннотация:

В данной статье рассматривается особое видение мира, которое Стефан Милларме выражает в своём творчестве, укреплялось в его сознании по мере переживания глубокого экзистенциального кризиса, поразившего поэта в период 1864-1865 годов. Этот кризис привёл поэта к потере веры в бога и к поиску божественной субстанции в себе самом. Идеалистическая философия стала теоретическим фундаментом для творчества, цель которого отныне представлялась Малларме. Воспринимая человеческое сознание как источник божественного начала, Малларме пытается путём деперсонализации воплотить в своём творческом произведении абсолютной красоты, ибо отныне поэзия становится его религией.

Ключевые слова: влияние, развитие, декаданс, произведение, стихотворение, связь, этап, исторический, декаданс, художественный, связь, поэтический

doi: <https://doi.org/10.2024/n3mxwz76>

Если поэзия Бодлера, Верлена, Рэмбо остаётся в своих лучших образцах за пределами декаданса и приближается к ней лишь в последних своих проявлениях (Бодлер в стихах конца 50-х – начала 60-х годов, Верлен в своих стихотворениях, написанных после 1872 года, Рембо в своих произведениях 1872-1873 годах), то Малларме (Stéphane Mallarmé, 1842-1898) основательно затронут декадентскими влияниями уже в 60-е годы, когда он создаёт свои первые оригинальные произведения: «Возвращение весны» («Lerenuveau», 1862), «Звонарь» («LeSonneur», 1862), «Окно» («Lefenêtre», 1863), «Лазурь» («L'Azur», 1864), «Цветы» («LesFleurs», 1864), «Тоска» («L'Angoisse», 1864) 70, 80, 90-е годы лишь завершают его развитие в сторону декаданса, который как бы вбирает в себя в это время едва ли не всю его идейно-художественную систему.

Это не значит, что поэзия Малларме может быть попросту отождествлена с декадансом, что в ней не было ничего, что выходило бы за пределы. Особенно ясно отличие от декаданса, связь с явлениями более ранних этапов исторического развития сказывается в стихотворениях Малларме 60-х годов, хотя эти стихотворения, будучи сами по себе достаточно значительными, и не принадлежат к вершинам творческого развития поэта. Как бы то ни было, но в своей поэзии 60-х годов Малларме является прежде всего учеником Бодлера, продолжателем его поэтической реформы, последователем его напряженного субъективизма.

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Многое в его творчестве 60-х годов рождается параллельно стихам Верлена, который также создает свою лирику вслед за Бодлером. Многое, наконец, возникает у него в это время в противовес романтической поэзии, в которой на первом месте всегда находился объективный мир, на втором месте лирический герой [1], в то время как Малларме, следующий в этом отношении за Бодлером и развивающийся параллельно Верлену, выдвигает в центр своих стихов душу героя, оставляя на периферии образа демонстрацию внешнего мира.

Именно поэтому столь большое значение для Малларме 60-х годов получает символистская структура образа, двупланное его строение, установленное впервые Бодлером и в 60-х годах, укрепленное Верленом. При этом содержанием второго глубинного плана образа у Малларме, так же как у Бодлера и Верлена, становится человек. Так, в «Окнах» первые пять строф стихотворения относятся к первому плану, строятся вокруг фигуры умирающего, который находится в больнице. Последние пять строф имеют своим предметом фигуру самого поэта, который также как больной первой половины «Окон», с отвращением относится к своему окружению и с восторгом к тому, что находится за окном, в сфере его мечтаний. Видимое, зримое, обоняемое оказывается лишь частью всего существующего, лишь звеном сравнения, метафоры: глубинный, подлинный объект находится за пределами чувственной сферы, в душе поэта.

Точно такова же структура сонета «Звонарь», в котором объективный мир – фигура звонаря, колокол, птицы, летающие вокруг колокольни и мешающие звонить в колокол, – переключается во второй части стихотворения во внутренний мир поэта в план его душевного настроения. Поэту надоело тянуть за канат и приводить в движение колокол, он устал призывать к идеалу. Ему к тому же мешает «оперение» грехов. И он готов повеситься на канате, который соединяет звонаря с колоколом [2].

Так же как Бодлер и Верлен, Малларме 60-х годов близок к импрессионистскому восприятию действительности. Он рисует лирического героя или центрального персонажа своих стихов как телесное существо. Мир раскрывается в значительной части стихотворений поэта 60-х годов через зрительные, слуховые, обонятельные, вкусовые и тепловые ощущения. Из его стихов мы узнаём, например, о белой струе воды («Вздох»), о белизне лилий, о красных цветах лавра, о голубом фимиаме горизонтов, о пурпурной реке («Цветы»), о жёлтом цвете осени, о длинном луче жёлтого солнца («Вздох»). Мы слышим, читая стихотворения Малларме, то щебет птиц («Возвращение весны»), то «ясный голос колокола», то собственный голос поэта, который доносится до него лишь урывками («Звонарь»). Мы обоняем запах грусти и душистые звёзды («Воздух»). Мы узнаем о горьком поцелуе больного («Окна»), о холодных грехах, которые проносятся вокруг поэта, точно птицы («Звонарь»), о земле, пышущий зноем (*laterrechaude*) («Возвращение весны»), о тёплой реке, которая напоминает герою волосы его возлюбленной; в этой реке он хотел бы утопить свою душу («Летняя грусть», 1864).

Поэт и его центральный персонаж представляется нам и непосредственно как тело. На темени лирического героя «Возвращения весны» остывает белый сумрак; его череп сжат железным обручем. Поэт зевает, чувствуя приближение смерти («Лазурье»), он зевает, потягиваясь, пытаясь освободиться от физического утомления («Возвращение весны»). В «Окнах» говорится о костистой, худощавой фигуре больного, об его седых

волосах. Герой «Летней грусти» пьёт тушь, выплаканную ресницами возлюбленной.

Для поэзии Малларме 60-х годов имеет очень большое значение принцип двоемирия, который восходит к Бодлеру и романтической лирике. В нем сосредоточено несогласие поэта с существующим, его тяготение к оппозиционности, к контрастам и антитезам. Тема двоемирия особенно отчётливо представлена в «Окнах». Герой этого стихотворения – скрытный, замкнутый в себе больной, обречённый на смерть, он поворачивается спиной к печальной и надоевшей ему больнице, где его окутывает «зловонный фимиам», где возле него находятся лекарственные коробки, распятие и часы, висящие на стене, «навязанная» ему кровать, где ему угрожает ужас предсмертного причастия:

Las du triste hôpital, et de l'encens fétide
Qui monte en la blancheur banale des rideaux
Vers le grand crucifix ennuyé du mur vide,
Le moribond sournois y redresse un vieux dos....

.....
Jvre, it vit oubliant l'horreur des saintes huiles.
Les tasanès, l'horloge et le lit infligé (p.32)

Он обращает свои взоры к окну не потому, что ему хочется согреться на солнце «гниль» (pourriture) своего тела не для того, чтобы «испачкать» (encrasser) своим прикосновением оконное стекло. Больной тянется к окну, чтобы увидеть и лучи солнца на камнях, и голубое небо, и горизонты, залитые светом (l'horizon delumière gorgé). В окнах ему открывается второй, идеальный мир – пурпурная и благоухающая река, сверкающие молнии, золотые галереи, прекрасные, как лебеди.

Принцип двоемирия имеет определяющее значение и для «Тоски» (1864), где поэт и женщина, с которой он состоит в интимной связи, находятся среди предметов реального мира: они сидят на кровати, над ними висит занавеска. И вот за этим материальным окружением обнаруживается глубокий фон небытия, о котором присутствующая здесь женщина знает, по словам поэта, больше, чем мертвецы. Та же структура и в «Цветах». За зримым миром, за сферой цветов – гладиолусов, лавров, гиацинтов, миртов, роз, лилий – поэту видится мир «небесных светил» и «голубое небо». Цветы – производные золотых лавин, спустившихся с неба и возникших из вечного снега небесных светил. За сегодняшним днем открывается день творения, день создания Вселенной богом или матерью-природой открывается земля, ещё юная и девственная, свободная от катастроф и бедствий, которые ей доведётся претерпеть.

Не менее значительную роль, нежели тема двоемирия, в поэзии Малларме 1862-1865 гг. играет органически связанный с этой темой романтический образ небесной лазури, тоже вырастающий из несогласия поэта с существующим, из возражений поэта окружающему миру. Очень важно, что образ лазури не имеет у Малларме ничего мистического, не имеет отношения к потустороннему. Лазурь полностью принадлежит к реальному, земному. В «Возвращении весны» голубое небо раскрывается не как нечто чуждое земле, не как сфера, находящаяся по ту сторону реального. Оно объемлет собою здесь всё земное – и птиц, и цветы, и деревья. В «Цветах» голубое небо объявляется источником чувственного мира. Цветы, украшающие этот мир и составляющие его элементы, – проявления лазури,

её следствия. При этом самые цветы представляются лирическому герою явлениями подчеркнуто телесными, весомыми, вызывающими в человеке чувственные ощущения. Так, цветы лавра, в которых подчеркивается их красный цвет, сопоставляются с большим пальцем на ноге ангела, в мирте отмечаются его зримый аспект, его сходство с молнией (видимо, потому, что ветер, колебля цветы мирта, заставляет их временами блестеть), роза уподоблена женской плоти. Она, кроме того, напоминает кровь Иоанна Крестителя, пролитую Иродиадой. Малларме в этом отношении внешне близок к парнасцам, хотя и отличается от них, по существу, ибо мир плоти и крови не составляет у него главное в образе.

Особое видение мира, которое Стефан Малларме выражает в своём творчестве, укреплялось в его сознании по мере переживания глубокого экзистенциального кризиса, поразившего поэта в период 1864-1865 годов. Этот кризис привёл поэта к потере веры в бога и к поиску божественной субстанции в себе самом. Идеалистическая философия стала теоретическим фундаментом для творчества, цель которого отныне представлялась Малларме в виде книги: «Я на пути закладывания основы для книги о прекрасном. Мой дух летит в вечности и испытывает от этого высший трепет, если можно так сказать о незыблемом» [3]. Так поэт приходит к мысли о создании книги, в которой вселенная предстала бы воплощением красоты и поэзии. Ибо только в процессе создания произведения, по его мнению, художник способен ощутить связь между собой и некой сущностью, таящейся в глубине его сознания: «Мне нравится искать прибежища в безличности, которая представляется мне сакрализацией» [4]. Причём безличность, являясь главным критерием чистого произведения, подчеркивает языковой, поэтический, а не психологический аспект этого процесса. Воспринимая человеческое сознание как источник божественного начала, Малларме пытается путём деперсонализации воплотить в своём творческом произведении абсолютной красоты, ибо отныне поэзия становится его религией.

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BADIIY MATNDA ANTETSEDENTLI ILOVALI ELEMENTLARNING IFODALANISHI

*M. Begmatov*¹

Annotatsiya:

Ushbu maqola badiiy matnda ilovali elementlarning ifodalanishi va ularning antetsedentlar bilan aloqadorligi haqida batafsil tahlil qiladi. Matnning turli qismlari orasidagi grammatik va stilistik aloqalarni o'rganishga e'tibor qaratiladi. Maqola, ilovali elementlarning sintaktik pozitsiyalari va ularning ifodaviy funksiyalari xususida chuqur tushunchalar beradi va shu bilan birga, ushbu elementlarning matnda qanday qo'llanilishi mumkinligini namoyish etadi.

Kalit so'zlar: ilovali elementlar, antetsedent, badiiy matn, sintaktik pozitsiyalar, stilistik funksiyalar, grammatik aloqalar

doi: <https://doi.org/10.2024/pq4ggj21>

Ma'lumki, matn doirasida turli xil tasviriy vositalarni izohlab berishda leksik va grammatik vositalar muhim rol o'ynaydi. Ilova konstruksiya tarkibidagi ilovali elementlar masalasi faqat grammatika bilan emas, balki uslub, ohang, tinish belgilari masalalari bilan ham bog'lanadi. Ilovali elementlar o'zining grammatik belgisi mazmuni va vazifasiga ko'ra, sintaksisning maxsus sohasi – murakkab gap sintaksisining o'rganish obyekti hisoblanadi. Ilova hodisasi uslub vositasi sifatida faqat badiiy matnlar doirasidagina emas, balki ilmiy matnlar doirasida ham keng yoyilgan. Demak, ilovali elementlar ham turli-tuman obrazli so'z va so'z birikmalari shakllarida ifodalanib kelib, matnlar doirasida o'ziga xos stilistik funksiyalarni bajaradi.

Kuzatishlar shuni ko'rsatadiki, ayrim hollarda ilovali elementlarning ajratilgan komponentlari ham o'zlari bevosita aloqada bo'lgan antetsedentlarga nisbatan yonma-yon turadi. Ularga xos bo'lgan xususiyat – bu ularning ana shu antetsedentlarga nisbatan o'rta holatda, ya'ni pozitsiyalarda kelishidir. Matnlar ustida olib borgan kuzatishlarimiz ba'zi ilovali elementlarning ma'lum bo'lakka nisbatan o'rta holatda turishi ham mumkinligini isbotlamoqda, bunda ularning ma'no xususiyatlari ochib beriladi ular to'ldirilib, aniqlashtirilib keladi:

1. Corinna hatte ihn, den Bruder, unterrichten wollen (Hörig Ursula, 30).
2. Einer von ihnen, ein Foxterrier, nannte sie Smiles (Hörig Ursula, 30).
3. Ihr Ehemann, Prinz John, sah sie nicht sehr oft (Bredel Willi, 43).
4. Er erwartete am Sonntag Herta Fürth. Sein Mädchen (Bredel Willi, 264).

Nemis yozuvchilarining badiiy asarlaridan keltirilgan ushbu misollarda namoyish etilgan to'ldiruvchili ilovali komponentlar ham o'zlari bevosita aloqada bo'lgan antetsedentlarga nisbatan yonma-yon turibdi. Ularga xos bo'lgan xususiyat – bu ularning ana shu antetsedentlarga nisbatan o'rta holatda, ya'ni pozitsiyalarda kelishidir. Bizning bu yerda ma'lum bo'lakka nisbatan antetsedent tushunchasini qo'llanishimizga sabab, ushbu terminologik

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tushuncha Yu.S. Moraru tomonidan ilovali elementlarga nisbatan birinchi marta qo'llanilgan. U ispan tili materiallari asosida ilova hodisaning ajralmas qismi hisoblanmish ilovali elementlarga nisbatan ana shu antetsedent atamasini qo'llab, uning yordamida hosil bo'lgan ilovali elementlarga antetsedentli ilovali elementlar yoki ushbu tushunchaning ma'noviy talabi bilan yuzaga kelgan ilovali unsurlar deb atagan [3; 58–63-b.].

Shuning uchun, biz ham antetsedent tushunchasini Yu.S. Moraruning ilmiy ishlaridan olib, bu yerda ma'lum komponentga nisbatan qo'lladik, chunki ilova hodisasi bilan ajratish hodisasi o'rtasida ko'p jihatdan o'xshashliklar mavjud. Ularga xos bo'lgan o'xshashliklar ilovali elementlar bilan ajratilgan bo'laklar tomonidan bajarilayotgan funksiyalarda o'z ifodasini topadi. Masalan, ajratilgan gap bo'lagi ma'lum komponentga nisbatan «qo'shimcha» ma'no anglatib kelsa, ilovali element esa asosiy ifodaga nisbatan xuddi shunday funksiyani bajaradi yoki ilovali bo'lak ma'lum bo'lakning mazmunini to'ldirib, konkretlashtirib, izohlab kelsa, ajratilgan bo'lak esa asosiy ifodaning mazmunini ana shunday belgilar orqali ifodalaydi; ajratilgan gap bo'lagi stilistik hodisa bo'lsa, ilovali elementlar ham stilistik hodisadir, chunki ularning yoyilish darajasi u yoki bu yozuvchining individual uslubi bilan belgilandi. Bu ikkala hodisa B.T. Tursunovning ta'kidlashicha «bir-biridan ikki xil usul bilan farq qiladi: birinchidan, intonatsiyasi bilan; ikkinchidan, o'zlari bevosita bog'liq bo'lgan komponentlarda tutgan pozitsiyalari bilan. Ilovali elementlarning intonatsiyasi uzilish xarakteriga ega bo'lib, u yozma nutqda asosiy ifodadan «nuqta» tinish belgisi yordamida ajraladi. Ilovali elementlarning intonatsiyasi ajratilish xarakteriga ega, ya'ni u ma'lum bo'lakdan yozma nutqda vergul, tire yoki ikki nuqta bilan ajraladi.

Ilova konsruksiyadagi ilovali elementlar asosiy ifodaga nisbatan faqat postpozitsiya holatida turadi, ajratilgan bo'lak esa ma'lum bo'lakka nisbatan turli xil pozitsiyalarda turishi mumkin» [4; 57–59-b.]. Demak, bu ikkala hodisaning bir-biriga o'xshashlik tomonlari bo'lsada, bir-biridan farq qiluvchi tomonlari ham mavjud ekan. Shuning uchun ham bu hodisalarining har biri u yoki bu ilmiy-ta'dqiqot ishlarining tekshirish obyekti sifatida o'rganilmoqda [1, 2].

Ana shu fikrlarni inobatga olgan holda, biz yuqorida tahlil qilinayotgan misollarga nisbatan qo'llanilayotgan «antetsedent» terminologik tushunchasining lingvistik mohiyatini izohlab berish maqsadida, qisqa holda, ularning ba'zi bir o'xshashlik alomatlariga murojaat qildik va ularning o'xshashliklarini ko'rsatishga harakat qildik. Demak, misollarda keltirilgan ilovali elementlar ham ma'lum elementlarning, ya'ni antetsedentlarning ma'noviy talablari bilan hosil bo'lgan. O'z-o'zidan ma'lumki, faqatgina ilovali elementlarning mazmuni yordamida butun bir gapning mazmuni konkretlashtirilishi mumkin xolos. Gap tarkibida mavjud bo'lgan ana shunday noaniqliklarni bartaraf etish maqsadida har xil aniqlashtiruvchi figuralar kiritiladi, ulardan biri - bu ilovali elementlarning o'zginasidir. Ushbu misollar tarkibida ma'lum bo'laklar bilan ilovali elementlar o'rtasidagi sintaktik aloqa fe'l-kesimning umumiyli va boshqaruvchanligi bilan amalga oshadi. Agarda ma'lum gap bo'laklarlari oldida bog'lovchilar kelsa, u holda, bir tomondan, ma'lum bo'laklar bilan ilovali elementlar orasidagi sintaktik aloqa vositasining doirasi kengaysa, ikkinchi tomondan, ilovali elementlar tomonidan ma'lum bo'lakka nisbatan bildirayotgan qo'shimcha ma'noning xarakteri o'zgaradi.

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LINGUOSTYLISTIC SIGNIFICANT MEANS OF PORTRAYING CHARACTERS IN THE ENGLISH SHORT STORIES

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Abstract:

The article examines the main expressive means of portraying characters in literary works with the help of which writers manage to create versatile portrait characteristics of heroes and achieve great brightness and emotionality of their verbal and artistic representation in modern English literature.

Key words: literary work, aesthetic significance of the work, means of expression, portrait characteristics, versatility of images, author's intention

doi: <https://doi.org/10.2024/qet2tv39>

The description of the expressive means and stylistic devices used by English writers is of interest from the point of view of the increased amount of research in the field of modern stylistics. Analysis of the portrait features of characters in the English short stories helps the reader understand the author's intentions and ideas, interpret the events correctly, and evaluate the aesthetic significance of the work.

The research material includes 52 text examples of descriptions of the appearance and behavior of characters, selected from the works by W.S. Maugham, A.K. Doyle, A. Christie.

Characters, literary images, main and minor characters of a literary text are an integral part of the literary work, largely helping the reader to determine the author's intention and his/her worldview. In this regard, it seems interesting to study the mechanisms of the most complete transmission of the author's idea, which, first of all, are realized in a literary text through various ways of presenting the images of the characters, their relationships with others, the very setting of the action, revealing the versatility and depth of the images.

The need for further study and analysis of the ways of representing heroes of literary works, as well as the degree of influence of expressive means on portraying characters, determines the relevance of the study.

Being an integral part of the literary text, as well as fully representing the richness of the individual author's style, the expressive means of language contribute to the creation of a real picture of what is happening in the context of the living embodiment of human emotions, feelings, thoughts, and attitudes. A character's portrait is mainly a combination of the external appearances and internal state of the hero, a complex system of relationships with other characters in the work, as well as his actions, speech, thoughts, and lifestyle [1; 2; 3; 4; 10; 11]. The verbal and artistic portrait of a character is one of the main structural and content components of a literary text, since it simultaneously addresses both the language of the material and the ideological content of the work. In other words, when considering the ideological and thematic content,

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features of the plot and compositional structure, speech style and system of images of the work, a comprehensive study of the expressive means of language contributes to the analysis of various techniques and approaches to portraying characters through the prism of the concept of “expressive means of language” and their key role in character’s description in the English prose [5; 6; 7; 8].

The author introduces the characters to the reader, presenting their verbal and artistic portraits, describing the characters with a certain detail of appearance, face, gestures, clothes, as well as the interaction of characters and related events described in this or that story.

Let us turn to the stories of such English writers as W.S. Maugham, A.K. Doyle, A. Christie who are the masters of artistic expression, known for their exciting plots that combine grotesqueness, humor, irony, and vivid descriptions of the major and minor characters.

The practice of linguistic stylistic analysis of the works by W.S. Maugham, A.K. Doyle, A. Christie shows that the details of the appearances of characters are, as a rule, the important elements of stories in their function of creating the rational and emotional meaning of the text. The way the details for depicting characters are chosen by the author and by what principles the portrait characteristics are presented is determined by the author’s intentions, functional style, and text genre.

For example, the following contextual descriptions of the characters’ appearances demonstrate in detail the individual characteristics of their appearances, at the same time presenting the logical completeness of the images, giving the reader the opportunity to imagine the character, to form an opinion and to show an attitude towards him: 1) Lady Willard was a tall, thin woman, dressed in deep mourning. Her haggard face bore eloquent testimony to her recent grief [3: 48]; 2) He introduced his two companions, Dr. Ames, a capable-looking man of thirty-odd, with a touch of greying hair at the temples, and Mr. Harper, the secretary, a pleasant lean young man wearing the national insignia of horn-rimmed spectacles [3: 56]; 3) They were nice-looking people – the girl, Charmian Stround, slim and dark; the man, Edward Rossiter, a fair-haired, amiable young giant [3: 67]; 4) “I am Mr. Kelada,” he added, with a smile that showed a row of flashing teeth, and sat down [3: 289]; 5) He [Ramsay] was a great heavy fellow from the Middle West, with loose fat under a tight skin, and he bulged out of his ready-made clothes <...> Mrs Ramsay was a very pretty little thing, with pleasant manners and a sense of humor. <...> ... she was dressed always very simply; but she knew how to wear her clothes. <...> You could not look at her without being struck by her modesty [3: 292-293]; 6) A lady dressed in black and heavily veiled, who had been sitting in the window, rose as we entered. <...> She raised her veil as she spoke, and we could see that she was indeed in a pitiable state of agitation, her face all drawn and grey, with restless, frightened eyes, like those of some hunted animal. Her features and figure were those of a woman of thirty, but her hair was shot with premature grey, and her expression was weary and haggard [9: 155-156]; 7) The ejaculation had been drawn from my companion by the fact that our door had been suddenly dashed open, and that a huge man had framed himself in the aperture. His costume was a peculiar mixture of the professional and of the agricultural, having a black top-hat, a long frock-coat, and a pair of high gaiters, with a hunting-crop swinging in his hand. So tall was he that his hat actually brushed the cross-bar of the doorway, and his breadth seemed to span it across from side to side. A large

face, seared with a thousand wrinkles, burned yellow with the sun, and marked with every evil passion, was turned from one to the other of us, while his deep-set, bile-shot eyes, and the high thin fleshless nose, gave him somewhat the resemblance to a fierce old bird of prey [9: 168-169].

The heroes of the works live their own lives: they talk, laugh, cry quite naturally; sometimes they are upset, they are in love, they are friendly or express dissatisfaction. For example, W. Maugham manages to create a truthful, life-like image of Mr. Kelada in one phrase: 1) Mr Kelada flashed an oriental smile at me [3: 290]; or an unexpected juxtaposition of contrasting statements to emphasize the inconsistency of feelings: 2) I was prepared to dislike Max Kelada even before I knew him. <...> I did not like Mr Kelada. <...> At that moment I did not entirely dislike Mr Kelada [3: 288, 291, 297].

In the story "Mr Know All" by W. Maugham the consistent presentation of the hero's appearances, behavior and lifestyle - the unbearably annoying and self-confident Mr. Kelada - is sharply replaced by the author's desire to force his hero to act contrary to everyone's expectations; and this stylistic device, built on contrast, immediately complicates the image, forces the reader to see and evaluate the hero from the other side, taking into account his tact and nobility in the situation of a lost bet: Mr Kelada was short and of a sturdy build, clean-shaven and dark skinned, with a fleshy, hooked nose and very large, lustrous and liquid eyes. His long black hair was sleek and curly. He spoke with a fluency in which there was nothing English and his gestures were exuberant. <...> He talked of New York and of San Francisco. He discussed plays, pictures, and politics. <...> He was a good mixer, and in three days knew everyone on board. <...> He was hearty, jovial, loquacious and argumentative. He knew everything better than anybody else, and it was an affront to his overweening vanity that you should disagree with him. He would not drop a subject, however unimportant, till he had brought you round to his way of thinking. The possibility that he could be mistaken never occurred to him. <...> We called him Mr. Know-All, even to his face. He took it as a compliment <...> Mr Kelada stopped with his mouth open. He flushed deeply. You could almost see the effort he was making over himself [3: 290-296].

In the system of expressive means phonetic expressive means include a number of techniques (among which, for example, assonance and alliteration occupy a prominent place) that help create the necessary mood and evoke certain emotions. Using these expressive means, the writer influences the reader's emotions, causing a response not only with the help of the meaning of the words, but also with the help of the sound: 1) About nine o'clock the light among the trees was extinguished, and all was dark in the direction of the Manor House. Two hours passed slowly away, and then, suddenly, just at the stroke of eleven, a single bright light shone out right in front of us [9: 181]; 2) It was a wild night. The wind was howling outside, and the rain was beating and splashing against the windows [9: 163]; 3) Outside the wind still screamed, and the rain splashed and pattered against the windows. This strange, wild story seemed to have come to us from amid the mad elements ... [9: 83].

Lexical expressive means are distinguished by great diversity and obvious frequency of their use in literary works. For example, A. Christie achieves great expressiveness in the image of the amateur detective Miss Marple with the help of extraordinary epithets: 1) Miss Marple turned her placid, china-blue eyes towards Mr. Rossiter [3: 68]; 2) "... I've always wanted to have the chance of looking for buried treasure. And, she added, looking at them with a beaming,

late-Victorian smile, “with a love interest too!” [3: 72]; 3) Miss Marple reacted with Victorian gusto. “How interesting! ...” [3: 78];

In the classification of syntactic means, we note the following means, which often appear on the pages of stories by W.S. Maugham, A.K. Doyle, A. Christie: inversion, isolated constructions, parallel constructions, repetition, elliptical constructions and rhetorical questions. For example, repetition demonstrates the character’s emotional rise and desire in conversation to convey confidence in what was said through repeated emphasis on an important word: 1) “Oh, said Miss Marple, “but we’ve got to find the money, haven’t we? You mustn’t give up, Mr. Rossiter. ‘If at first you don’t succeed, try, try, try again.’” [3: 76]; 2) “Exactly,” said Miss Marple. “Very, very significant.” [3: 80].

As the examples show, the expressive means play a key role in the creation of images presented in the context of diversity of a text; they give the accurate narration, clarity, expressiveness and emotional imagination, providing the reader with the direct approach to understanding the author’s intention and the whole system of images of the characters in the literary work.

It is obvious that the role of expressive means in describing characters is significant. Expressive means of the English language play an important role in revealing the characters in a literary work, helping to convey the author’s attitude towards the characters, their lives and relationships, since the characters’ portraits often reflect their mental and emotional state, their mood and relations. The variety of such devices as wordplay, vivid epithets and metaphors makes a literary text interesting for the reader.

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LINGUISTIC PECULIARITIES OF COCKNEY RHYMING SLANG

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Abstract:

The article deals with linguistic intricacies of Cockney rhyming slang, a unique form of language originating from the Cockney community in London. The study examines the structural features, historical development, and sociolinguistic implications of Cockney rhyming slang. The findings highlight the role of Cockney rhyming slang as a marker of social identity and its impact on the broader linguistic landscape.

Key words: Cockney rhyming slang, linguistics, sociolinguistics, dialect, language variation

doi: <https://doi.org/10.2024/x867mf69>

Cockney rhyming slang, originating from London's Cockney community, is a unique linguistic phenomenon renowned for its playful wordplay and cryptic nature. Cockney rhyming slang substitutes ordinary words with rhyming phrases, reflecting the social dynamics and cultural heritage of London's East End. Despite its regional origins, it has permeated mainstream English vernacular, highlighting its enduring appeal and linguistic resilience.

According to Matthews [5; 132], rhyming slang was originally developed by the Cockneys in the 1840s as a secret language. It was first used by ballad-sellers and costermongers. Wright [6; 94], on the other hand, suggests that rhyming slang originates from several different sources; beggars, bricklayers and Cockney navies who worked at the East End Docks.

According to Antonio Lillo, rhyming slang in its basic form is quite straightforward: "the target word that conveys the intended meaning is replaced by another word or phrase rhyming with it, the rhyming element being sometimes dropped" [4; 146].

Cockney rhyming slang is characterized by the substitution of ordinary words with rhyming phrases. These phrases often follow a two-part structure, with the rhyming word omitted, creating a cryptic and playful language form.

Rhyming slang expressions are formed of two or more rarely, of one or three words, of which the last one rhymes or nearly rhymes with the target word; for example, China Plate means mate. A rhyme consists of two words and only contains two stressed syllables, for example Daisy Roots (boots).

Most of the rhymes are associated with drink, parts of the body and its function, clothing and some general household objects and pets.

One particular area of rhyming slang expressions are rhymes referring to

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Money: Abraham's willing – shilling, Arthur Ashe- cash, Big Ben- ten, Bugs Bunny - money, Charlie Core - score (£20), Hole in the Ground one pound, Oxford Scholar - a dollar.

There are various sources behind the rhymes. The list comprises of music hall songs and performers (Jenny Hills –pills), theatre, cinema (Beattie & Babs – crabs, from the 1930s entertainers) and musicals (Vera Lynn –gin). Place names (Barnet Fair – hair, Isle of France – dance) and proper nouns, both real (Conan Doyle –boil) and invented (Charlie Howard – coward, Jerry McGin –chin, Mrs. Chant – aunt) have produced many long-lived rhymes. We can mention products (Gordon and Scotch – watch) and trade names (Oxo Cube – tube, the underground). The following expressions are taken from the Bible and literature - Adam and Eve (believe) and Cain and Abel (table), *Oliver Twist* (fist) and *Robinson Crusoe* (do so), Annie Laurie (three-ton lorry of the Royal Army Service Corps in World War I), Bo-Peep (sleep), Goddess Diana (tanner-the coin), Gunga Din (chin), jack Sprat (fat), Jack Horner (corner-corner pub), Noah's Ark (nark-from the Romany nak, nose; Spoonerism gives us “ore's nark”), Old King Cole (dole-welfare, while beggar my neighbour takes the name of a card game for on the Labour [Exchange] , for unemployment), Robin Hood (good), *Robinson Crusoe* (do so), Rob Roy (boy), Simple Simon (diamond), Tommy Tucker (supper).

Some rhymes denote numerals. The rhymes fell into the patterns as follows (examples of each pattern and the number of forms following the pattern are given in brackets): noun and noun (bed and breakfast-26), compound nouns (chop sticks –six), proper nouns (Harry Tate – eight), adjective + noun (dirty whore – four), constructions with of (bottle of glue – two), three lexemes (dirty old jew – two).

Some English adjectives have more than one equivalent in Cockney. For example, bald, chilly, knackered and rotten all have two rhymes: Cyril Lord and Oh my God meaning bald, Uncle Billy or Uncle Willy for chilly, Christmas Crakered and Kerry Packer for knackered and for rotten, Needle and Cotton or Nick Cotton. The adjective dead had three different rhymes in the list analysed: Brown Bread, Father Ted and Gone to Bed. A person, who is sick, has four different ways of expressing his or her state in Cockney: Tom and Dick, Tom, Harry and Dick, Spotted Dick or Uncle Dick.

Two adjectives in the list have five equivalent rhymes; silly (Daffadown Dilly, Harry and Billy, Piccadilly and Uncle Willy) and the synonyms for being out of money, skint and broke (Boracic Lint, Larry Flint, Murray Mint, Pink Lint and Coals and Coke). Perhaps due to the climate in London, the adjective cold has inspired seven different rhymes, Brave and Bold, Warrior Bold and Potatoes in the Mold among them.

From a sociolinguistic perspective, Cockney rhyming slang serves as a marker of social identity and group solidarity within the Cockney community. Its informal usage reflects the cultural heritage and close-knit nature of the community, shaping social interactions and linguistic practices.

Exploring the historical and cultural context of Cockney rhyming slang provided a deeper understanding of its evolution and cultural significance. As linguist John Smith notes [1;5], Cockney rhyming slang emerged as a form of linguistic code among working-class communities in the East End of London during the 19th century, reflecting the socioeconomic conditions of the time. Smith's historical analysis contextualizes Cockney rhyming slang within broader historical narratives, enriching our understanding of its cultural roots.

Cockney rhyming slang enriches language diversity, reflects cultural heritage, and merits continued examination in both academic and practical contexts.

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THE PROBLEM OF TRANSLATING PROPER NAMES IN A LITERARY WORK

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Abstract:

A literary text is considered to be a completely separate element of the general literary environment due to the presence of a large number of unique characteristics. This also explains the numerous problems associated with translating such literary works. One of the most important problems of this kind is the subject of this work which is the translation of proper names as the main functional component in the structure of a literary text.

Key words: proper names, lexical units, realia, transcription, toponyms, fiction

doi: <https://doi.org/10.2024/zaz28007>

In modern linguistics, proper names are often defined as naming lexical units, in contrast to common nouns, which are considered denoting units. In other words, the main function of the proper names is nominative, intended to distinguish objects of the same type [Superanskaya, 1973: 153].

A.V. Superanskaya in her classification relies on various Russian and foreign linguists of the 20th century. It defines the proper names into several categories, but the most important of them, in our opinion, is the classification of names in connection with named objects. According to her, the approach to division into sectors can be different due to not only objective, but also subjective reasons which are determined by factors of social order and the individuality of the researcher" [Superanskaya, 1973: 173].

A. V. Superanskaya takes as a basis the classification of A. Bach (1952) in her research. A. Bach divided proper names into several types.

1. The names of living beings or creatures considered to be alive.
2. The names of things, which include areas, houses, vehicles, works of fine art, names of astrographic and cosmic objects.
3. The names of institutions, societies.
4. The names of such actions as dances and games.
5. The names of thoughts, literary works, military and other plans.
6. The names of musical motifs and works. [Bach, 1952: 4]

Another important aspect in studying proper names is their relation to the reality. Realia as an important concept in linguistics and translation studies has not yet been recorded in dictionaries. However, many linguists have been studying this issue for a long time, and today a number of definitions have been given. The definition of S. Vlahov and S. Florin seems to us the most concise: "Realities are words and phrases naming objects that are characteristics of the life of one nation and alien to another. Having national and historical features they, as a rule, do not have exact correspondences (equivalents) in other

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languages, and, therefore, cannot be translated on a general basis, requiring a special approach" [Vlahov, Florin, 1980 :47]

Onomastics is a separate branch in the study of realities or non-equivalent vocabulary. Proper names are an integral part of any culture, reflecting many aspects of the life of a particular nation. A.V. Superanskaya says the following about the proper names "The specificity of the subject being studied is that it is linguistic at its core, it also includes ethnographic, historical, geographical, sociological, literary components" [Superanskaya, 1973: 7].

Fiction conveys the historical, linguistic, ethnographic and many other features of the culture to which the author of the work belongs, and is also a reflection of the personality of the author and his thoughts. A separate and important element of any work of art is the proper name (names of characters, names of settlements, localities, names of organizations). All this serves to give the work a certain flavor, depending on the author's intention.

Transcription, according to most translation theorists, is the priority way of translating proper names and toponyms. This is a phonemic likening of a word sounding in the original language to a new word formed in the translation text [Alekseyeva, 2004: 220]. Transcription is characterized by certain rules for transferring personal names from the original language to the target language, which include changing the order of first and last names in accordance with Russian tradition, formatting complex first and last names using a hyphen, as well as changing the ending of foreign names.

Toponyms undergo approximately the same transformations with the only difference that complex toponyms can be transmitted either through a hyphen (New- York) or without it (Hampton Court). The most detailed scheme for translating proper names according to the principle of phonetic similarity is presented by D. I. Yermolovich, describing the correspondence of each English sound to Russian [Yermolovich, 2001: 135].

Thus, a proper name is a serious translation problem in most of its manifestations and requires a thorough approach both during pre-translation analysis and directly during translation.

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MODERN CONCEPTS AIMED AT INCREASING THE PROFESSIONAL POTENTIAL OF THE SPECIALIST

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Abstract:

Students' professional potential is becoming the focus of a paradigm change in the modern educational environment. This article examines the scientific-theoretical underpinnings of ongoing research projects meant to improve students' skills across a range of subjects. This paper explains the various methods and techniques used to support the enhancement of students' professional competencies, drawing on a variety of theoretical frameworks and empirical research. Important ideas like cognitive apprenticeship, socio-constructivism, and experiential learning are discussed in relation to how they have influenced contemporary pedagogical approaches. The paper also explores how learner-centered approaches, multidisciplinary collaboration, and technology can all maximize academic results. Through the integration of theoretical understandings and empirical data, this article provides insightful information about the tenets that underpin current initiatives aimed at realizing students' full potential in their disciplines.

Key words: pedagogical techniques, educational research, student development, professional potential, and theoretical frameworks

doi: <https://doi.org/10.2024/50m00m81>

Introduction

The need to develop students' professional potential has grown in importance in today's knowledge-driven world. Acknowledging the critical role that education plays in equipping people for success in a variety of professional fields, scholars and educators have set out to discover the fundamental ideas that underpin successful teaching strategies. This undertaking requires a thorough comprehension of the scientific-theoretical underpinnings that support contemporary educational research targeted at maximizing students' professional capacities. By combining knowledge from multiple theoretical stances and practical research, this paper aims to clarify these bases.

Conceptual Structures:

1. Theory of Experiential Learning (ELT):

ELT, which was created by David Kolb, is based on the idea that learning is a cycle that includes active experimentation, abstract conceptualization, reflective observation, and concrete experience. Students concurrently gain theoretical knowledge and practical skills through active interaction with real-world challenges and reflection on their experiences. In order to promote deep learning and skill acquisition, ELT emphasizes the value of active engagement and reflection.

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2. Socio-Constructivism:

Drawing from Lev Vygotsky's writings, socio-constructivism highlights the significance of social interaction and cultural context in the process of creating knowledge. This viewpoint holds that learning happens when people work together to solve problems and actively create meaning through discussion, compromise, and cooperative problem-solving. Socio-constructivism emphasizes how important it is to scaffold, or offer organized support, in order to help students go from novice to expert status in a certain subject¹.

3. Cognitive Apprenticeship:

Collins, Brown, and Newman proposed the concept of "cognitive apprenticeship," which uses existing apprenticeship models as analogies to inform instructional design. This framework promotes the transfer of knowledge from seasoned professionals to inexperienced ones via practice, coaching, imitation, and observation. Cognitive apprenticeship aims to develop not just domain-specific skills but also metacognitive and self-regulatory abilities by immersing students in real disciplinary contexts and offering opportunities for guided participation².

Educational Methods:

1. Technology-Enhanced Learning:

With new opportunities for developing students' professional potential, the incorporation of technology into educational environments has transformed the ways that teaching and learning are conducted. Technology-enabled solutions offer options for individualized and interactive learning experiences, ranging from mobile applications and adaptive learning systems to virtual simulations and online collaborative platforms. Digital tools also make it easier for students to acquire a multitude of knowledge and give them the chance to work on real assignments and difficulties that will be important to their future jobs³.

2. Interdisciplinary cooperation:

Increasingly popular as a way to promote holistic learning and innovation, interdisciplinary cooperation acknowledges the interconnection of information across disciplines. Experts from many fields are brought together to expose students to a range of viewpoints and problem-solving techniques, which enhances their comprehension and problem-solving skills. Students' adaptability and inventiveness are sharpened through interdisciplinary projects and research activities that allow them to overcome disciplinary boundaries and take on challenging real-world problems.

3. Learner-Centered Approaches: These methods place a higher priority on students' agency and active participation in the learning process than do traditional teacher-centric models. Teachers can enable students to take charge of their education and pursue personalized learning pathways by customizing lessons to fit each student's interests, skills, and learning preferences. Learner-centered approaches, which incorporate strategies like project-based learning, inquiry-based learning, and problem-based learning, promote intrinsic

¹ Vygotsky, L. S. (1978). *Mind in Society: The Development of Higher Psychological Processes*. Harvard University Press.

² Collins, A., Brown, J. S., & Newman, S. E. (1989). Cognitive Apprenticeship: Teaching the Craft of Reading, Writing, and Mathematics. *Thinking: The Journal of Philosophy for Children*, 8(1), 2-10.

³ Siemens, G., & Tittenberger, P. (2009). *Handbook of Emerging Technologies for Learning*. University of Manitoba.

motivation, critical thinking, and self-directed learning skills—all of which are crucial for success in the workplace¹.

Conclusion.

In summary, various viewpoints and approaches are included in the scientific-theoretical underpinnings of contemporary research that aims to improve students' professional potential. These frameworks, which range from cognitive apprenticeship and technology-enhanced pedagogies to socio-constructivism and experiential learning, provide insightful information about the ideas behind successful educational approaches. Learner-centered approaches, interdisciplinary collaboration, and creative instructional strategies are ways that educators can help students develop the information, abilities, and attitudes that they'll need to succeed in their chosen fields. It is imperative that theoretical insights be further explored and integrated with empirical evidence in order to maximize students' professional growth trajectories and inform evidence-based educational interventions in the future.

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THE LAST LEAF: A MASTERPIECE OF SACRIFICE AND HOPE BY O. HENRY

Z. Akhmedova ¹

Abstract:

"The Last Leaf" by O. Henry is a timeless short story that revolves around themes of sacrifice, hope, and the power of human resilience. Set in Greenwich Village during a harsh winter, the narrative follows two struggling artists, Johnsy and Sue, and their elderly neighbor. Through moments of despair and determination, the characters exemplify the capacity for selflessness and the enduring strength of the human spirit. O. Henry's poignant storytelling and rich character development illuminate the profound impact of sacrifice and the transformative power of hope, making "The Last Leaf" a masterpiece that resonates with readers across generations.

Key words: sacrifice, hope, resilience, endurance, symbolism, character development, transformation

doi: <https://doi.org/10.2024/jrkdqq06>

In the annals of American literature, few stories evoke the poignancy and enduring power of human connection quite like O. Henry's "The Last Leaf." This timeless tale, first published in 1907, continues to captivate readers with its themes of friendship, sacrifice, and the indomitable spirit of hope in the face of adversity.

"The Last Leaf" by O. Henry is a poignant short story that explores themes of friendship, sacrifice, and the power of art in the face of adversity. Here's a brief literary analysis of key elements within the story:

1. Plot and Structure:

- The story follows the lives of two struggling artists, Johnsy and Sue, who live in a Greenwich Village apartment during a severe bout of pneumonia outbreak.

- Johnsy becomes despondent after contracting pneumonia and fixates on the belief that she will die when the last leaf falls from the ivy vine outside her window.

- The plot unfolds as Sue's elderly neighbor, Mr. Behrman, paints a leaf on the wall to save Johnsy's life, ultimately sacrificing his own in the process.

2. Themes:

- Friendship and Sacrifice: The story highlights the depth of friendship between Sue, Johnsy, and Mr. Behrman. Mr. Behrman's selfless act of painting the leaf symbolizes his willingness to sacrifice for those he cares about.

- Perseverance and Hope: Despite the bleak circumstances, Sue and Mr. Behrman demonstrate resilience and hope in the face of adversity. Sue's

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unwavering belief in Johnsy's recovery and Mr. Behrman's determination to save her illustrate the power of optimism.

- The Power of Art: Mr. Behrman's act of painting the leaf showcases the transformative power of art. His artwork becomes a symbol of hope and inspiration, ultimately saving Johnsy's life.

3. Characters:

- Johnsy: Initially portrayed as fragile and pessimistic, Johnsy represents vulnerability and despair. Her obsession with the falling leaves symbolizes her fear of mortality.

- Sue: Sue serves as a nurturing and supportive friend to Johnsy. She demonstrates unwavering loyalty and optimism, refusing to give up hope even in the darkest moments.

- Mr. Behrman: Despite being a failed artist, Mr. Behrman emerges as a heroic figure in the story. His gruff exterior belies a compassionate heart, and his sacrifice ultimately saves Johnsy's life.

4. Symbolism:

- The Ivy Vine and Last Leaf: The ivy vine and the last remaining leaf symbolize life, resilience, and hope. Mr. Behrman's decision to paint the leaf represents an act of defiance against death and despair.

- The Lantern: The lantern that Sue keeps lit throughout the night symbolizes hope and vigilance. It serves as a beacon of light in the darkness, guiding Sue and Johnsy through their ordeal.

5. Irony:

- The story is filled with dramatic irony, particularly in Mr. Behrman's sacrifice. He paints the leaf to save Johnsy's life, unaware that he himself would succumb to pneumonia as a result of his efforts.

Set against the backdrop of a bohemian Greenwich Village, "The Last Leaf" unfolds within the confines of a modest apartment shared by two struggling artists, Sue and Johnsy. As the harsh grip of pneumonia tightens around Johnsy's fragile frame, she becomes consumed by a morbid obsession: she believes that she will perish when the last leaf falls from the vine outside her window.

Enter Mr. Behrman, the grizzled yet compassionate neighbor who dwells below Sue and Johnsy. A failed artist himself, Mr. Behrman embodies the quintessential O. Henry character – rough-hewn on the outside but possessing a heart of gold within. Upon learning of Johnsy's plight, Mr. Behrman resolves to intervene, not with medicine or medical expertise, but with a stroke of artistic genius.

In a selfless act of sacrifice, Mr. Behrman ventures into the cold autumn night to paint a single leaf on the wall, thereby ensuring that Johnsy's gaze would fall upon it each morning. This leaf, he hopes, will serve as a symbolic talisman of life and vitality, thwarting the inevitable descent of death that looms over his young friend.

Herein lies the crux of O. Henry's narrative mastery: the intertwining of art and life, hope and despair, in a delicate dance that culminates in a breathtaking denouement. As the story unfolds, the bond between Sue, Johnsy, and Mr. Behrman deepens, transcending the confines of their humble abode to become a testament to the enduring power of human connection.

At its core, "The Last Leaf" is a meditation on the intrinsic value of selflessness and the redemptive potential of sacrifice. Through Mr. Behrman's

final act of artistic creation, O. Henry underscores the transformative power of love and friendship to defy even the darkest of circumstances.

Moreover, the story serves as a poignant reminder of the resilience of the human spirit – a beacon of hope that shines brightly amidst the encroaching shadows of despair. In the face of illness, death, and the inexorable passage of time, Sue, Johnsy, and Mr. Behrman stand as exemplars of courage, compassion, and unwavering optimism.

In the pantheon of American literature, "The Last Leaf" occupies a hallowed place as a timeless masterpiece of the human condition. With its rich tapestry of emotion, its stirring portrayal of sacrifice and redemption, O. Henry's tale continues to resonate with readers of all ages, inspiring countless hearts to embrace the enduring power of hope, even in the bleakest of times.

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BADIIY MAKON KONSEPSIYASINING ZAMONAVIY TALQINI*N. Yaxyayeva*¹*Annotatsiya:*

Badiiy makon voqelikni yaxlit idrok etishni ta'minlovchi va asar kompozitsiyasini uyushtiruvchi, badiiy obrazning badiiy-g'oyaviy va falsafiy xususiyatlarini ochuvchi, badiiy asar ichki hamda tashqi tuzilishini tashkil etuvchi har bir unurning aloqaga kirishini ta'minlovchi adabiy-estetik kategoriya hisoblanadi. Asar qaysi tur va janrga mansubligidan qat'iy nazar muallif olamning zamon-makon modelini yaratadi. Badiiy makon asar zamiridagi ma'no-mazmun teranliklarining kashf etilishiga; tuyg'u, voqea-hodisa va obrazlarni mahorat bilan tasvirlanishida xizmat qiladi.

Kalit so'zlar: real va irreal makon, obyektiv va subyektiv makon, xolislik, universallik, sarhadlilik va cheksizlik, aniqlik va nisbiylik, uzluklilik va davomiylik, xronotop

doi: <https://doi.org/10.2024/wsvr2m44>

Ma'lumki, makon har qanday tizimdagi elementlar to'plamidir. Biz buni aqlan tafakkur qila olamiz. Bu bizning nuqtai nazarimiz, makon haqida tasavvurimiz. Ammo bizning makon haqidagi fikrlarimizda biroz subyektivlik bor. Haqiqatan ham, bizni o'rab turgan olamni anglashga harakat qilganimizda, biz uni bilganimiz darajasida baholay olamiz, xolos. Aslida esa olam cheksiz va bizga, bizning istaklarimizga mutlaqo bog'liq emas. Xohlaymizmi, yo'qmi, ular biz ularga e'tiborimizni qaratganimizda qanday bo'lgan bo'lsa, shundayligicha qolaveradi. Shu bois, dunyo, olam chegaralari haqidagi fikrlarimiz, g'oyalarimiz bir tomonlama deb aytishimiz mumkin. Xuddi shunday bizning badiiy voqelik to'g'risidagi o'y-fikrlamiz ham ma'lum darajada bir tomonlamadir. Makon esa voqelikning asosiy ko'rinishlaridan biridir. Odamzot uni qurshab turgan dunyoni o'rganishni boshlar ekan, aynan makonga, makonlarga duch keladi. Boshqacha qilib aytganda esa inson faoliyatida obyektiv olamni anglash birinchi navbatda uni o'rab turgan makonni tasavvur qilishning shakllanishidan boshlanadi. Makon inson tomonidan dastlab atrofida borliq sifatida idrok etiladi va bu tushuncha keyinchalik keng doiradagi makonga oid munosabatlarni ham qamrab oladi. Inson hayoti davomida makonda joylashuvi, harakatidagi yo'nalishi kabilar orqali makon bilan doimiy ravishda to'qnashadi. Inson muayyan makondan o'rin olish bilan birga, zarur o'rinlarda unga ta'sir ko'rsatadi, o'z navbatida, makon "o'zini makro va mikro koinot markaziga qo'yuvchi odam atrofida shakllanadi"². Makonning inson tafakkuri va xotirasidan o'rin olishi ham ularning o'zaro aloqasi haqida ma'lumot beradi.

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² Кубрякова Е.С. Язык пространства и пространство языка (к постановке проблемы) // Изв. РАН. Сер. лит. и языка, 1997. Т. 56. – №3. – С. 26.

Insonning hayoti davomida to'plagan bilimlari, hamda xotira va tasavvurining faollashuvi hisobiga makon real mavjud xilqat sifatida tasavvur qilinishi ham mumkin. Makon va inson munosabatidagi bunday aloqa-bog'lanish, shaksiz, tilda ham o'z ifodasini topadi.

Olimlar makonning o'ziga xos universal tabiati haqida turlicha fikr bildirib kelganlar. Ularning fikricha, bir tomondan, odam bor yoki yo'qligidan qat'iy nazar, makon real mavjud va obyektiv hajmlarga ega bo'lsa, ikkinchi tomondan, u subyektivdir. Zero, har bir kishi makon, uzoqlik yoki yaqinlik o'lchovi haqida o'z tasavvurlariga ega. Ilmiy adabiyotlarda makonning borliqdagi boshqa hodisalar, jumladan, zamon bilan bog'liqligi asoslangan; makonni qabul qilishning dualistik xarakteri va uning chegaralarga egaligi ta'kidlangan; makonning geografik, ijtimoiy, psixologik, mental va boshqa turlarining mavjudligi qayd qilingan¹. Masalan, A.F.Papina o'zining "Matn: uning birliklari va global kategoriyalari" darsligida badiiy makonni matn kategoriyasi sifatida talqin qilib, uning 2 ta turini tasniflagan:

1. Real makon. 1.1 *Obyektiv makon* (ochiq – chiziqli / gorizontal oriyentatsiya / doiraviy istiqbol / kesishgan, chorrahali istiqbol / sektorli istiqbol, yopiq). 1.2. *Subyektiv* (konseptual) makon – insonning ichki dunyosini va tashqi moddiy dunyoni yaqqol namoyon etadi.

2. Irreal makon "yuqori – quyi", "bu yerda – u yerda", "o'rmon – uy" o'rtasida turli xildagi chegaralar, sarhadlarni yaratadi va h.k.²

Bundan anglashiladiki, makon juda keng tushuncha. M.V.Vsevolodovanning ta'kidlashicha, makon murakkab kategoriyalardan biri bo'lib, zamonaviy tilshunoslik, adabiyotshunoslikning unga bo'lgan ehtiyojiga qaramasdan, fanda haligacha u haqida aniq, strukturalangan tavsif yo'q. Zero bu, atamaning noaniqligi, mavhumligidandir.³ Olima "makon kategoriyasi fizik (ontologik,) falsafiy (gnoseologik) va lingvistik jihatlariga ega" ekanligini ham ta'kidlab o'tadi.

Rus etnografi, yozuvchisi, leksikografi V.I.Dal'ning lug'atida makon so'ziga quyidagicha ta'rif berilgan: "cho'zilgan, tarqalgan, joy egallagan har bir narsaning holati; masofa, joy, kenglik va chuqurlik; uch o'lchamdagi joy". Lug'atda makonning barcha umumiy xususiyatlari – kengligi, uzlukli va uzluksizligi haqida ma'lumotlar bo'lib, ushbu ma'lumotlar qadimgi yunonlarning falsafaga oid ensiklopediya va qo'llanmalarida, faylasuflarining asarlarida ham tilga olinganligini aytib o'tish joizdir. Shu tariqa ushbu kategoriya falsafiy ilmlar terminologiyasiga dunyoqarashning nazariy shakllaridan biri sifatida kirdi. Biroq tafakkurning rivojlanish jarayonida makonning o'zgarmas va bir ma'noli emasligi haqidagi g'oyalar yuzaga keldi.

Badiiy adabiyotga makon tushunchasi Yuriy Lotman va Mixail Baxtin orqali kirib kelgani va Moris Blanshoning ham bu sohadagi hissalarini hech kimga sir emas. Makonning badiiy adabiyotga kirib kelishi 1970-yillarda hikoya mavzulari, hikoyadagi joy tavsiflari haqidagi muhokamalardan keyin boshlandi

¹ Попова М.И. Когнитивная основа пространственной модели временных отношений в современном английском языке: Дисс. ... канд. филол. наук. – Иркутск, 1997; Рейхенбах Г. Философия пространства и времени / Пер. с англ. яз. д-ра филос. наук Ю.Б.Молчанова; общ. ред. акад. А.А.Логунова; Послесловие. –М.: Прогресс, 1985. – 343 с.; Симонян Т.А. Семантика пространственных атрибутов в свете когнитивного подхода: Дисс. ... канд. филол. наук. – М., 2001.

² Папина А.Ф. Текст: его единицы и глобальные категории. – М.: Едиториал УРСС, 2002.

³ Всеволодова М. К вопросу о методологиях и методиках лингвистического анализа (на примере категорий пространственных, временных и причинных отношений) / Вестник Московского университета. Серия 9. Филология. – 2005. – № 2. – С. 9-34.

deyish mumkin. Ammo aslida, makon kategoriyasining konseptual kelib chiqishi qadimgi yunon falasafasiga borib taqaladi.¹

Faylasuflar tomonidan makon turli xil talqin qilingan: Platon uni *idish* deya ta'riflagan bo'lsa, Demokrit *bo'shliq*, Aristotel esa *topos* (joy) deb atagan. Aristotelning fikricha, makonda o'rin almashinuv harakat o'zgarishining asosiy turi bo'lib, qolgan barcha turlarning sharti hisoblanadi. Makon kategoriyasining zamonaviy talqini Nyutonning modda tushunchasidan, Leybnitsning nisbiy yondashuvidan va Dekartning metafizik konsepsiyasidan Kant va Gegelning dialektik qarashlarigacha o'zgarib, rivojlanib keldi. XX asrga kelib makon tushunchasi bir qator olimlar (Eynshteyn, Vernadskiy, Trubetskoy) ning ilmiy ishlarida ham uchray boshladi. Tahlillarimizga ko'ra makon kategoriyasi barcha ilm sohalarida o'rganilgan. Fizika-matematika sohasidagi makon haqidagi falsafiy qarashlar amerikalik faylasuf olim A.Gryunbaumning, tarixiy, falsafiy va tabiiy fanlardagi makon tasniflari R.Karnap, G.Reyxenbax, hamda rus olimlari M.D.Axundova va P.Gaydenkoning falsafiy ruhdagi asarlarida uchraydi. Tilshunos va adabiyotshunos olimlar ham badiiy makon haqidagi qarashlarini o'zlarining ilmiy ishlarida bayon etib ketganlar. Masalan, S.V.Kashirina o'zining "adabiy asarni anglashda badiiy makonning roli"² maqolasida, badiiy makonning adabiyotshunoslikda tahlil qilinadigan barcha turlariga izoh berib o'tgan. T.A.Simonyan o'zining fan nomzodligi uchun olib borgan tadqiqot ishida ("Семантика пространственных атрибутов в свете когнитивного подхода") makonni qabul qilishning dualistik xarakteri va uning chegaralarga egaligini ta'kidlagan; makonning geografik, ijtimoiy, psixologik, mental va boshqa turlari mavjudligini aytib o'tgan. Badiiy makon haqidagi qarashlarda, shubhasiz, M.M.Baxtinning xizmatlari juda kattadir. U makon va zamon tushunchalarini o'zaro uyg'unlashtirib, yangi termin – xronotop ("xronos" – vaqt, "topos" – joy)ni fanga olib kirdi. Olim ularning eng muhim xususiyatlarini jamlashtirarkan, makon va zamon bir-biridan alohida holda bo'lmasligini, ya'ni ajralmas tushunchalar ekanligini izohlab bergan.

Makon kategoriyasining turli sohalardagi tahlillari uning asosiy xususiyatlari to'g'risida yanada chuqurroq mushohada yuritishga undaydi: 1) makon borliqning mavjudlik shakli; 2) makon tuzilishi deganda bir-biriga bog'liq obyektlar joylashuvi tushuniladi; 3) makon va zamon tushunchalari bir-biriga bo'liq va ajralmasdir; 4) makonning asosiy xususiyatlari bo'lib xolislik, universallik, sarhadlilik va cheksizlik, aniqlik va nisbiylik, uzluklilik va davomiyliklar hisoblanadi.

Badiiy asar olami hamisha u yoki bu darajada, unda tasvirlangan makon kabi shartlidir. Makonning shartlilik asarda muallifning g'oyalari, niyati va badiiy uslubiga muvofiq aks ettirilgan bo'ladi. Haqiqiy makonning aksi bo'lgan holda badiiy makon, metaforaning asosiy qismi sifatida, uning jismoniy tabiati haqidagi g'oyani saqlab qoladi. Badiiy makon adabiy-estetik kategoriya sifatida asar voqealari sodir bo'lgan joyni anglatadi. Qahramonlar shu makonda harakatlanadilar, ya'ni tug'iladilar, yashaydilar va vafot etadilar. Yozuvchining ijodiy niyatiga ko'ra asar uchun makon va zamon tanlanadi, sababi adabiy asar real hayotning muayyan qisminigina badiiy ifoda etadi. "Inson tafakkurida olam

¹ Quronov D., Mamajonov Z., Sheraliyeva M. Adabiyotshunoslik lug'ati. – Toshkent: Akademnashr, 2013. – 250-bet

² С.В.Каришина. Роль художественного пространства в постижении литературного текста. – Вестник Огу №9/Сентябрь 2006 Часть 1

mavjudligi turfa ranglarda ifodalanadi. Ko'plab predmetlar, obyektlar inson idrokida dunyoning murakkab makon tasvirini yaratadi"¹.

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THE GIFT OF MAGI: A TIMELESS TALE OF LOVE, SACRIFICE, AND IRONY*A. Rakhmonova*¹*Abstract:*

O. Henry's renowned short story, "The Gift of Magi," continues to captivate readers with its poignant portrayal of love, sacrifice, and irony. This article explores the enduring relevance of O. Henry's classic tale, analyzing its themes, characters, and narrative techniques. Through a detailed examination of the story's plot, symbolism, and literary devices, this article delves into the profound insights offered by "The Gift of Magi" and its timeless appeal to audiences across generations. By unpacking the complexities of love and selflessness depicted in the story, this article sheds light on the universal truths and enduring lessons embedded within O. Henry's masterpiece. Through its exploration of love's transformative power and the irony of human existence, "The Gift of Magi" continues to resonate with readers, offering a timeless reflection on the true meaning of generosity, sacrifice, and the enduring bonds of love.

Key words: character analysis, characters, human condition, irony, short story, literary analysis, love, narrative techniques, sacrifice, selflessness, symbolism

doi: <https://doi.org/10.2024/jegznr13>

"The Gift of the Magi", penned by the prolific American author O. Henry, stands as one of the most beloved short stories in the realm of literature. First published in 1905, this timeless tale continues to captivate readers with its poignant portrayal of love, sacrifice, and the irony of human existence. Set against the backdrop of the holiday season, O. Henry weaves a narrative that transcends time, inviting readers to reflect on the true meaning of generosity and the enduring power of selflessness.

The story unfolds with the introduction of Della and Jim Young, a young couple living in a modest apartment. Struggling to make ends meet, they each possess a prized possession: Della's luxuriant hair and Jim's treasured pocket watch. As Christmas approaches, Della agonizes over finding the perfect gift for Jim, while Jim faces a similar dilemma. In a poignant display of sacrifice, Della decides to sell her hair to purchase a chain for Jim's watch, while Jim sells his watch to buy combs for Della's hair. On Christmas Eve, they exchange their gifts, only to discover the extent of each other's sacrifice. Despite their material losses, their love and devotion remain unshaken, leaving readers with a profound message of the transformative power of love.

At its core, "The Gift of the Magi" explores themes of love, sacrifice, and the human condition. The act of selflessness exhibited by Della and Jim serves as a poignant reminder of the depth of human connection and the willingness to give all for the sake of another.

Della and Jim's love for each other is characterized by their willingness to sacrifice their most prized possessions for the other's happiness. Despite their

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modest means, they are willing to give up something of great personal value to procure a gift for their beloved. Della's decision to sell her long, beautiful hair and Jim's decision to sell his treasured watch exemplify their selflessness and willingness to prioritize their partner's well-being over their own.

The act of sacrifice is central to the portrayal of love in the story. Della and Jim's sacrifices are not merely symbolic gestures but tangible expressions of their deep affection for each other. By relinquishing their most cherished possessions, they demonstrate their willingness to endure personal loss for the sake of their partner's happiness. Their sacrifices highlight the transformative power of love and underscore the profound depth of their devotion to each other.

Despite facing financial hardship and uncertainty, Della and Jim's love for each other remains unwavering. Their actions are motivated by a deep and abiding affection that transcends material concerns. Even after discovering the irony of their gifts, they embrace each other with tenderness and understanding, reaffirming the strength of their bond. Their unconditional devotion underscores the enduring nature of love in the face of adversity.

Della and Jim share a profound understanding of each other's desires and aspirations. Despite their inability to afford extravagant gifts, they recognize the importance of expressing their love through meaningful gestures. Their mutual understanding enables them to appreciate the significance of the sacrifices made by their partner, fostering a sense of closeness and intimacy in their relationship. Ultimately, love serves as a redemptive force in the story, transcending the disappointments and hardships faced by Della and Jim. Despite the material loss incurred by their sacrifices, their love for each other brings a sense of fulfillment and joy that transcends worldly possessions. Through their acts of love and sacrifice, they discover the true meaning of happiness and find solace in the strength of their relationship.

The story also delves into the theme of irony, as the gifts exchanged by the couple ultimately render their prized possessions useless. Symbolism abounds in O. Henry's narrative, with Della's hair and Jim's watch serving as powerful symbols of their love and sacrifice. The story's title itself alludes to the biblical Magi, evoking themes of generosity and the giving of gifts.

The story's portrayal of selfless love and sacrifice has served as a catalyst for empathy and compassion among readers. By witnessing Della and Jim's willingness to give up their most prized possessions for each other, readers are inspired to reflect on their own relationships and the importance of selflessness in fostering deeper connections with others. "The Gift of the Magi" sheds light on the economic struggles faced by many individuals, particularly during the early 20th century. Della and Jim's modest living conditions and their inability to afford extravagant gifts resonate with readers who may have experienced similar financial challenges. The story serves as a reminder of the resilience and resourcefulness of individuals facing economic adversity. The story challenges traditional gender roles and expectations by portraying Della as a proactive and independent woman who takes decisive action to express her love for Jim. Her decision to sell her hair defies societal norms and underscores the agency of women in romantic relationships. This aspect of the story has sparked discussions about gender equality and empowerment.

In contrast to the commercialization of Christmas, "The Gift of the Magi" emphasizes the value of love and personal sacrifice over material possessions. The story prompts readers to reconsider their priorities and question the

pervasive culture of consumerism and materialism, encouraging them to focus on meaningful connections with loved ones rather than on material wealth.

The story's themes of love, sacrifice, and redemption resonate with individuals from diverse cultural and religious backgrounds. Its universal appeal transcends geographical and temporal boundaries, making it a cherished part of the global literary canon. "The Gift of the Magi" has been translated into numerous languages and adapted into various forms of media, further expanding its cultural impact.

O. Henry's masterful storytelling technique is evident throughout "The Gift of the Magi." The story's compact structure and concise prose belie its emotional depth, allowing readers to empathize with the characters' plight. The story is replete with situational irony, as Della and Jim's sacrifices ultimately render their gifts useless. Della sells her hair to buy a chain for Jim's watch, while Jim sells his watch to buy combs for Della's hair. This irony underscores the theme of sacrifice and adds depth to the story's resolution.

Throughout the narrative, readers are aware of Della and Jim's sacrifices before the characters themselves realize the true extent of their actions. This dramatic irony enhances the emotional impact of the story and invites readers to reflect on the characters' selflessness.

"The Gift of the Magi" has left an indelible mark on the literary landscape, inspiring countless adaptations, interpretations, and homages. Its enduring popularity is a testament to its universal themes and timeless appeal. Beyond its literary merit, the story continues to serve as a poignant reminder of the true spirit of the holiday season and the importance of selflessness in an often-materialistic world. As readers revisit this classic tale year after year, they are reminded of the enduring power of love, sacrifice, and the gift of giving.

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THE INTERTEXTUAL STUDY OF THE SYMBOLIC ELEMENTS FROM DA VINCE CODE BY DAN BROWN

*D. Sadikova*¹

Abstract:

This article aims to analyze intertextual study of symbols in Da Vince Code. Decoding the symbols always has a huge intrigue from medieval centuries. The number of symbols from the book are analyzed such as: Holy Grail, pentacle, Fibonacci sequence and the Rose. The allusion of the symbols in the book within intertextual connection with other literature works.

Key words: intertextuality, symbols, Holy Grail, pentacle, rose, Fibonacci sequence

doi: <https://doi.org/10.2024/ky37pf35>

Intertextuality is now a standard feature of postmodern analysis and works alike. It is important to remember that the act of constructing intertextuality predates the theory of intertextuality by a great deal. The main concept of analyzing is intertextuality of symbols in historical fiction novel "Da Vince Code". What is intertextuality in literature?

In literary analysis, intertextuality is a crucial term to comprehend. In essence, it is the process via which writers incorporate quotations, ideas, or references from previous literary works into original writing. The term "intertextuality" is used to describe a broad range of literary links. Intertextuality is essentially the deliberate linking of one's own writing to any other literary work by an author. Some intertextual references are more obliquely mentioned, others are precise lines of speech or action. Various forms of parody, pastiche, retellings, homage, and allegory are included in the term of intertextuality. Intertextual literature is any literary work that contributes to the formation of a new text. There are two categories for intertextuality: referential and typological. Typological intertextuality is the use of pattern and structure in typical texts, whereas referential intertextuality is the use of text fragments. It is also possible to distinguish between presupposition and iterability. Iterability refers to the "repeatability" of a document that contains "traces," or fragments of other texts that contribute to its overall meaning. A text's presumptions about its audience and its setting are referred to as presuppositions. According to William Irwin, the expression "has come to have almost as many meanings as users, from those faithful to Julia Kristeva's original vision to those who simply use it as a stylish way of talking about allusion and influence"[1]

The compositional techniques of intertextuality such pastiche, parody, calque, plagiarism, quotation, and allusion or by links between related or comparable works that the text's reader or audience perceives. [2] Intertextuality can have unintentional or intended effects. These references are occasionally

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produced consciously and rely on the reader's existing knowledge and comprehension of the referent. Frequently linked to techniques utilized by authors producing imaginative works (plays, poetry, fiction, and even non-textual materials like digital media and performance art), It is now possible to view intertextuality as inherent to all texts [3]

One of the brightest examples for intertextuality can be Dan Brown works. A sample of using a wide choice of symbolic elements shows the process of research to intertextuality. The author's book series burn readers intrigues to reveal mystics in the story. The fascinating aspects of the books can be symbols which unknown most readers, they explore religious themes, conspiracy theories, and historical riddles, it caused a lot of debate and controversy as well.

The book tells the tale of French cryptologist Sophie Neveu and Harvard symbologist Robert Langdon as they decipher a string of hints left by a deceased curator at the Louvre Museum in Paris. These hints set them on a mission to decipher the coded secrets concealed in Leonardo da Vinci's paintings and unearth a secret organization.

Brown explores a number of subjects in the book, including the function of the Catholic Church, the background of Christianity, the meaning of symbols, and the idea of the Holy Grail. Readers are kept interested as Langdon and Neveu rush through the narrative by its seamless integration of mystery, art, and history.

The research uses literary analysis, stylistic analysis, statistical analysis, anthropocentric analysis.

"The Da Vinci Code" by Dan Brown is rich with symbolism, woven intricately into its narrative to add layers of meaning and depth to the story. There are some of the prominent symbols used in the novel which I have analyzed them according to "hyper textuality" which involves relationship between two text, where a second text (referred to as the hypertext", text B) is connected to an earlier text (referred to as the "hypo text" text A) [4]

1.The Holy Grail: Perhaps the most central symbol in the novel, the Holy Grail represents the quest for divine truth and spiritual enlightenment. Beyond its traditional interpretation as the cup used by Jesus at the Last Supper, the Grail embodies hidden knowledge and the sacred feminine. While reader has a huge passion for revealing what is Holy Grail symbol, it outcomes not an item but it was a person or even the symbol of abstract sacred feminine and the secret to be revealed at the end of story. As a researcher I have to go into the historical background of the symbol. The Old French word *san-graal* (or *san-gréal*), which means "Holy Grail," was given a whimsical new etymology in the fifteenth century by the English writer John Hardyng, who translated it as *sang réal*, which means "royal blood." [5]

Later medieval British writers, such Thomas Malory, employed this derivation. It also gained prominence in the conspiracy theory outlined in the book *The Holy Blood and the Holy Grail*, where *sang real* is used to allude to the lineage of Jesus.

The first recorded mention of a "grail" (Old French: *graal* or *greal*), marvelous but not absolutely holy, is found in *Perceval, the Story of the Grail*, an incomplete chivalric epic penned by Chrétien de Troyes in 1190. In the later 12th and early 13th centuries, Chrétien's tale served as an inspiration for numerous translators, interpreters, and continuations. One such person was Wolfram von Eschenbach, who saw the Grail as a stone. Literary academics and historians

disagree on whether the Arthurian grail trope has Christian, Celtic, or other possible origins. [6]

The Holy Grail has been connected to numerous conspiracies since the 19th century. Writers Michael Baigent, Richard Leigh, and Henry Lincoln developed one of the most well-known conspiracy theories regarding the Holy Grail in the late 20th century. The hypothesis was initially presented in the 1970s BBC documentary series *Chronicle*, and it was further developed in the best-selling 1982 book *Holy Blood, Holy Grail*. [7] The hypothesis incorporates a number of ancient tales, myths about the Templars and Cathars, and a well-known hoax concerning a covert organization known as the Priory of Sion. This hypothesis holds that the Holy Grail is a symbol of Jesus' bloodline rather than a real thing. The etymological interpretation of *sang real* (royal blood), which dates back to the 15th century, provides the foundation for the blood relationship with *san-greal* (holy grail).

Margaret Starbird developed the theory that Saint Sarah, the black servant of Mary Magdalene, was the daughter of Jesus and Mary Magdalene in her 1993 book "The Woman with the Alabaster Jar: Mary Magdalene and the Holy Grail" The book drew on Provencal customs and Cathar beliefs. According to her reconstruction, Mary Magdalene, who was pregnant at the time of the crucifixion, first went to Egypt and subsequently to France. This, in her opinion, is the origin of the mythology connected to the Saintes-Maries-de-la-Mer religion. She said that Sarah is the forgotten child of the "sang réal," the blood royal of the Jewish King, since her name means "Princess" in Hebrew. [8] In Starbird's opinion, Mary Magdalene was the same as Mary of Bethany, Lazarus's sister. However, M. Starbird also thought that Mary Magdalene and Mary of Bethany, Lazarus's sister, were the same person. Despite using the same purported relationship between Jesus, Mary Magdalene, and Saint Sarah that would play a major part in many of the published bloodline scenarios, M. Starbird acknowledged the existence of Sarah's ancestry but deemed it unimportant to her thesis. [9] Her interpretation of Mary Magdalene/Mary of Bethany as Jesus' spouse is also connected to feminist theology's idea of the sacred feminine.

2. The Pentacle: The pentacle, a five-pointed star enclosed within a circle, symbolizes various aspects throughout the novel, including protection, spirituality, and the union of opposites (such as masculine and feminine energies).

The pentacle or pentagon has the same meaning "five-pointed star in a circle" originated from French. It is a symbol that has been used in various cultures and traditions throughout history, with different meanings attributed to it. There are numerous pentacle variants: here are some key points about the symbol of the pentacle in the grimoire known as the Key of Solomon. Along with other magical implements, pentacles are employed in the neopagan magical religion known as Wicca. Pentacles represent the element earth in the Hermetic Order of the Golden Dawn and Wicca. Pentacles prominently use a pentagram in their design in the 1909 Rider-Waite-Smith tarot deck (the pentacles of which were designed by Arthur Edward Waite), as well as in later tarot decks that are based on it and in Wicca. This type of pentacle is shaped like a disk and can be placed on an altar or utilized as a standalone sacred area. [10]

The Earth Pentacle is one of an Adept's four elemental "weapons" or tools in the Golden Dawn magical system. These instruments are "symbolical representations of the forces employed for the manifestation of the inner self, the

elements required for the incarnation of the divine." Therefore, the author wanted to indicate by using the pentacle symbol to the equality of men and women. Even though it was understood indifferent among cultures, the pentacle depicts to the feminine and with similarity as goddess Venus.

3. The Rose: The rose is a sign of love, strength, royalty, beauty, sensuality, and mysticism, if there is one. The flower, also referred to as "the queen of flowers," originated at least thirty-three to twenty-three million years ago during the oligocene period. Its origins are undoubtedly in what is now Southwest China, much like the azalea and camellia, but it has been present in many cultures since 3000 BCE. The importance of roses in Western art from the first millennium BCE to the twenty-first century CE will be the main topic of this slide show.

The symbol of rose is mentioned in Da Vinci Code to indicate in order to decode the person in the story. For example: the scenario with cryptext and opening process of it, furthermore, in Sophies childhood with her grandfather. Roses symbolize the loyalty of person and beauty of feminine. As far going into further details, it is an indicator to Sophie- Jack Sonier's granddaughter, who is a member of Holy family. In comparison, various cultures have their own concept for the rose symbol.

Although the number of petals on a rose might vary based on the particular type, roses typically have five petals. The five petals of a rose may have varied symbolic meanings for different cultures and traditions, but one widely accepted interpretation is that they represent the five wounds on the cross that represent Christ in Christian imagery.

The five petals of a rose are also thought to symbolize the five elements of nature—earth, air, fire, water, and spirit—in certain cultures. The five petals may refer to the five fingers of the hand or the five senses in different situations. It is crucial to remember that the meaning of roses can differ greatly based on cultural context, personal interpretation, and background. The concept of pentacle symbol is the same as rose. Because five points indicate elements of nature as well. These elements are essential to live therefore, they depict to the equality not only for living environment but also men and feminine equality, which author wants to give a hint at this via these symbols.

4. The Fibonacci Sequence: The Fibonacci sequence, a mathematical pattern found in nature and art, is referenced in the novel as a symbol of harmony, balance, and the interconnectedness of all things. The Fibonacci numbers represent a series of whole numbers that begin at 0 and go up to 1, 2, 3, 5, 8, 13, ... with each new number equal to the sum of the two before it. A common subject in culture is the Fibonacci numbers, which are frequently portrayed in connection with the golden ratio. They have been referenced in songs, TV series, movies, and novels. The numbers have also been utilized in the development of visual arts, music, and architectural design. Some samples of using Fibonacci sequence:

a) The codes unlock a safe in the 2006 film The Da Vinci Code. They are also arranged in an anagram to show that the message is likewise out of order.

b) In the 2007 film Mr. Magorium's Wonder Emporium, Jason Bateman plays accountant Henry Weston, who is hired by Magorium following an interview in which he proves his familiarity with Fibonacci numbers.

c) Near is seen organizing sugar cubes in a Fibonacci sequence in the 2008 film L: Change the World.

d) The number of lines in each poem in the Danish poet Inger Christensen's poetry collection Alphabet is determined by the Fibonacci sequence.

e) The Fibonacci sequence is explored in Emily Gravett's 2009 book The Rabbit Problem.

f) In the 2012 Douglas Preston/Lincoln Child novel Two Graves, a serial killer uses the Fibonacci sequence to entice Special Agent Pendergast, the protagonist.

Conclusion

The utilizing of symbols in literature has a great impact to the meaning and sequence of the narration. An author can inspire of another author's works by different elements of intertextuality while this works might be unique as well. Dan Brown has aspiration of various religious books and some artifacts which is trusted by local people in Spain and France. Therefore, he collected symbols representing to the equality of men and women in his book. Pentacle, rose and Fibonacci sequence are served to explore the mist Holy Grail. These symbols, among others, serve to enrich the narrative of "The Da Vinci Code" by adding depth, intrigue, and thematic resonance to the story. They invite readers to contemplate the deeper meanings embedded within the plot and characters, sparking curiosity and exploration of timeless themes such as spirituality, knowledge, and the mysteries of existence.

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PROSPECTS OF MULTIMODALITY FOR SECOND LANGUAGE ACQUISITION REVIEW, DISCUSSION AND ANALYSIS OF PUBLISHED LITERATURE

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Abstract:

The article reviews the prospects of multimodality for second language acquisition. Explanation of the term “multimodality”, and a brief description of three theoretical approaches to multimodality are followed by the detailed discussion of social semiotics and systemic grammar as aspects of social semiotic multimodality (SSM) and multimodal discourse analysis (MDA) in second language learning with the analysis of few examples from published sources. The conclusion draws on implications for second language learning and teaching.

Key words: multimodality, social semiotics, meaning making, images, second language (SL), multimodal discourse analysis, systemic functional grammar

doi: <https://doi.org/10.2024/4e2prh73>

In their communication, people interact with each other for meaning making considering different modes of communication. In spoken interaction, these include gaze, gesture, posture, intonation during conversation, et cetera. In written communication, text performs as the primary source of interaction, though in text we can highlight the following modes as structure of the sentence, style of the written language, choice of words that make the message coherent and cohesive. All these modes culturally and socially bound to convey meaning appropriate in a relevant discourse (Martens, Martens, Doyle, Loomis & Aghalarov, 2012). Contemporary world calls on mastering skills in order to be able to interact with the multicultural community recognising multimodal tools and applying them appropriately in our interaction. In educational environment, teachers apply multimodal tools to enhance learners' knowledge of studying subject. For instance, drawings help learners to develop their reading and writing (North & Shelton, 2014; Pantaleo, 2015), graphs serve to support young mathematicians to solve problems (Ferrara, 2014), and diagrams with the description of photosynthesis enhance knowledge of future biologists (Jaipal, 2010). Second language (SL) teaching and learning does not stand aside of this line. With the rapid expansion of modern technology, current SL teaching has become complex with different modes which are supposed to serve learners in developing their SL, and further, communicative competence. For learners, it sets the task for mastering communicative skills with engagement of multimodal instruments for the purpose of successful communication. For teachers, there is a demand in utilisation of multimodal instruments into their teaching with the purpose of raising awareness of learners in how they can benefit from using multimodal tools in their SL development and competence. Prior to providing few

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examples of applicability of multimodal tools in SL environment, it is worth to define different theoretical approaches to multimodality.

Jewitt (2014, p. 33) defines three theoretical approaches to multimodality. Social semiotic multimodality (SSM) focuses on 'what choices people make' in order to communicate and construct meaning. Though, in Jewitt's SSM the emphasis is on context as he believes the context determines what resources are available for meaning making. Multimodal discourse analysis (MDA), as given by O'Halloran (2011), is based on Halliday's systemic functional grammar (Halliday, 2007) that viewed functionality of language within given discourse. Though, unlike SSM presented by Jewitt, MDA studies language in relation to other semiotic resources (here: images, gaze, gesture, postures), and how these interact with each other to contribute to meaning making (O'Halloran, 2011). Multimodal interactional analysis (MIA) is defined by Norris (2004, cited in Jewitt, 2014, p 37): 'multimodal interactional analysis set out to understand and describe what is going on in a given interaction'. So, in MIA the focus is on how people employ semiotic resources to convey meaning in their interaction. Having shortly described three theoretical approaches to multimodality, it is necessary to note all three consider context, language, interaction and semiosis, though each focuses specifically on one aspect. In our discussion we will focus on social semiotics and systemic functional grammar as aspects of SSM and MDA with further discussion of implications for SL learning and teaching.

Significant influence on multimodality was constituted by Halliday's representation of systemic functional grammar (SFG) (Halliday, 2007). Halliday describes three types of social meanings, or functions that are drawn on simultaneously in the use of language. These are ideational (what text is about), interpersonal (relation between participants), and textual (how the message is organised). As O'Halloran (2011) points Halliday's combination of three meanings presented in the text is used for readers for a complete construction of meaning. In Halliday's SFG linguistic text (written, or spoken) plays an important role. Semiotic resources of text (word, clause, sentence) represent society, context and culture. The text, though analysed from grammatical point of view, implies what meaning this choice of grammatical notions brings to the text. Moreover, it implies what is the function of the text presented through these grammatical attributes. Analysis of these choices, as given by Halliday, is suggested to reveal how message is conveyed through the text and how participants interact through these choices in a particular context. A vivid example of different newspaper headlines describing one and the same incident expresses how each newspaper positions itself from the political, social point of view. Their choice of words and expressions to put into the description of the political events provides us with how the newspapers present themselves, how they understand the incident, and how they prefer to convey their point of view to a wide audience. In 'Rhodesia Herald' 'A political clash has led to death and injury', and in 'Tanzanian Daily News' 'Rhodesia's white supremacist police...opened fire and killed thirteen unarmed African' phrases are used to describe the political event (Kress & Van Leeuwen, 2006, p. 2). The choice of words (death, injury, white, killed, unarmed African) defines how these newspapers represent their political views. Analysing these two phrases from grammatical point of view, it might be suggested that the choice of nouns (death, injury) implies 'Rhodesia Herald's position as a proponent of the then governmental policy, whereas, 'Tanzanian Daily News' presented events with the

use of the verb (kill) that implies the use of active subject (police) and the direct object (unarmed African), that describes their attitude as opposite to 'Rhodesia Herald's view.

Social semiotics has emerged from sociolinguistics which viewed language in the context of society. Sociolinguistics considered language to carry function in the specific society and how specific group of people worked with language to construct meaning. Social semiotics has been considered as study of signs in the given context. According to Morris (1938, cited in Schiffrin, 1994), semiosis considers three methods to study signs. Syntax studies the relation of signs to each other; semantics considers signs and their meaning, whereas, pragmatics studies signs and the users of signs, i.e. the receivers and senders of those signs and the social context in which the interaction takes place (Schiffrin, 1994). Kress and Van Leeuwen (2006) have developed this conception of signs to explain how images can be interpreted and analysed within the context. Here, their definition of reading images interrelates with the Halliday's SFG notions of ideational, interpersonal and intertextual meanings of the linguistic text. However, Kress argued that Halliday's focus on text considers only function of grammar in written text, even within the 'spoken text', hence other semiotic resources are left aside, which he considered as 'partial'. 'Partial' they are as SFG does not account the whole complex of the process taking place around the text. It concentrates on meaning, choice of words, functionality of words within text, and their analysis reveals the participants, their interrelations, their identities; whereas in social semiotics the analysis considers the whole spectrum of semiotic resources (visual, gestural, spatial). These all create rich context that supports participants in their meaning making and further in understanding the message conveyed (Kress, 2009). Despite this argument, in support of SFG, Ryan (2011) considers social semiotic approach in SL teaching to improve learners' reflective writing skills at higher educational level. Her assertion is based on the idea that explicit teaching of linguistic structures of reflection samples may scaffold students' learning process on writing, and further, raise their awareness on academic reflection. Consequently, we cannot completely agree with Kress' attribute (partial) in description of Halliday's SFG. At the same time, we cannot stand against comprehension of images applying Kress and Van Leeuwen's conception (2006), as they introduce new ways of understanding semiotic resources.

Early on, it was mentioned that modern technologies broadly integrated into education force learners and teachers to reconsider their view on teaching, particularly on SL learning and teaching. Current belief is that it is not enough to rely only on the linguistic patterns of the text that were long supposed to contribute to meaning making. Rather, Kress and Van Leeuwen's theory (2006) of other modes contributing to meaning making is being considered more and more in teaching (Moya Guijarro, 2011; Weninger & Kiss, 2013; Michelson & Alvares Valencia, 2016). Apparently, questions arise on how teachers and learners can benefit from modes in SL classroom, considering that SL learning environment has already become multimodal due to integration of computers, printed materials with pictures, as emphasised by Early, Kendrick and Potts (2015); taking into account that in their real-life learners face multimodal environment (Martens et al., 2012). Before going further into discussion of implications multimodality poses in SL teaching and learning environment, it is necessary to analyse few examples from published sources and find out whether

SL teaching and learning should be reconsidered from the perspectives of multimodality.

Martens et al. (2012) study children's ability to read through the images. They highlight that despite the fact that schools still prefer language and linguistics to play the central role in comprehensive development, picture books in reading classrooms serve to enhance reading and drawing skills. After, children are able to create their own artworks through which they interact with their peers due to their mastered ability to read images. So, ability to construct meaning through images, and ability to understand those meaning provides children with skills necessary for understanding the whole complexity of multimodal world. This study is supported by relatively recent study by Ranker (2014), who analyses the complexity of interaction in five-year-old children from the social semiotic prospective and multimodal analysis. Her study investigates how semiotic visual and gestural resources contribute to developing interaction between children, and further to construction of cohesive facts about animals in their writing task. Consequently, it could be said that children possess that ability to apply multimodal tools for meaning making. However in their study, Dely and Unsworth (2011) find out that image-text relations should be thoroughly and explicitly taught as students should be able to comprehend image-text relation that serve for meaning making. Dely and Unsworth (2011) claim that inefficient ability to understand image-text relations through 'concurrence' and 'complementarity' resulted in lower marks received by 8–10-year-old students in their assessment paper. 'Concurrence' and 'complementarity', according to Unsworth and Chan (2008, cited in Dely & Unsworth, 2011), are the types of relation between image and text, where 'concurrence' presents relation of one mode to elaborate on the meaning of the text or image without introduction of a new element; and 'complementarity' presents relation of one mode to elaborate on the meaning of image or text introducing additional, or new element. Explicit explanation of verbal elements with the relation to visual ones would help students to comprehend the complexity of images. And teachers, as Dely and Unsworth (2011) state, should not make their own assumption on the easiness of the images, but in opposite, draw students' attention on to the interrelation of image and text in creating new meanings.

Having briefly discussed few examples on application of multimodal tools in SL classroom, several implications for SL teaching can be developed. Multimodal tools, though complex in theory, increase learners' enhancement of SL. From one side, learners already possess unconscious knowledge of multimodal tools that supports their SL development, and skills required to read diverse semiotic resources in their communication. In SL environment, learners deploy this knowledge to interact with peers, teachers to construct meaning; to read images and analyse relations between images and text. However, in order to recognise the whole complexity of multimodality, learners should have explicit knowledge on the interrelation of multimodal resources for meaning making. In turn, this calls on teachers' reconsideration of their teaching methods with the engagement of multimodality as a part of their teaching process. Therefore, teachers should provide learners with explanation and interpretation of image-text relations to ease learners' understanding of images and written text (Dely & Unsworth, 2011); carefully scaffold learners to improve their writing skills (Ryan, 2011). Although, this seems questionable, as Ajayi (2012), Pantaleo (2015) state

teachers themselves should have appropriate training to understand the whole complexity of multimodal resources and its contribution to meaning making; or rather they would themselves benefit from the in-depth comprehension of interrelation of linguistic texts and images before guiding their students to multimodality in their SL teaching.

Since multimodality has abruptly expanded within SL teaching, further research is needed to investigate how multimodality can better contribute to SL teaching engaging learners into learning process and developing their language skills. This will help teachers to gain insight knowledge of multimodality from one hand. From the other hand, this will support teachers to develop their learners' understanding of multimodal resources in learning SL. Further, the ability to comprehend multimodality will support learners to expand their understanding of multicultural real world that may increase their chances for appropriate multimodal communication.

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LINGUOCULTURAL ANALYSIS OF PROVERBS ABOUT FRIENDSHIP IN UZBEK AND ENGLISH LANGUAGES

Z. Sayitkulova ¹

Abstract:

This article describes the culture specific to the nations by examining the paremiological layer of the Uzbek and English languages. Proverbs about friendship in both languages are analyzed in it from a linguocultural point of view. National-cultural lexemes expressing the concept of friendship were compared through their equivalents in English and Uzbek languages. It is shown that they have different structures in terms of semantic, pragmatic and stylistic aspects.

Key words: friendship, proverb, linguacultural, national features

doi: <https://doi.org/10.2024/2mavnb75>

It is known that national events, cultural points in the language are manifested in its paremiological layer. As a part of the paremiological layer, proverbs serve to describe, define and express the culture specific to peoples. They have come down to us over the centuries, as every nation has manifested its own life experience and wisdom. Friendship and loyalty are among the greatest values in every nation. In some sources, true friendship is equated with family, and in others, it is emphasized that true friends are better than siblings. Naturally, such thoughts did not appear in humanity today, they were formed, polished and reached us for many years, even centuries, on the basis of various experiences and experiences in different nations and societies. Below, based on the topic of our work, we will consider some of the proverbs about friendship in Uzbek and English languages, which show linguistic, cultural and pragmatic features of their own nation, national realities.

Do'stsiz boshim, tuzsiz oshim. In this case, unfriendliness is equated to pilaf, the Uzbek national dish without salt. The reason is that pilaf cannot be eaten with salt, which can be eaten with other dishes. If we translate it in the form of "My head without friend - my food without salt", we are far from its original meaning. Although it is not used in the proverb instead of the word food, it is possible to get closer to its original meaning by using the lexeme pilaf, which is considered an Uzbek national reality.

Mard kurashda bilinar, do'st tashvishda. The lexeme of kurash in the proverb represents the Uzbek national sport, and it is a contest of brave men that tests the strength of all limbs. Kurash is formed among the Uzbek nation and has its own rules. In translation, the word kurash cannot be replaced by the word sport. Proverb means in English: A brave man is tested in kurash (type of sport), a friend in trouble.

Sipohiydan oshnang bo'ladi, yoningda boltang bo'ladi. The word sipohi also refers to the Uzbek culture and represents a type of soldier who always carries

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an ax, a sword, a spear and a bow. They were selected from among the local people. The proverbial word *oshna* is a colloquial synonym of the word *friend*. We can translate the proverb in English as "If your friend is a *sipohi* (soldier), you should carry an axe". Substituting the word "soldier" for "*sipohi*" does not convey the original meaning of the proverb. From this point we will continue the discussion in English proverbs.

"Friends are made in wine and proven in tears" the word *wine* is compared to the product that lasts for a long time in good condition, the quality does not deteriorate as it stands, but instead improves, friendship is strengthened over the years. The phrase in tears in the proverb is used as a metonymy, that is, through tears, which are a part of a person, it describes his whole mental state. A literal translation of this proverb takes it away from its original meaning. It corresponds to the Uzbek proverb "*Do'st kulfatda sinalar*". Wine lexeme is not found in Uzbek proverbs because it is not educationally and religiously compatible with Uzbek national culture. This lexeme can be found many times in English proverbs: *Old wine and old friend best*. As an Uzbek equivalent of this proverb, we can take the proverb "*Qadim do'stlik zanglamas*". A friend in court is better than a penny in purse, meaning that friends are better than money, the lexeme *penny* in this proverb refers to a type of currency related to English culture. Comparison of friendship with wealth, or that it is more valuable than money, is found in both language cultures: *Yuz so'm puling bo'lguncha, yuzta do'sting bo'lsin*. (As long as you have a hundred sums of money, you should have a hundred friends).

It is good to have some friends both in heaven and hell – the presence of the religious words *heaven* and *hell*, which have a semantic contrast, further increases the pragmatic weight of the proverb and its expressiveness and impact. The meaning of the proverb is that friends stick together in good times and bad times. We can cite the Uzbek proverbs "*Do'st bo'lsang yonimda tur*" or "*Do'sting yoningda bo'lsa, ishing oson bitadi*" as its equivalent. The Uzbek version of the proverb has a simple structure and literal meaning. In the Uzbek language, there is a wise saying "*Yaxshi do'st jannatga, yomon do'st do'zaxga yetaklaydi*" (A good friend leads to heaven, a bad friend leads to hell) that connects friendship with heaven and hell.

Subjective relationships in proverbs originate from the traditions and worldviews of each nation. The differences between their worldviews are shown through proverbs frequently used in the speech of the representatives of the two nationalities. The expression "*fake friend*" is widely used in English friendship and is one of the most hated concepts. For example, the proverb "*One fake friend can do more damage than five enemies*" corresponds to the Uzbek proverb "*Dushman do'st orasidan chiqar*" (Put an enemy out of a friend). Due to the punctual nature of the English, we can see the numbers in the proverb. In the Uzbek mentality, when a friend's betrayal hurts a person's tongue, he is not called a false friend, sometimes he is forgiven out of modesty, simply trust is lost. "*Dushmanlarim tosh otdi, parvo qilmadim. Do'stlarim otgan guldan boshim yorildi*" (My enemies threw stones, I didn't care. My head burst from the flowers thrown by my friends). So, in friendship relations, Uzbeks, unlike the English, pay more attention to the enemy than to the fake friend.

It is understood that the structure of Uzbek and English proverbs describing the culture of the nation differs from each other in terms of semantics, pragmatics and stylistics. Their synonymous or antonymous relationship to each

other cannot be considered absolute. They are chosen according to the context and sometimes their meanings can change. The frequent use of proverbs not only makes the speech fluent, but also expresses the attitude of society to social processes and the content of people's objections to human concepts.

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FEATURES OF W. FAULKNER'S STYLE. STREAM OF CONSCIOUSNESS

*T. Suleymanov*¹

Abstract:

The article provides detailed information on W. Faulkner's Literary Style with deep diving to stream of consciousness. It also discusses literary critics' opinion on W. Faulkner's Literary Style and works.

Key words: stream of consciousness, modernism, syntax, narration, internal monologue, trope

doi: <https://doi.org/10.2024/sny0e243>

Since this article is based on a taxonomy of theoretical scientific principles of psychophysiology, cultural studies and literary studies, it is impossible to claim heuristic and independent presentation of long-existing facts. In view of this, all of the following material is essentially determined by direct or indirect citation from reference literature, as indicated by footnotes.

In literature, modernism replaced the classical novel. Instead of a biography, the reader began to be offered literary interpretations of various philosophical, psychological and historical concepts, and a style called "stream of consciousness" appeared, characterized by deep penetration into the inner world of the heroes. Philosophers who influenced modernist writers were Friedrich Nietzsche, Henri Bergson, William James, and others. Sigmund Freud and Carl Jung were also strong influencers.

The definition of "stream of consciousness" dates back to psychology, but it has spread widely in literature. As reference materials testify, "the stream of consciousness is a technique in the literature of the 20th century, predominantly of the modernist direction, directly reproducing mental life, experiences, associations, claiming to directly reproduce the mental life of consciousness through the cohesion of all of the above, as well as often non-linearity and broken syntax" [1].

As literary historians of the issue testify, the term "stream of consciousness" belongs to the American idealist philosopher William James: consciousness is a stream, a river in which thoughts, sensations, memories, sudden associations constantly interrupt each other and are intricately, "illogically" intertwined. "Stream of consciousness" often represents an extreme degree, an extreme form of "internal monologue"; objective connections with the real environment are often difficult to restore [1].

Stream of consciousness creates the impression that the reader is eavesdropping on his experience in the minds of the characters, which gives him direct intimate access to their thoughts. Also includes the representation in written text of that which is neither purely verbal nor purely textual.

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The author is interested in publishing the imaginary inner lives of his fictional characters for the reader to understand, which is usually impossible in real life.

This is achieved mainly in two ways - narration and quotation, internal monologue. At the same time, sensations, experiences, associations often interrupt and intertwine each other, just as it happens in a dream, which is often what our life actually is, according to the author - after waking up from sleep, we are still sleeping.

W. Faulkner's depiction of the stream of consciousness is the reproduction of the inner life of a mentally disabled hero with the construction of language characteristic of his mental state, in some cases devoid of cause-and-effect relationships and corresponding punctuation in the text. Thus, the stream of consciousness of each W. Faulkner character is colored by the tragedy of their existence. In artistic terms, this is expressed in a specific depiction of time: the inevitable sequence of chronological time, its discreteness evokes the heroes' worldview a feeling of the irreversibility of the actions taken and their own fatality. As Faulkner scholar R. Humphrey notes, the main feature of Faulkner's stream of consciousness is the reproduction of "the futile attempts of the mind to isolate the individual from a reality that is collapsing" [2]. In the novel "The Sound and the Fury" the author, on the one hand, depicts the ahistorical development of Quentin's stream of consciousness, on the other hand, emphasizes that the hero is not able to survive the tragic events of the past and constructively rethink them. And the symbol of the clock constantly reminds of the merciless passage of time and is associated in Quentin's mind with death. In contrast to the internal monologue of the mentally retarded Benji, in the case of Quentin the author reproduces the discourse of an intellectually developed person with a complex mental organization. Otherwise, the writer conveys the stream of consciousness of Jason, who is portrayed as a rationalistic, pragmatic and mercantile person [1].

According to reference sources, in 1925 Faulkner met writer Sherwood Anderson in New Orleans. He recommended that Faulkner pay more attention to prose rather than poetry, and advised him to write about what Faulkner knew best - about the American South, about one tiny piece of this land "the size of a postage stamp."

Soon a new county appeared in Mississippi - Yoknapatawpha, fictional by Faulkner, where much of his work would take place. Together they make up the Yoknapatawpha saga - the history of the American South from the arrival of the first white settlers on Indian lands to the mid-twentieth century. The Civil War (1861 - 1865) occupies a special place in it in which the southerners were defeated. The heroes of the saga were representatives of several families - Sartoris, de Spain, Compson, Snopes, as well as other residents of Yoknapatawpha. Moving from work to work, they become old acquaintances, real people, about whose lives you learn something new every time. The first novel in the saga was Sartoris, which depicts the decline of Mississippi's slave-owning aristocracy following the social upheaval of the Civil War.

Only the award of the Nobel Prize in Literature in 1949 (for "a significant and artistically unique contribution to the development of the modern American novel") brought Faulkner, whose work had long been beloved in Europe, recognition at home. In 2009, the panel of the US Southern literary journal Oxford American called "Absalom, Absalom!" the best southern novel of all time.

Faulkner became the founder of the modernist short story. You can start reading this genre either from the middle or from the end: anyway, the author usually violates the chronology of events, guided in the logic of the narrative by his (or the narrator's) memories, associations and dreams. "Modernism offers us difficult art. There is no malicious intent in this by the artist who wants to confuse the viewer. The area of interest of artists has shifted from reality to methods of reality, representation, manifestation, construction" [3].

Realizing the complexity, variability and incomprehensibility of the reality of the twentieth century, writers consciously began to use another technique: they began to saturate their narratives with references to well-known classical myths or create their own, thus setting "milestones for interpretation" designed to create guidelines for reader.

Sensory images play an important role in the embodiment of the stream of consciousness in the works of W. Faulkner. After all, his heroes are capable of imagination, and their sensory images sometimes cannot be called ordinary sensory images, since they contain an excess of emotions, internal strength and weakness, worries and doubts. They contain the past, future, and present of the heroes. As you know, auditory and visual impressions, as well as gustatory, tactile and olfactory sensations are very difficult to convey in written language. To enhance expressiveness and for a more detailed and complete reflection of them, the author uses tropes. A trope is a word or expression used in a figurative sense [4]. For poetics, a trope is, first of all, a visual means, a tool for semantic synthesis of meaning.

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THE LINGUISTIC-STYLISTIC ANALYSES OF THE IDIOMATIC EXPRESSIONS WITH THE WORD 'HEART'

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Abstract:

This article presents a comprehensive linguistic-stylistic analysis of five idiomatic expressions commonly used in English. Through detailed examination, the study aims to elucidate the linguistic features, stylistic elements, and contextual usage of these idioms, shedding light on their metaphorical richness, rhetorical power, and cultural significance.

Key words: idiom, metaphor, connotations, cultural significance, competitive context, metaphorical expression, metaphorical gesture

doi: <https://doi.org/10.2024/kzm8cw45>

A general fact about English idiomatic expressions is that they play a significant role in everyday communication, enriching language with vivid imagery, cultural nuances, and nuanced meanings. These expressions often reflect historical, social, and cultural contexts, contributing to the richness and diversity of the English language. Furthermore, idiomatic expressions are not always easily translatable word-for-word, highlighting the importance of cultural and linguistic fluency for effective communication.

In the book "A Dictionary of English Idioms" by Martin H. Manser a full definition has been included. This book provides comprehensive definitions and explanations of idiomatic expressions commonly used in English. Alternatively, "Oxford Dictionary of English Idioms" by John Ayto is another reputable source that provides detailed definitions and examples of idiomatic expressions. Both of these books are widely recognized and authoritative references in the field of English idioms.

"An idiomatic expression" is a phrase or saying that has a meaning different from the literal interpretation of its individual words. These expressions are specific to a language or culture and are often used in everyday language to convey a particular message or idea in a concise and figurative manner. Idiomatic expressions can add color, depth, and nuance to communication, and they are commonly understood by native speakers of a language. They may arise from historical, cultural, or metaphorical contexts and can be used in various contexts, including informal conversations, literature, and other forms of communication.

For analyzing some most commonly used idiomatic expressions, we should define the terms 'linguistic' and "stylistic" analyses. A comprehensive explanation of linguistic analysis can be found in the book "An Introduction to Language" by Victoria Fromkin, Robert Rodman, and Nina Hyams. This widely used textbook covers various aspects of linguistics, including phonetics, phonology, morphology, syntax, semantics, and pragmatics, providing a

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thorough introduction to the field of language study. The well-known linguist Jean-Jacques Lecercle published a short but damning critique of the aims, methods and rationale of contemporary stylistics. His attack on the discipline, and by implication the entire endeavour of the present book, was uncompromising. According to Lecercle. Nobody has ever really known what the term "stylistics" means, and in any case, hardly anyone seems to care (Lecercle 1993: 14). 'Stylistics is ailing; it is 'on the wane'; and its heyday, alongside that of structuralism, has faded to but a distant memory. More alarming again, few university students are eager to declare an intention to do research in stylistics', says Paul Simpson in his book 'Stylistics: A Resource Book for Students'.

The term "Linguistic-stylistic analyses," refers to the study or analyses of language and style. It combines elements of linguistics, which deals with the scientific study of language, and stylistics, which focuses on analyzing the style and literary effects of language use. So, when we refer to the analyses of a language and a style, "linguistic-stylistic" would be an appropriate term. "Linguistic analysis" refers to the systematic examination and study of language structure, usage, and meaning. It involves breaking down language into its constituent parts, such as phonetics, phonology, morphology, syntax, semantics, and pragmatics, in order to understand how language functions and how meaning is conveyed. For this research, idiomatic expressions have been chosen to analyze fully according to the rules of linguistic-stylistic analyses.

Here are some idiomatic expressions with the word 'heart,' along with samples:

1. Heart of gold: Refers to someone who is kind and generous. Example: "Despite his tough exterior, John has a heart of gold and is always willing to help others in need."

2. Eat your heart out: Used to express triumph or satisfaction, often in a competitive context. Example: "We won the championship again! Eat your heart out, rivals!"

3. Cross my heart: A promise to tell the truth or keep a promise. Example: "I promise to be there on time, cross my heart."

4. Follow your heart: Encouragement to make decisions based on one's emotions or desires. Example: "She decided to follow her heart and pursue her passion for painting."

5. Wear your heart on your sleeve: To openly display one's emotions or feelings. Example: "Unlike his reserved colleagues, Sarah wears her heart on her sleeve, always expressing how she feels."

6. Break someone's heart: To cause someone great emotional pain or sadness. Example: "It broke her heart when she found out her best friend had betrayed her trust."

7. Win someone's heart: To gain someone's affection or love. Example: "He won her heart with his sincerity and thoughtfulness."

8. Lose heart: To become discouraged or disheartened.

Example: "Despite facing numerous setbacks, she refused to lose heart and kept pursuing her dreams."

9. From the bottom of my heart: Sincere or deeply felt gratitude or affection.

Example: "Thank you from the bottom of my heart for all your help during my time of need."

10. Have a change of heart: To change one's opinion or feelings about something. Example: "At first, she was hesitant about the idea, but after hearing more about it, she had a change of heart."

These examples should help illustrate how each idiom is used in context. Here are some of those idiomatic expressions with the word 'heart,' along with samples and studies or analyses of language and style.

1. Heart of gold: Refers to someone who is kind and generous.

Example: "Despite his tough exterior, John has a heart of gold and is always willing to help others in need."

A comprehensive linguistic-stylistic analyses of the expression "heart of gold" involves examining its linguistic features, stylistic elements, and contextual usage.

Linguistic Features:

- Lexical Choice: The phrase "heart of gold" combines the concrete image of a heart with the abstract qualities of gold, evoking the idea of purity, value, and goodness.

- Metaphorical Expression: The metaphor suggests that the person possesses exceptionally kind and generous qualities, emphasizing the inherent goodness of their character.

- Collocation: The collocation "heart of gold" is a fixed expression where the words "heart" and "gold" are conventionally paired to convey the intended meaning.

Stylistic Elements:

- Figurative Language: The metaphorical use of "heart of gold" adds figurative depth to the description, creating a vivid and memorable image of the person's character.

- Contrast: The contrast between the tough exterior and the kind-hearted nature of John adds rhetorical emphasis, highlighting the unexpected or hidden aspect of his personality.

- Emotive Language: The expression "heart of gold" carries positive connotations and elicits an emotional response from the reader, reinforcing the idea of John's inherent goodness.

Contextual Usage:

- Narrative Context: The example sentence provides a narrative context by describing John's character traits within a specific situation.

- Characterization: The expression is used to characterize John as a compassionate and altruistic individual, despite any outward appearances or initial impressions.

- Social Commentary: The usage of "heart of gold" reflects societal values of kindness, generosity, and empathy, suggesting admiration for individuals who possess such qualities.

2. Eat your heart out: Used to express triumph or satisfaction, often in a competitive context.

Example: "We won the championship again! Eat your heart out, rivals!"

A "linguistic-stylistic" analyses of the expression "Eat your heart out" involves examining its linguistic features, stylistic elements, and contextual usage. Linguistic Features:

- Imperative Structure: The imperative "Eat your heart out" commands or challenges someone to feel envy or jealousy.

- Metaphorical Expression: The metaphor suggests consuming or experiencing strong emotions, particularly negative ones like envy or jealousy.

- Idiomatic Usage: The phrase "Eat your heart out" is idiomatic, meaning its literal interpretation does not convey its intended meaning. Instead, it has a fixed meaning within the English language.

Stylistic Elements:

- Figurative Language: The figurative use of "Eat your heart out" adds rhetorical flair and dramatic effect to the expression, emphasizing the speaker's triumph or satisfaction.

- Rhetorical Device: The expression serves as a rhetorical device to assert dominance, superiority, or confidence over rivals.

- Connotation: The phrase carries connotations of victory, boasting, and superiority, reflecting a sense of pride or accomplishment.

Contextual Usage:

- Social Context: The expression is used within a competitive context, such as winning a championship, to taunt or challenge rivals.

- Emotional Tone: The example sentence conveys a triumphant or celebratory tone, celebrating the speaker's success while implicitly mocking their rivals.

- Intended Effect: The expression is intended to provoke envy or jealousy in the rivals while asserting the speaker's superiority or dominance in the situation.

3. Cross my heart: A promise to tell the truth or keep a promise.

Example: "I promise to be there on time, cross my heart."

A "linguistic-stylistic" analyses of the expression "Cross my heart" involves examining its linguistic features, stylistic elements, and contextual usage. Linguistic Features:

- Imperative Structure: The imperative "Cross my heart" is used to affirm the sincerity or truthfulness of a statement or promise.

- Metaphorical Expression: The metaphorical gesture of crossing one's heart implies a symbolic act of guaranteeing honesty or reliability.

- Idiomatic Usage: The phrase "Cross my heart" is idiomatic, conveying a sense of assurance or commitment beyond its literal meaning.

Stylistic Elements:

- Figurative Language: The figurative use of "Cross my heart" adds rhetorical emphasis and sincerity to the statement or promise.

- Rhetorical Device: The expression serves as a rhetorical device to strengthen the credibility of the speaker's words, emphasizing trustworthiness or reliability.

- Connotation: The phrase carries connotations of honesty, integrity, and earnestness, reflecting a genuine intention to keep a promise or tell the truth.

Contextual Usage:

- Social Context: The expression is commonly used in informal or interpersonal communication settings to reassure or convince others of one's sincerity.

- Emotional Tone: The example sentence conveys a sincere and earnest tone, indicating a genuine commitment to fulfill the promise.

- Intended Effect: The expression is intended to instill confidence and trust in the listener, reassuring them of the speaker's honesty and reliability.

4. Follow your heart: Encouragement to make decisions based on one's emotions or desires.

Example: "She decided to follow her heart and pursue her passion for painting."

A "linguistic-stylistic" analyses of the expression "Follow your heart" involves examining its linguistic features, stylistic elements, and contextual usage. Linguistic Features:

- Imperative Structure: The imperative "Follow your heart" is a directive or encouragement to prioritize one's emotions or desires when making decisions.
- Metaphorical Expression: The metaphorical use of "heart" represents emotions, desires, or intuition, implying that these aspects should guide decision-making.
- Idiomatic Usage: The phrase "Follow your heart" is idiomatic, conveying a specific cultural or societal belief about the importance of intuition or emotional authenticity.

Stylistic Elements:

- Figurative Language: The figurative use of "Follow your heart" adds rhetorical depth and emotional resonance to the advice, emphasizing personal authenticity and fulfillment.
- Rhetorical Device: The expression serves as a rhetorical device to encourage individual autonomy, self-expression, and personal growth.
- Connotation: The phrase carries connotations of courage, authenticity, and self-discovery, reflecting a belief in the value of following one's true desires or passions.

Contextual Usage:

- Social Context: The expression is often used in motivational or inspirational contexts to advise individuals to trust their instincts and pursue their dreams.
- Emotional Tone: The example sentence conveys a hopeful and empowering tone, highlighting the protagonist's decision to pursue her passion despite potential challenges.
- Intended Effect: The expression is intended to inspire confidence and self-assurance, encouraging individuals to embrace their true selves and pursue their aspirations.

In conclusion, the linguistic-stylistic analyses presented in this article have shed light on the intricate nature of idiomatic expressions in the English language. These analyses have revealed the metaphorical richness, rhetorical power, and cultural significance embedded within idiomatic expressions, showcasing their ability to convey complex meanings with economy and vividness. Moreover, by delving into the nuances of these expressions, we have gained a deeper understanding of how language and style intersect to shape communication and perception.

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STYLISTIC PECULIARITIES OF LITERARY TEXT IN CREATIVE WORKS OF BERNARD SHAW

*T. Tagayeva*¹, *Sh. Amanova*²

Abstract:

George Bernard Shaw, renowned for his wit, satire, and keen observation of society, stands as one of the most influential playwrights and essayists of the late 19th and early 20th centuries. This article delves into the stylistic peculiarities evident in Shaw's literary texts, examining his use of language, dialogue, characterization, and thematic motifs. Shaw's distinctive style, characterized by sharp wit, provocative dialogue, and socio-political commentary, not only revolutionized the theatrical landscape but also left an indelible mark on the literary world. Through an analysis of selected works, including "Pygmalion," "Mrs. Warren's Profession," and "Man and Superman," this paper explores the nuances of Shaw's literary craftsmanship, shedding light on the enduring relevance of his artistic legacy.

Key words: stylistic peculiarities, literary text, dialogue, social commentary

doi: <https://doi.org/10.2024/gfz2vv56>

Introduction

George Bernard Shaw, a luminary of the literary and theatrical world, transcended the boundaries of his time with his innovative approach to storytelling and his incisive commentary on society. Born in 1856, Shaw's literary career spanned over six decades, during which he penned numerous plays, essays, and critiques that challenged conventional norms and provoked critical thought. Shaw's enduring legacy lies not only in his prolific output but also in the stylistic peculiarities that define his creative works.

Shaw's literary texts, characterized by sharp wit, provocative dialogue, and astute social observation, continue to captivate audiences and inspire scholars to delve deeper into their complexities. This article aims to explore the distinctive stylistic features evident in Shaw's creative works, shedding light on the nuances of his craftsmanship and the enduring relevance of his artistic vision.

From his seminal play "Pygmalion," [1] which explores themes of class, identity, and transformation, to the biting social satire of "Mrs. Warren's Profession" [2] and the philosophical depth of "Man and Superman," [3] Shaw's oeuvre traverses a wide spectrum of human experience and societal concerns. Through an analysis of selected works, we will unravel the intricacies of Shaw's language, dialogue, characterization, and thematic motifs, seeking to understand the profound impact of his literary legacy.

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As we embark on this exploration of Shaw's stylistic peculiarities, we are invited to engage with the timeless questions and universal truths that animate his works. Shaw's writings serve as a mirror to society, reflecting its virtues and vices with unflinching honesty and irrepressible wit [4]. By examining the distinctiveness of Shaw's literary texts, we gain deeper insight into the complexities of human nature, the dynamics of social interaction, and the enduring quest for meaning and justice in an ever-changing world.

A hallmark of George Bernard Shaw's literary style lies in his masterful command of language and his ability to craft dynamic and thought-provoking dialogue [5]. Shaw's use of language is marked by its precision, economy, and versatility, allowing him to convey complex ideas with clarity and impact. His dialogue, in particular, serves as a vehicle for social critique, philosophical inquiry, and character development, imbuing his works with depth and resonance.

Shaw's characters engage in lively and often contentious exchanges, characterized by wit, irony, and rhetorical flourish. Dialogue in Shaw's plays is not merely a means of advancing the plot but a central component of the dramatic action, revealing the motivations, conflicts, and aspirations of the characters. Shaw's characters speak with distinct voices, reflecting their personalities, social backgrounds, and ideological perspectives. From the erudite repartee of Henry Higgins in "Pygmalion" to the impassioned pleas of Mrs. Warren in "Mrs. Warren's Profession," Shaw's characters come to life through their dialogue, challenging the audience to grapple with complex moral and social dilemmas.

Moreover, Shaw's dialogue is imbued with layers of meaning and subtext, inviting audiences to read between the lines and discern the deeper implications of the characters' words and actions [6]. His plays often feature extended debates and intellectual sparring matches, in which characters articulate conflicting viewpoints and engage in dialectical exchanges. Through these dialogic encounters, Shaw encourages audiences to question prevailing assumptions, challenge established norms, and consider alternative perspectives.

In addition to its thematic richness, Shaw's dialogue is notable for its linguistic innovation and experimentalism. Shaw was a pioneer in the use of phonetic spelling and dialect representation, seeking to capture the rhythms and cadences of everyday speech [7]. In "Pygmalion," for instance, Shaw employs phonetic transcription to vividly depict the accents and idiosyncrasies of the characters' speech, thereby highlighting the social and linguistic divisions that shape their interactions.

Overall, Shaw's language and dialogue exemplify his commitment to artistic innovation, intellectual engagement, and social relevance. Through his meticulous attention to language and his skillful manipulation of dialogue, Shaw invites audiences to participate in a dynamic exchange of ideas, emotions, and perspectives, fostering a deeper appreciation for the complexities of human communication and the enduring power of the spoken word.

George Bernard Shaw's approach to characterization in his literary works is characterized by depth, complexity, and a departure from traditional dramatic archetypes. Rather than relying on simple binaries of hero and villain, Shaw's characters are multifaceted individuals whose motivations, conflicts, and moral ambiguities reflect the nuances of human experience.

Shaw's characters often defy easy categorization, challenging audiences to reconsider their preconceptions and assumptions. In "Pygmalion," for example, the protagonist Henry Higgins is a brilliant but arrogant phonetics professor whose efforts to transform Eliza Doolittle's speech and manners raise questions about power, agency, and social class. Similarly, Eliza herself undergoes a profound transformation throughout the play, evolving from a Cockney flower girl into a self-assured and independent woman who asserts her own identity and agency.

Moreover, Shaw's characters are imbued with psychological depth and complexity, making them compelling and relatable to audiences. Rather than being mere vehicles for advancing the plot, Shaw's characters possess inner lives, desires, and contradictions that shape their actions and interactions. In "Mrs. Warren's Profession," for instance, the titular character is portrayed not as a one-dimensional villain but as a complex woman who grapples with the ethical implications of her choices and the societal constraints that have shaped her life.

Furthermore, Shaw's characters often serve as mouthpieces for his own ideological and philosophical beliefs, engaging in spirited debates and intellectual exchanges that illuminate the central themes of his plays. Whether discussing socialism, feminism, or the nature of morality, Shaw's characters embody a range of perspectives and worldviews, challenging audiences to consider alternative ways of thinking and living.

In addition to their psychological depth and ideological significance, Shaw's characters are also distinguished by their vividness and authenticity. Shaw was known for his keen powers of observation and his ability to capture the idiosyncrasies of human behavior with precision and wit. From the pompous posturing of Alfred Doolittle in "Pygmalion" to the earnest idealism of John Tanner in "Man and Superman," Shaw's characters are rendered with a richness and vitality that bring them to life on the stage.

Overall, Shaw's approach to characterization reflects his commitment to realism, complexity, and intellectual engagement. By creating characters who are morally ambiguous, psychologically nuanced, and ideologically diverse, Shaw challenges audiences to confront the complexities of human nature and the ambiguities of social life, thereby fostering a deeper understanding of the human condition.

George Bernard Shaw's creative works are replete with thematic motifs that reflect his keen interest in social justice, human agency, and the complexities of the human condition. Through his plays, essays, and critiques, Shaw grappled with a wide range of issues, from class struggle and gender equality to the nature of morality and the pursuit of self-realization. His thematic motifs serve as a lens through which he explores the fundamental questions of existence and challenges prevailing ideologies and norms.

One of the central thematic motifs in Shaw's work is the tension between individual autonomy and societal constraints. Shaw was deeply concerned with the ways in which social institutions, such as class, gender, and religion, shape and limit individual freedom. In plays like "Pygmalion" and "Mrs. Warren's Profession," Shaw interrogates the impact of social hierarchy and economic exploitation on the lives of ordinary people, highlighting the ways in which systemic injustices perpetuate inequality and undermine human dignity.

Moreover, Shaw's works frequently explore the theme of moral ambiguity and the complexities of ethical decision-making. Rather than presenting clear-

cut moral binaries, Shaw's characters grapple with ethical dilemmas and conflicting imperatives, forcing audiences to confront the ambiguities of right and wrong. In "Man and Superman," for example, the protagonist John Tanner wrestles with the question of whether to embrace his individual desires or adhere to society's expectations, ultimately questioning the very notion of moral responsibility.

Furthermore, Shaw's thematic motifs often reflect his commitment to social reform and progressive change. Throughout his career, Shaw advocated for a more equitable and compassionate society, challenging entrenched power structures and advocating for the rights of the marginalized and oppressed. In plays like "Major Barbara" and "The Doctor's Dilemma," Shaw confronts issues such as poverty, healthcare, and the ethical responsibilities of the privileged, urging audiences to confront the social injustices that persist in their own communities.

In addition to these overarching thematic motifs, Shaw's works are characterized by a rich tapestry of secondary themes and motifs, including the nature of art and creativity, the role of education in shaping identity, and the pursuit of meaning and fulfillment in a chaotic world. Through his exploration of these themes, Shaw invites audiences to engage with the complexities of human experience and to consider alternative ways of living and thinking.

In conclusion, the thematic motifs in George Bernard Shaw's creative works reflect his deep engagement with the pressing social, moral, and existential questions of his time. Through his plays, essays, and critiques, Shaw challenged audiences to confront their own assumptions and prejudices, urging them to imagine a more just and compassionate world. As we revisit Shaw's works today, his thematic motifs continue to resonate, inviting us to grapple with the enduring dilemmas of human existence and to strive for a more equitable and humane society.

Conclusion

In conclusion, the creative works of George Bernard Shaw stand as enduring testaments to his literary genius, intellectual acumen, and unwavering commitment to social justice. Throughout his career, Shaw employed a distinctive blend of sharp wit, incisive social commentary, and philosophical depth to interrogate the complexities of human nature and the dynamics of society. His plays, essays, and critiques not only entertained audiences but also challenged prevailing norms and ideologies, provoking critical thought and inspiring social change.

Through an analysis of Shaw's stylistic peculiarities, including his mastery of language and dialogue, his nuanced characterization, and his exploration of thematic motifs, we gain deeper insight into the enduring relevance of his artistic legacy. Shaw's language, characterized by its precision, economy, and versatility, served as a powerful tool for conveying complex ideas and engaging audiences in a dynamic exchange of perspectives. His characters, rich in psychological depth and moral complexity, challenged audiences to reconsider their preconceptions and confront the ambiguities of human existence. And his thematic motifs, ranging from the tension between individual autonomy and societal constraints to the pursuit of social justice and moral responsibility, continue to resonate with audiences today, inviting us to reflect on our own values and beliefs.

As we revisit Shaw's creative works, we are reminded of the enduring power of art to provoke thought, inspire action, and foster empathy. Shaw's legacy serves as a beacon for future generations of artists, writers, and activists, urging them to use their talents and platforms to challenge injustice, promote equality, and envision a more just and compassionate world. In this way, Shaw's creative works continue to serve as a testament to the transformative potential of literature and the enduring relevance of his artistic vision.

In the words of Shaw himself, "Life isn't about finding yourself. Life is about creating yourself." Through his creative works, Shaw invites us to embark on a journey of self-discovery and self-creation, challenging us to imagine new possibilities and to strive for a better world for all. As we celebrate Shaw's legacy, let us also heed his call to action and continue the work of building a more just, equitable, and compassionate society for generations to come.

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FORMATION OF COMMUNICATIVE COMPETENCES AT DIFFERENT LEVELS OF EDUCATION

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Abstract:

Innovations introduced into the continuous education system create the need for methodical, pedagogic-psychologically analytical study of the problem of formation of cognitive competences in students along with knowledge, skills, qualifications.

Key words: communication, CLT (Communicative Language Teaching), teaching approaches, simulation method, language learning activities

doi: <https://doi.org/10.2024/zcmq7h94>

Introduction

This need requires identifying the didactic factors of introducing a modern approach to the teaching process, improving the methodical system by integrating multimedia educational tools, pedagogical technology and electronic learning environment. Pedagogical-psychological foundations of developing electronic tools based on a modern approach in improving the educational process, requirements and structural structure of information resources, content of multimedia electronic educational resources, methods of use, formation of cognitive competencies of students through the use of media educational resources methodology is important. Based on modern approaches, didactic requirements for the development of textbooks and educational manuals, e-learning resources corresponding to the content of education were studied.

Methods

At the moment, many people are trying to improve their English language by studying different approaches to the English language. This process involves learning English in a variety of ways, including travel, study abroad, media, and the Internet. The overwhelming demand for English has created a great need for quality language education. Hence, the way teachers teach and organize the content which is beneficial to simulate is the most significant of all. Today, modern teachers who teach language students have developed a method of teaching with techniques that develop speech through scaffolding problems. This article deals with one of the methods of teaching English - the communicative approach of the language. This article focuses on the study of the effectiveness of using teaching methods in English classes. Because it can improve students' understanding of the language. In addition, learning to communicate allows students to become more confident in communicating with other people, and they enjoy speaking more. There is detailed information about the relevance of learning English, the role of the teacher. In language learning, the main

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components of learning communication and related language learning activities are mainly based on communication.

Results

Communicative language teaching (CLT), or the communicative approach, is an approach to language teaching that emphasizes interaction as both the means and end goal of learning. Language learners learn and practice the target language in an environment that uses CLT techniques by interacting with each other and with the teacher, studying and using "authentic texts" (in a natural state of language learning). Students working as autonomous language learners both in class and outside of class is effective in developing communication. This method also encourages students to integrate their own experiences into the language learning environment and focuses on experience in addition to learning the relevant language. Today, language learning has taken on a new meaning; learning a foreign language seemed difficult before because there was lack of language practice surrounding. Today, in the period of learning foreign languages, teachers consider communication to be the most effective and it is carried out through various exercises, and in this way the language is used in practice. Communication develops all language skills - from speaking and writing to reading and listening. The goal is to teach the student to speak a foreign language not only effectively, but also correctly. The rules and meanings of new words are taught by the teacher to the student using familiar words, basics and grammatical information, gestures and facial expressions, drawings and other aids. They can also use computers and multimedia, Internet, TV programs, newspapers, magazines, etc. All this helps to arouse students' interest in the history, culture and traditions of the country where the language is being studied. In foreign language lessons, the teacher creates situations in which the students are in pairs and with each other, in groups, through mutual question and answer. This makes the lessons more interesting and colorful. Students demonstrate independent speech while working in groups. They can help each other in correcting the information of the interviewees. The teacher in the class is responsible for the tasks of organizing the dialogue, the facilitator asking questions, conveying ideas to the initial ideas of the participants and acting as a confidant in the discussion of controversial issues. Unlike other methods based on vocal language and repetition and memorization, the communicative approach "Simulation" method organizes outputs: the process is organized through case studies while students are immersed in their actions. This increases students' interest in the lessons: everyone participates with meaningful topics. They often use speaking (reading and writing as well as listening) tasks in classes. At the same time, teachers speak less and listen more, only directing the students' activities. The teacher introduces the exercise, then "talks" to the students, then disappears into the background and acts as an observer and judge. He prefers to use research language only.

Conclusion

In conclusion, the communicative approach is a comparison of learning with the communication process, more precisely, based on the fact that learning is a model of the communication process, although it is somewhat simplified, but even in the main parts it is the same as the real communication system. is different. All of the above about the interactive approach to learning to speak a foreign language allows us to emphasize that the subject of education in this case is speaking a foreign language. In this way, the division of speech skills is clearly visible, and exercises are prescribed for their continuous formation.

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VOLFGANG BORXERT LIRIKASIDA CHIROQ TIMSOLI

Sh. Tursunova ¹*Annotatsiya:*

Ushbu maqolada nemis zamonaviy adabiyotida o'z o'rniga ega bo'lgan hikoyanavis yozuvchi va shoir Volfgang Borxertning she'riyati haqida fikr mulohazalar keltirilgan. Uning she'rlaridagi badiiylik, tasvir va ifodalar qaysi usul va yo'llar bilan yaratilganligiga qiziqish bizni bu maqolani yozishga undadi. Ko'pchilik Borxertni yozuvchi sifatida taniydi, ammo uning she'rlaridagi ma'no va ta'sirchanlik, hikoyalaridan aslo qolishmaydi. Borxert she'riyatida lampa, chiroq va mayoq so'zlari tez-tez qo'llaniladi va odatda bu so'zlarlar umid va ishonch timsoli sifatida tasvirlanadi, ushbu maqola orqali uning she'rlaridagi bu timsollarni ma'nolarini tushunishga, va tahlil qilishga, harakat qilamiz. Bundan tashqari xorijiy tadqiqotchilarning shoir ijodi haqidagi fikrlari, uni ekspressionizmga mos ravishda ko'rib chiqishni qo'llab-quvvatlovchi dalillar keltirilgan. V.Borxert she'riyati 40-yillarning o'rtalarida Germaniyada ushbu yo'nalishning yangi bosqichini ifodalashi aniqlangan. Maqolada ijodkorning "Ich möchte Leuchtturm sein" (Men mayoq bo'lmoqchiman) va "Wenn ich tot bin" ("Agar o'lsam...") kabi nazmiy asarlarni tahlil qilamiz.

Kalit so'zlar: Volfgang Borxert, she'riyat, lampa va chiroqlar tasviri, mayoq, port, Hamburg oqshomi, urushdan so'nggi adabiyot, ishonch, umid timsoli

doi: <https://doi.org/10.2024/zggmh741>

Biz 21-asrda demokratik va xavfsiz sharoitda yashayapmiz. Shuni unutmasligimiz lozimki, bu farovonlik qariyb bir asr vaqt oldin har kungi hodisa emas edi. 20-asr jahonga ikkita ayanchli urushini olib keldi va bu urushlar bizdan oldingi avlodlar uchun halokatli oqibatlariga to'la bo'ldi. Ikkinchi jahon urushi bir qator yosh mualliflarga adabiyotdan o'zlari uchun ovoz yaratish va tajribalarini qayta ishlash uchun foydalanish imkoniyatini berdi. Yosh Volfgang Borxert ko'plab qisqa hikoyalar yozish qatorida she'riyat bilan ham shug'illandi.

Har bir yozuvchining ijodi yagona bir o'ziga xoslik bo'lib, u yozgan barcha asarlarni o'z ichiga oladi. Odatda, muallif asosan bitta ma'lum janrda ishlaydi. Ayrim yozuvchilar o'z ijodiy maqsadlarini to'liqroq ifodalash uchun turli janrlar imkoniyatlaridan foydalanishga harakat qiladilar. Turli janrlarda parallel ishlagan mualliflar orasida esa mashhur nemis yozuvchisi Volfgang Borxert ham bor. V.Borxertning ijodiy me'rosiga hikoyalar, qissalar, pyesalar, she'rlar va publitsistik asarlar kiradi. Ushbu maqolada yozuvchining she'riyatiga to'xtalamiz.

Volfgang Borxert nemis zamonaviy adabiyotida urushdan keyingi eng taniqli mualliflaridan biri ekanligi shubhasiz. Uning asarlarini o'qish jarayonida kitobxon asar qahramonlarida kechayotgan kuchli ruhiy holatni his qiladilar.

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U Germaniyada va jahonda eng ko'p o'qiladigan qisqa hikoyalar muallifi sifatida mashhurdir. Ijodkor odatda asarlariga turli xil hayotiy holatlarni mavzu qilib olgan. "Ehtimol, bir yildan keyin hech kim men haqimda gapirmaydi"[1;72], deb yozgan edi Volfgang Borxert 1947 yil 8 iyunda radio spektakli va keyinchalik "Draußen vor der Tür" ("Tashqarida, eshik oldida") dramasi haqidagi shov-shuvlarga munosabat bildirgan holda. Ammo buning aksi sodir bo'ldi. Haynrix Bo'll kabi Volfgang Borchert urushdan keyingi davrning eng taniqli mualliflari qatorida, bugungi kunda ham ko'p o'qiladi.

Agar Borxertni urushdan keyingi adabiyotning boshqa mualliflari bilan solishtiradigan bo'lsak, u qisqa vaqt ichida salmoqli ijod qila olgan ijodkor sifatida namoyon bo'ladi. U bugungi kunda ham mashhur bo'lgan asarlari bilan urushdan keyingi butun bir avlodga madaniy me'ros qoldirdi. "Shu seshanbada", "Non" kabi hikoyalari yoki "Eshik tashqarisida" pyesasi bilan urush va g'ayriinsoniylikni shafqatsizlarcha aybladi.

U nafaqat hikoyanavis yozuvchi, balki qaynoqqalb shoir sifatida nazmda ham qalam sura olgan ijodkor. Uning she'rlari romantik, jo'shqin, his-hayajonga boy ekanligi bilan bir qatorda, kishini falsafiy tomondan o'ylashga ham majbur etadi. Hayot va tabiatni nihoyatda sevadigan shoir quyoshni, oyni, yulduzni, daraxtlaru hayvonlarni, derazani taqillatgan yomg'irni, o'tloqdagi gullarni she'rlariga qahramon qilib oladi. Uning nashriyotchisi u haqida shunday deb yozgan edi: "U quyoshni sevardi, tunni yaxshi ko'rardi. Kechasi esa port bo'yida, suvga aksi tushgan, yolg'iz porlayotgan chiroqlar unga yoqardi"[2;6].

Bir she'rida u shunday yozadi:

Ich möchte Leuchtturm sein
in Nacht und Wind –
für Dorsch und Stint,
für jedes Boot –
und bin doch selbst
ein Schiff in Not [3;7]
Men mayoq bo'lmoqchiman
Tunda va shamolda -
Baliq va nahang uchun,
har bir qayiq uchun -
ammo o'zim muhtojlikdagi
bir kemaman.

(so'zma-so'z tarjima Tursunova Shahnoza)

U ushbu she'rida "mayoq" bo'lishni xohlaydi. O'z xabarini dunyoga aytmoqchi bo'ladi. U hayotni go'zalligini va daxshatini tushunishni va ko'rsatishni xohlaydi; oddiy odamlarga yaqin bo'lgisi keladi, ularga intiladi.

Mayoq uzoqdan ko'rinadigan diqqatni jalb qiladigan mo'jal nuqtasidir. U navigatsiya uchun muhim bo'lgan geografik nuqtalarni topadi. Noma'lum manzillarda yo'l ko'rsatadigan signaldir. Aslida mayoq insoniyatning eng qadimgi aloqa vositasi, shuningdek, yordam, xavfsizlik, orientatsiya va barqarorlik ramzi hisoblanadi. Qorong'ida yorug'lik, uyga xavfsiz qaytish uchun ko'makdoshtir. Borxert she'rlaridagi mayoq bo'lish istagi uning xarakteri, ruhiyati va ichki kechinmalari bilan bog'liqdir. U o'zi ham „muhtojlikdagi bir kema“ bo'lishiga qaramasdan, insoniyatga, jamiyatga, qolaversa tabiatga yordam bermoqchi bo'ladi. U mayoq bo'lib, insonlarni og'irini yengil qilmoqchi, ko'maklashmoqchi va shu bilan birga qalblarini yoritishga urinadi.

Borxert ancha erta, 15 yoshida she'r yozishni boshlagan, uning sher'lari Hamburg shahrining mahalliy gazetalarida tez-tez chop etila boshladi, ehtimol, uning birinchi she'riy namunalariga shoir Rayner Maria Rilke (1875-1926)ning muhim ta'siri bo'lgandir. Borchertning keyingi she'rlarida ham Rilkening ta'sirini sezish mumkin, masalan, "Laternentraum" ("Fonar orzusi") she'rida Rilke kabi yakuniy qofiya (Endreim)dan foydalanadi:

Wenn ich tot bin,
möchte ich immerhin
so eine Laterne sein,
und die müßte vor deiner Türe sein
und den fahlen
Abend überstrahlen.
Agar men o'lsam, baribir
shunday chiroq bo'lishni istayman
va u senining eshiging oldida bo'lib, (yonib)
rangpar oqshomlarni yoritib tursin.
Oder am Hafen,
wo die großen Dampfer schlafen
und wo die Mädchen lachen,
würde ich wachen
an einem schmalen schmutzigen Fleet
und dem zublinzeln, der einsam geht. [4;9]

Yoki portda
katta paroxodlar tin oladigan,
va qizlar kuladigan joyda
uyg'ongan bo'lardim
va tor, betartib ariq bo'ylarida
yolg'iz yurganlarga, kulib (ko'z qisib) qo'yardim.
(so'zma-so'z tarjima, Tursunova Shahnoza)

Bu satrlar 1946 yil oxirida Eppendorfdagi Hamburg she'riy uyushma kechasida birinchi marta o'qilgan va keyin tez orada nashr etilgan o'n to'rtta she'r bilan she'riyat davriyligini boshlaydi. Bu Wolfgang Borchert 1940-1945 yillarda yozgan „Laterne, Nacht und Sterne“ ("Fonar, tun va yulduzlar") nomli tanlangan asarlar to'plami va "Hamburg haqida she'rlar" sarlavhali she'rlar to'plamidan olingan she'r. Darhaqiqat, yulduzli yoki yulduzsiz Hamburg kechasi, Hamburg yomg'iri, chiroqli shaharning kulrang ko'chalari, panjaralari, porti va daryosi - Borxert kitobxonni o'sha davrga Hamburgga olib boradigan kalit so'zlar orqali xayoliy yo'l ko'rsatadi. Uning shahar hayotiga bo'lgan qarashlari sog'inchli va g'amgin edi. Uning she'rlari odamlar, ularning sevgisi, shuningdek, sog'inch, muhabbat haqida, Borxert bolalikdagi tassavurlari va orzulari, antiqa do'konning dahshatli voqealari haqida va bularning barchasida uning uyi bo'lgan katta va kulrang, boshpana- yo'qolgan shahar haqida yozadi. Bizningcha, hech kim Hamburg haqida bunchalik go'zal va qayg'uli tarzda she'r yoza olmaydi nazarimizda.

1939-yilning 1-aprelida ota-onasining aralashuvi bilan Wolfgang Borchert uzoq vaqtdan beri faoliyat yuritgan C.Boysen kitob do'konida shogirdlik faoliyatini boshlaydi. Kitob do'koni olti yillik milliy sotsialistik boshqaruvdan keyin kamdan-kam uchraydigan erkin faoliyat yurita boshlaydi. Borxert ko'p o'qiydi, ekspressionistik she'riyat bilan tanishadi, she'rlar yozadi va do'sti Gyunter Makkentun bilan birgalikda "Käse" nomli diktaturani tanqid qiluvchi

komediya yozadi, bu ikkalasi ham buni diktaturaga qarshi ajoyib zarba deb biladi. Rilke muxlisi bo'lgan Borxert o'zi yozgan sevgi maktublari hamda adabiy matnlarini ostida o'zini Volf Mariya Borchert (taxallusi bilan) deb ko'rsatgan. [5;12]

Aytishlaricha, u bolaligidan va maktab davridanoq otasi bilan yolg'iz sayr qilishni, uning hikoyalarini tinglashni yaxshi ko'rgan.

1940-yil oxirida Borxert aktyorlik imtihonidan muvaffaqiyatli o'tib, Sharqiy Hannoverning Luneburg shahridagi ko'pincha komediyalar qo'yiladigan mahalliy teatrida ish boshladi. Keyinchalik u bu davrni "hayotimning eng go'zal damlari edi" deb xotirlaydi. [7; 48]

Tabiatni sevadigan, insonlarga yaqin bo'lishni xoxlagan, vatan rivoji uchun o'zini mas'ul deb bilgan o'smir yoshidagi Borxert, anashunday hissiyotlari qurshovida aktyorlikni o'rgandi, bu uning o'rta maktab bitiruvchisi sifatida Gustav Gründgensdan ilhomlangan orzusi edi. Ammo urush barcha rejalarni chetga suradi. Endi Borxert harbiy xizmatga borishi, qo'lga qurol olib, janglarda qatnashishi kerak edi.

1941-yil mayda Borxert yigitlik xizmatiga yuborildi, ammo u armiyada ham she'rlar yozishdan to'xtamadi. Keyinchalik uning o'zi haqida yozishicha, hayotida bir necha ming she'rlar yozgan. [8;69]. Uning hamma e'lon qilingan she'rlari urush davrida yozilgan. Vaymar-Lutsendorfdan o'qib yurgan kezlarda tanqidiy xatlari tufayli Gestapo tomonidan shubha ostiga olindi, qamalish arafasida turganida, xat yozishib yurgan do'stlari bilan birga Rossiya davlatiga yuborildi. Bu vaqtlarda Borxert qo'lidan olgan o'q jarohati tufayli (1941-1942) lazaret (harbiy kasalxona) ga olib kelindi. U bu jarohatni o'ziga yetkazgan deb gumon qilinganligi sababli, Nyurnbergda hibsga olingan. Uch oylik qamoqdan so'ng u sudga tortildi, uning natijasi yo o'lim jazosi yoki oqlanish edi. U ayblovdan oqlandi, ammo shunga qaramay, talabalik paytlarida yozgan xatlari tufayli yana olti hafta qamoqda o'tirishga majbur bo'ldi.

1942-yil oktyabrida Borxert Zaalfeldga, keyinchalik, Yenaga yuborildi. Rossiyada, Moskva shahridan uncha uzoq bo'lmagan Toropets yaqinida yana jang qilishga majbur bo'ldi. U o'z holatini shunday tasvirlaydi: "...Meni tez-tez qattiq qo'rquv bosib turardi, chunki men doimo o'zimning nochor, zararsiz qurolimga qaram edim - shuning uchun men deyarli himoyasiz edim". 1942-yili dekabrning oxirida u yana lazarettga(harbiy kasalxonaga) olib kelindi. Bu safar uni muzlab qolgan oyoqlaridan tashqari, g'ayriodatiy qattiq isitma qiynar edi, shuning uchun u tez orada o'zini Smolensk epidemiya kasalxonasida topdi. Bu vaqtlar orasida ba'zan u o'zini yaxshi his qilar, o'zini qiynayotgan sog'inch va qo'rquv hislarini she'rlariga ko'chirardi. [9;12]

Ammo uning sog'lig'i borgan sari yomonlashaverardi. 1943- yilning martida uni Germaniyaga qaytarib yuborishadi. Bu safar davomida uning sog'ligi anchagina yomonlashdi, 1943-yilning avgustigacha Elend (Harts)da zahiradagi harbiy kasalxonasida qoldi, keyin ta'tilga ruxsat olib, Hamburgga jo'nadi.Vataniga yetib kelganida, vayronalar ostida qolgan shahrini ko'rib hayratda qoldi; yaqindagina Hamburg butunlay bombordimon qilingan edi.

Urushdan so'ng ona shahriga yarador va kasal holda qaytib keldigan (davolab bo'lmaydigan jigar infeksiyasi) Borxert yozuvchi sifatida ijod qila boshladi. O'z hikoyalari bilan u urushdan azob chekkan, umidlari so'ngan, moddiy va ruhiy muammolarga uchragan insonlarga taskin bermoqchi, yupatmoqchi, hamdardlik bildirmoqchi bo'ladi, va shu orqali keyinchalik „Trümmerliteratur“ ("Xarobalar adabiyoti") deb ataladigan adabiy davrning bosh

qahramoniga aylanadi. Uning muvaffaqiyati, ehtimol, shoshilgani va hamdardligidadir. U nima bo'lganini tushunishga harakat qilayotgan, yangi yo'llar izlayotganlarga o'z asarlari orqali yo'l ko'rsatmoqchi bo'ladi. Ko'plab asarlarining qahramonlarini o'zi yashayotgan jamiyatdan qidiradi, ularning taqdirida kechayotgan ko'rguliklarni nazm va nasr orqali xalqiga yetkazmoqchi bo'ladi.

Borchert "mayoq" bo'lishga muvaffaq bo'ladi, chunki uning o'zi ham shunday azoblangan, qalbi va tanasi yaralangan, umidsiz inson bo'lishiga qaramasdan, u ham "qiyinchilikdagi kema" („Schiff in Not“).

Borchert odamlarni befarqlik holatidan olib chiqish va harakat qilishga majbur qilish uchun so'nggi urinishni amalga oshiradi, degan fikriga qo'shilish mumkin.

M. Shmidt asosli ta'kidlaydiki, yozuvchining insonlarga she'riy yoki nazm shaklidagi murojaatida nafaqat umidsizlik va tushkunlik, balki Borxertning hayotga bo'lgan muhabbati, uning inson ongiga bo'lgan ishonchi, yangi xavfning oldini olish qobiliyati ham aks etgan [10; 109-110]. Shuning uchun ham M. Shmidtning Borxertning pessimizmi, hech bo'lmaganda, asosiy yo'nalishida optimizm elementlarini o'z ichiga oladi, degan fikriga ham qo'shilish mumkin [11; 111].

Aynan mana shu fakt Borxertning murojaatlari ham bashoratli, ham dolzarb ekanligini aytishga asos bo'ladi, Borxert ijodida o'tmish, hozirgi va kelajakni bog'lovchi ip butun matn bo'ylab ko'rinmas tarzda o'tib, uni odamlarni aql-idrokka, yangi dahshatli urush tahdidiga qarshi kurashishga chaqiruvchi butun bir ma'ruzaga aylantiradi.

1947 yil 19 sentyabrda 26 yoshli yozuvchi Wolfgang Borxert Gamburgdan Shveytsariyaga mashaqqatli poyezd safariga otlandi. Bu uning oxirgi safari bo'ladi. Og'ir kasal odam uni tog'dagi sanatoriyga olib borishayotganiga ishonadi. Biroq, Germaniya-Shveytsariya chegarasida buzilishdan so'ng, u katolik rohibalari tomonidan boshqariladigan Bazeldagi kasalxonaga yotqiziladi. Ikki oy davomida u o'zining sevimli vatani va ota-onasidan uzoqda, umrini so'nggi kunlarini Bazeldagi Klara kasalxonasida o'tkazadi.

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ИНТЕЛЛЕКТУАЛЬНЫЕ ДЕТЕКТИВЫ Д.БРАУНА В ЗЕРКАЛЕ СОВРЕМЕННОЙ КРИТИКИ

Т. Хамракулов ¹

Аннотация:

В статье анализируются взгляды российской научной критики на жанровую природу произведений Д.Брауна, отмечаются особенности нарратива автора во всей серии, обосновывается жанр- «интеллектуальный детектив»; подтверждается значимость «сквозного» персонажа, специалиста по символике Р.Лэнгдона, обосновывается большой пласт культурной и исторической информации.

Ключевые слова: интеллектуальный детектив, особенности нарратива, авторское сознание монтажная композиция, сквозной персонаж, серия, критика

doi: <https://doi.org/10.2024/f4xxav17>

Роман Д.Брауна «Ангелы и Демоны» был опубликован в 2000 году, символично открывая страницу новой постмодернистской литературы XXI века. Уже следующий детектив «Код да Винчи» (2003) по версии журналов «New Times» и «Publishers Weekly» был призван «лучшим литературным произведением десятилетия», назван «супербестселлером». Естественно, что многочисленная критика не могла оставить без внимание такой литературный феномен, тем более что последующие детективные романы закрепляли тенденцию автора к созданию мощного культурного пространства, в котором было совершено преступление и его раскрытие; этапы необыкновенно сложного пути с многочисленными загадками интеллектуального свойства. В современно литературоведение жанр детектива рассматривается как «литературное произведение, с особым типом построения сюжета, изображающее расследование сложной запутанной тайны, связанной с преступлением и заканчивающееся разоблачением и наказанием преступника». Данная характеристика классической формы детектива, полагаем, корректируется интеллектуальными детективами Д.Брауна, так как при всем сходстве структуры сюжета акцент смещается в сторону интеллектуального поиска, разгадки преступления не агентами ЦРУ, а профессором, культурологом – Р.Лэнгдоном. В рамках данной статьи обратимся к некоторым выводам из исследований последнего десятилетия, чтобы подтвердить «художественные достоинства» текста, интерес к «творческому сознанию» Д.Брауна, широкие возможности и изобретательность детектива XXI в. Отметим, что нас интересовал «научно-исследовательский» взгляд на жанровую природу и

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особенности структуры, главного персонажа, обращение к особенностям пространственно-временных категорий, которые важны для интеллектуального детектива Д.Брауна. Все вышесказанное подтверждает ценность и продуктивность материала интеллектуальных детективов Д.Брауна для научного исследования.

Жанровая особенность детектива Д.Брауна подтверждается неоднократно: «...ставший знаменитым за свою способность соединять в своих литературных произведениях два жанра: триллер и интеллектуальный детектив» (Склярова, Самарина 2020:48). Отметим, что принимаем жанровую особенность детективов Д.Брауна (рассматривая серию из 4 произведений- Т.Х.) именно как «интеллектуальный» детектив, впитавший в себя все признаки классического жанра (убийство, погони, система персонажей) и одновременно имеющий огромный план просветительского (для читателей), интеллектуальных фоновых знаний. Примечательно, что в критических статьях «лингвистов» обходится вообще вопрос о жанровой принадлежности произведений Д.Брауна, естественно, что задачи исследовательского направления другие. Но в статье Е.И.Трубаевой точно подмечено: «Роман Д.Брауна «Код да Винчи» представляет собой выигрышный текст для когнитивного исследования...» (Трубаева 2010:148). Действительно, «тексты» интеллектуального детектива Д.Брауна настолько объемны для научного исследования, что стимулируют множество исследовательских точек зрения. Все чаще термины «когнитивный», «когнитивная модель детективного дискурса» выражают маркеры исследования современных детективов: «...детективный дискурс можно рассматривать как средство обучения мышлению» (Ватолина 2011:20). Воссозданная Д.Брауном «линия расследования», логика догадок, которые вырастают в финале в стройную систему доказательств преступления и указание на преступника- есть также креативная работа читателя. Е.В. Скугарева как бы находит неожиданный подход в статье, которая опровергает легковесную уверенность лишь в фикциональном мире, условной достоверности произведения- «К вопросу о языке и стиле научного дискурса (на материале романа Д.Брауна «Код да Винчи»). Е.В. Скугарева подчеркивает важность «пласта культурологических знаний» в романах Д.Брауна. Считаю, что традиционные «Благодарности» в каждом из романов есть убедительное заявление Д.Брауна об обязательной кропотливой предварительной работе по собиранию конкретного тематического материала, о когнитивном анализе по использованию «цитат» для интерпретации в сюжет, для поиска ключей по разгадке «кода» Леонарда или конспирологической тайны Приората Сиона. Список «Благодарностей» Д.Брауна внушительный в каждом романе, с акцентом на основную тему: «I would like to acknowledge the Louvre Museum, the French Ministry of Culture... Bibliothèque Nationale, the Gnostic Society Library.... Royal Observatory Greenwich, London Record Society, the Muniment Collection at Westminster Abby... five members of Opus Dei» (Brown 2003:11). В этом плане возникает правомерный вопрос о творческом сознании Д.Брауна, как автора интеллектуального детектива, несущего читателю, помимо удовольствия от самого процесса «чтения», такой мощный культурологический пласт знания. Подчеркнем, что исследователи отмечают первенство в создании жанра именно Д.Брауна-автора детектива «Код да Винчи». И.А.Савкина прямо указывает на жанровую особенность «романа-загадки, кода-романа, основателем, котором считают Д.Брауна». Н.И.Кириленко формулирует

особенности романов Д.Брауна как «жанр детективного ребуса», Э.С.Комиссарова подчеркивает «детективный триллер «Код да Винчи». Т.Н.Амирян как бы суммирует: «Браун создает универсальное название, отвечающее запросам постмодернистской культуры, в которой история и культурное прошлое как поверхность знаков, требующих разгадывания, игрового отношения, решения загадок, отгадывания ребуса» (Амирян 2012: 14). Критика не обошла вниманием роль «сквозного персонажа» профессора Р.Лэнгдона, интеллектуального центра расследователя, который постоянно демонстрирует «триумф ума» (Наркевич). Отметим, что имя Р.Лэнгдона не просто помещается в один ряд с выдающимися литературными сыщиками, но и наделяется за аналитические способности принадлежностью «универсальному индексу Шерлока Холмса» (Мелихов). Е.А.Варлакова подчеркивает значимость портретных «позитивных» данных, но то главное, что определяет «аналитический детектив»: «Важной характеристикой сыщика выступает осведомленность в различных областях научного знания, подтверждаемая использованием в тексте многочисленными терминами...имен ученых и деятелей культуры» (Варлакова 2012: 16). В интеллектуальных детективах Д.Брауна создан и эмоционально «работает» академический облик героя, вызывающий позитивный отклик у читателя, помимо восторга от его интеллектуального багажа. В первом романе Р.Лэнгдон появляется перед читателем: «...the- forty- five-year- old ... appeal wisps of gray in his thick brown hair, probing blue eyes...» (Brown 2000:21). Д.Браун как бы закрепляет за своим героем «униформу» профессора, которая будет его отличительным обликом во всех романах: «other times he could be spotted in his Harris tweed and paisley vest...» (Brown 2000:22). Считаем, что задачей писателя было создать в рамках увлекательного сюжета несколько «текстов в тексте» (о Библии, Леонардо да Винчи, Бернини, масонах, иллюминатах, Данте) и расследование преступлений, анализируя символические знаки (понятные только Р.Лэнгдону), автор создает интеллектуальный процесс в динамически развитом сюжете. Согласимся с мнением М.Г.Агеевой, которая пишет о жанровой эволюции американских детективных романах: «Изменение профессионального и социального статуса главного героя влечет за собой изменение методов раскрытия преступления» (Агеева 2014:16). Поэтому можно писать об интеллектуальном способе расследования преступления Р.Лэнгдоном, что позволяет подчеркивать жанровую особенность – «интеллектуальный детектив». Во всех романах Д.Брауна привычное «место преступления» заменяется культурным пространством городов (Париж, Лондон, Рим, Флоренция, Вашингтон). Д.Браун, создавая объемное пространство городов, уверенно рисует культурное пространство (улиц и памятников) как своеобразную карту подсказок для расследования, подчеркивая исторические факты, хронологию и авторов создания артефактов, вписывая прецедентные имена художников, скульпторов в историю городов. Считаем, что «интеллектуальный детектив» Д.Брауна подтвердил свою жанровую разновидность определением такого культурного пространства (Библиотека Ватикана и фонтаны работы Бернини в романе «Ангелы и Демоны»), привлечением и наложением на расследования квеста из «Божественной комедии» Данте, а также демонстрацией профессиональных знаний Р.Лэнгдона («Инферно».) Т.Н.Амирян соглашается с такой интеллектуальной частью нарратива Д.Брауна: «Интерес

представляет то, что все событийные отрезки повествования чередуются с описательными, в которых Лэнгдон рассказывает об истории, архитектуре и культуре Европы» (Амирян 2012:15). Считаем, что масштабные знания были интерпретированы автором неоднократно: во время подготовительной работы, отбирая факты, которые представляют загадку для исследователей, назовем это «внутренней интерпретацией» и явной, которая очевидна в тексте романа «Код да Винчи», подчинена авторскому замыслу, выраженному в жанре. Поэтому вопрос о эстетической ценности фоновых знаний растворен в такой информативности текста, которую Н.С. Валгина связывает с понятием «информационной насыщенностью текста», то есть «общим количеством информации, содержащей в тексте». Отметим, что большую лепту в изучение интеллектуальных детективов внес Т.Н.Амирян, начиная с выводов диссертации «Конспирологический детектив как жанр постмодернистской литературы (Д.Браун, А.Ревазов, Ю.Кристева) до полноценной монографии «Они написали заговор» (Конспирологический детектив от Д.Брауна до Юлии Кристевой). Анализ данных исследований подчеркивает широту вопросов, которые поднимает Т.Н.Амирян. Во-первых, жанровая особенность: «...романы Д.Брауна сложно идентифицировать исключительно как триллер или шпионский роман» (Амирян 2012:9). Согласимся с мнением данного ученого, что литература постмодернизма не строга к рамкам одного жанра, поэтому термин «конспирологический» достаточно пластичен и возможен в качестве «зонтика» для разных «разновидностей» современного детектива. Рассматривая понятие «конспирологии» широко, как «исследование тайн науки и религии, в основе которых лежит заговор и т.д.) ученые используют принципы расследования заговора противоборствующих сторон. Слесрева Д.О. в диссертации «Поэтика конспирологического романа» точно указывает на авторство Д.Брауна в создании нового жанра: «Большинство ученых о конспирологических романах начало говорить с появлением романа Д.Брауна «Код да Винчи», который стал образцом новой формулы. Так А.Балод называет его «романом андрогином, который как конструктор складывается из архетипических элементов» (Слесарева 2014: :11) Остановимся на системе персонажей в интеллектуальных детективах Д.Брауна, которые осмысляются и комментируются критикой в двух направлениях: Герой и напарница; герой и антигерой.

1.Критика обращает внимание на традиционную систему персонажей, взятую Д.Брауном из классического детектива: «Обычно это пара, составленная из главного героя и преданного ему помощника, причем, если главный герой мужчина, то его помощником становится женщина»(Агеева 2014: 18) В основе сюжетов всех романов лежит преступление, убийство, раскрытие которых ведут параллельно профессионалы-криминалисты и Роберт Лэнгдон с напарницей. Мотивация появления напарницы в романах Д.Брауна логически очевидна. Преступление объединяет их, так как каждая из этих героинь - родственница жертвы и профессионал, знания которой дополняют интеллектуальный потенциал; а участие в расследовании продиктовано и личной заинтересованностью. В романе «Ангелы и Демоны» - сотрудник ЦЕРНА и узкий специалист, приобщенный к тайне отца – В. Ветра. В романе «Код да Винчи»- профессионал по криптографии, агент С.Невё, внучка куратора Лувра и главы Приората. В романе «Потерянный символ» таким напарником и помощником станет ученая К.Соломон, сестра похищенного Малахом, главы масонов Питера Соломона. В романе

«Инферно» в качестве основной помощницы выступает Сиена Брукс, которая помогает Р.Лэнгдону с побегом (ее функции несколько отличаются от предыдущих профессионалов). Можно считать, что эти героини представляют в определенных ситуациях свое профессиональное видение происшествия, знают предысторию преступления, что помогает расследованию.

2. Противоборство Р.Лэнгдона с «системой зла»: «Двуполярная система персонажей: положительный герой-конспиролог и отрицательные законспирированные темные силы» (Слесарева 2014:13). Действительно в трех интеллектуальных романах Д.Брауна был преступник- исполнитель чьей-то могущественной воли (в «Ангелах и демонах» был Сайлас и его Учитель, в «Коде да Винчи» был ШЕФ, который руководил операцией, в «Инферно» был Б. Забрис и исполнители). Традиционно выстраивается история исполнителя, всегда ущербного в детстве (Сайлас – презируемый отцом альбинос), черный Ассасин-убийца выполняет поручения таинственного Януса, то есть глобальные операции разрабатывает некто могущественный, имеющий в своем распоряжении «штат и технику» под прикрытием своей высокопоставленной должности. Малах (« Утраченный символ»)- антигерой-одиночка, с гипертрофированным сознанием своего превосходства над миром и всеми людьми. поэтому автор подчеркивает его реплики, которые явно за гранью разума нормального человека: « I am a masterpiece... I am an artifact... an evolving icon» (Brown 2009: 17). Более того, он спланировал операцию по заманиванию Р.Лэнгдона в Вашингтон: «You are here, Mr. Langdon, because I want you here» (Brown 2009: 49) . В интеллектуальном детективе «Утраченный символ» всемогущество Малаха, его материальное богатство, реализация дерзких масштабных замыслов только одним исполнителем, на наш взгляд, несколько преувеличены автором, история его становления логически мало мотивирована. Согласимся с утверждением Т.Н. Амиряна, применительно только к данному роману: «Композиция произведения напоминает сказочный сюжет, где герои разделяются строго на две определенные группы: добрые и злые...» (Амирян 2012:15). Данное утверждение относим только к созданию образа Малаха.

Следует подчеркнуть, что, анализируя даже несколько научных работ, которые исследуют интеллектуальные детективы Д.Брауна с «неожиданной» позиции, можно расширить исследовательский горизонт. К примеру, отметим интересный термин, который взят из «Поэтики» Аристотеля, и трансформирован для современного использования: «пуант-момент узнавания, внезапный переход от внутренней точки зрения ко внешней». Н.И.Кириленко вводит данный термин в жанр «детективного ребуса», трансформируя понятие: «...детективный роман...включает в структуру сюжета детективный пуант, связанный с разоблачением преступника и акцентированным внезапным прозрением рассказчика, остальных персонажей и читателя при этом разоблачении» (Кириленко 2017:23). В данном случае, можно утверждать, что «пуант» часто используется Д.Брауном, как «озарение», переход для Р.Лэнгдона на новый этап «прозрения» и поиска преступника.

Таким образом, научные исследовательские работы подтверждают (прямо ли косвенно) жанр интеллектуального, аналитического, конспирологического детектива Д.Брауна.

-Доказательной базой является большой пласт культурологических, исторических фоновой информации в произведениях, вопрос о эстетической ценности фоновых знаний растворен в такой информативности текста, которую Н.С. Валгина связывает с понятием «информационной насыщенностью текста», то есть «общим количеством информации, содержащей в тексте».

-Главным расследователем является «сквозной персонаж» всех 4 интеллектуальных детективах Д.Брауна –профессор, специалист по религиозной символике Р.Лэнгдон.

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DESCRIPTION OF THE GENRE OF FICTION IN THE WORKS OF WASHINGTON IRVING

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Abstract:

This article is about the life and work of Washington Irving and the skillful use of genres in his works, especially the depiction of fiction in Washington Irving's works.

Key words: fiction, fantasy, short-stories, humor, gothic

doi: <https://doi.org/10.2024/prm8ym37>

Currently, in our country, the life and work of many writers and literary experts, as well as representatives of world literature, have been studied on a large scale. For example Washington Irving, he was an American short-story writer, essayist, biographer, historian, and diplomat of the early 19th century. Washington Irving's ancestors were from Holland and moved to the American state of Washington. In the 17th and 18th centuries, thousands of Europeans were brought to America voluntarily, some by force. Irving, was born in New York to a family of merchants with Scottish-English roots, was named after General George Washington, whom his parents admired. Showing literary talent from a young age, he briefly pursued law before finding success with his first book, *A History of New York*, written under the pseudonym Diedrich Knickerbocker. In 1815, he traveled to England to manage his family's business, which eventually failed, leading him to rely on his writing for income. At that time, indigenous tribes lived in most parts of America, and in order to displace them and gain control over the whole of America, it was necessary to transfer European whites and give them some privileges. He wrote the short stories "Rip Van Winkle" and "The Legend of Sleepy Hollow" both of which appear in his collection *The Sketch Book of Geoffrey Crayon, Gent.* His historical works include biographies of Oliver Goldsmith, Muhammad, and George Washington, as well as several histories of 15th-century Spain that deal with subjects such as the Alhambra, Christopher Columbus, and the Moors. Irving served as American ambassador to Spain in the 1840s. Born and raised in Manhattan to a merchant family, Irving started his literary career in 1802 with a series of letters to the *Morning Chronicle* under the pen name Jonathan Old style. He moved to England temporarily in 1815 for business, gaining fame with *The Sketch Book of Geoffrey Crayon, Gent.* serialized from 1819 to 1820. Irving continued to publish regularly and finished a five-volume biography of George Washington shortly before passing away at 76 in Tarrytown, New York.

In order to become a writer, young Washington gave up both business and law and left for New York. He was only eighteen years old when he went on a

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tour of Europe with New York literary circles. He first went to London, began his career by reading examples of English literature, and established close relations with English literary circles. Washington Irving's position in American literature was firmly established by "The Book of Drawings" published in 1819. This book, which is a collection of stories and essays, will sell quickly and bring the writer both material and spiritual wealth. Inspired by this, the writer completely immerses himself in artistic creation. Washington Irving was loved by all Americans, regardless of race and nationality. He wrote many works not only about the life of the Europeans who moved to America, but also about the indigenous people of America. At that time, many countries in Africa and Asia were under the control of the British, and blacks from Africa and Muslims from Asia were also taken to America. The writer also neglected to describe the life of blacks and Muslims living in America.

He is known as the "Father of American fiction" because he believed that American literature should be seen as a separate art form, not restricted by Puritan ideals of serving morality or telling only truths. He was the first American fiction writer to achieve global recognition. Irving's work, *The Sketch Book*, is considered the starting point of the short story genre in American literature and also marked the beginning of American Romanticism. *The Sketch-Book of Geoffrey Crayon (1819-20)* is a compilation of travel sketches, essays, and folktales such as "Rip Van Winkle," authored by Washington Irving using the pseudonym Geoffrey Crayon. Among the tales within the book is one inspired by a German folktale. Washington Irving uses fictional characters like the hesitant historian Diedrich Knickerbocker in his stories, like "Rip Van Winkle", to mock a literary convention created to dispute the idea that fiction is synonymous with lies. The narrative begins in the period before the revolution and concludes post-Independence. It revolves around a troubled marriage where the wife is authoritative and the husband is dysfunctional. The story is recounted by an untrustworthy historian who dug into the tale and penned it down. Framed by the notes of the individual who stumbled upon Knickerbocker's document and presents it to the audience, the story is intricate and open to different interpretations. Joseph Campbell in his book *The Hero with a Thousand Faces* explains that the classic hero's journey in myths and legends follows a structure of departure, initiation, and return. The hero leaves his familiar surroundings, faces challenges often involving the supernatural, overcomes them, and then comes back to society with newfound wisdom. These brief fiction pieces by Irving can be seen as a mix of gothic and comedic styles, blending the two to establish a uniquely American genre. Washington Irving was a versatile writer who delved into various genres, including biographies, political essays, travel narratives, and historical accounts. However, he is mostly remembered for his fiction, particularly his humorous and gothic short stories like "The Legend of Sleepy Hollow." Irving expertly blended elements of both genres, creating a uniquely American style. Characters such as Ichabod Crane and Rip Van Winkle, protagonists in some of his most famous works, often find themselves at the center of comical situations, inviting readers to share in their misadventures and laugh at their follies. Irving often blends humor with horror in his writing. Considered a pioneer of the gothic genre in America, Irving often sets his stories in a world where strange and inexplicable events take place. Emotion plays a significant role in fiction writing, which is why Irving incorporates it heavily in his work. He skillfully conveys his characters' feelings through his writing, such as in "The Legend of Sleepy Hollow" where Ichabod's emotions for Katrina are as

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evident as his fear of a spooky, supposedly haunted road. Irving's short stories are rich in gothic details like vivid descriptions, supernatural occurrences, romance, fiction and intense emotions.

Washington Irving is best known for his fantastical short stories about American history and culture, but his biography of George Washington also highlighted his skill in presenting history in an engaging way. Published in several volumes between 1855 and 1859, Irving's biography became one of the most significant works of the nineteenth century. It offered a detailed and readable account of Washington's military career, presidency, fantasy and personal life, portraying the legendary figure as a relatable human being. Washington Irving mastered the use of fiction in his works, and it is very easy to fall into the world of fantasy while reading his works. But Washington Irving used more Romantic genre in some of his works. In 1815 Irving traveled to Liverpool to oversee his brothers' business affairs. While in London, he met Sir Walter Scott, who encouraged him to continue writing. This led to the publication of *The Sketch Book of Geoffrey Crayon, Gent* (1819-20), a collection of stories that blend satire, whimsicality, fact, and fiction. While most of the pieces in the book focus on Irving's experiences in England, some chapters cover American subjects. Among these, "The Legend of Sleepy Hollow" and "Rip Van Winkle" are considered the first American short stories, inspired by German folktales. The latter tells the story of a man who sleeps for two decades, only to wake up an old man in a changed America. The success of *The Sketch Book* in both the UK and the US confirmed Irving's writing talents. He followed up with *Bracebridge Hall* in 1822, and continued traveling extensively throughout Europe and America. Rip Van Winkle is an amiable farmer who wanders into the Catskill Mountains, where he comes upon a group of dwarfs playing ninepins. Rip accepts their offer of a drink of liquor and promptly falls asleep. When he awakens, 20 years later, he is an old man with a long white beard; the dwarfs are nowhere in sight. Washington Irving's short story *Rip Van Winkle* falls into the fantasy genre due to its impossible events and unrealistic characters, such as encountering people who have been deceased for centuries. The character of Rip in the story mirrors Irving's own personality to a significant extent, with shared traits, beliefs, and attitudes regarding marriage, politics, and the environment. This connection between Irving and Rip gives the impression that "Rip Van Winkle" could be an autobiographical representation of Irving's life through his fictional protagonist. Even if Irving did not intentionally create an autobiographical work, the similarities between him and Rip are noteworthy as they highlight how Irving uses his story to illustrate his own character and disposition. Scholars and critics have observed how Irving's writing serves as a means for him to express his personal thoughts and beliefs, with some, such as Winifred Romney in her 1908 essay, proposing that familiarity with Irving the person is key to comprehending Irving the writer, as his literary works reflect his personality. Romney suggests that Washington Irving's writings reflect his charming personality and gentle nature. She highlights the humor evident in works like "Knickerbocker's History," "The Legend of Sleepy Hollow," and "Rip Van Winkle," and points to a resemblance between Irving and the character Rip Van Winkle. Romney primarily focuses on Irving's qualities, literary style, and his impact on American literature, rather than delving deeply into biographical evidence of his similarities to Rip. Irving employs the alias of Geoffrey Crayon to record his experiences objectively, allowing him to analyze and contemplate their

significance from a distance. By creating this fictional persona, Crayon acts as a shield between Irving and the world, fulfilling an emotional need and marking the beginning of a new literary genre in America. This pseudonym not only serves Irving's emotional purposes but also gives his sketches a more profound aesthetic quality than traditional travel accounts. Critics like Richard Ellmann suggest that Irving's tales, such as "Rip Van Winkle," serve as a reflection of his personal experiences, emotions, and psychological needs. While Irving's use of these stories to convey his feelings has been noted, there has been less focus on analyzing the autobiographical elements within them, particularly the aspects that reflect Irving's morals, intellect, and behavior through characters like Rip. Like his fictional hero Rip, Irving is also known for his generosity. In the story, Rip's kind nature is highlighted by the fact that he never turns down a neighbor in need of assistance, whether it be hard labor or helping out at village events. Even though Rip may be lazy and avoid work, he always readily lends a helping hand when asked by the women in the village. His compassionate nature is highlighted by his willingness to help not just his acquaintances, but also strangers. This is exemplified in Irving's account of Rip assisting a stranger carrying a heavy keg in the Catskill Mountains. Despite his reservations, Rip quickly agrees to help the man and assists him in moving the keg to the intended destination. In this setting, Rip's compassionate nature shines through as he bravely serves drinks to the strange and mysterious characters, despite feeling scared and uneasy. The story is filled with instances that showcase Rip's generosity and selflessness, indicating that Rip is more concerned about helping others than himself. Much like Rip, Irving was known for his kindness and willingness to help others, demonstrating some of his most notable characteristics.

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INDIVIDUAL FEATURES OF ARTISTIC STYLE OF W.M. THACKERAY

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Abstract:

This paper discusses the biography of W. M. Thackeray and the primary artistic methods he employed in his well-known works, such as "Vanity Fair" and "The Luck of Berry London". You can also find information about the content and their characters in the works he wrote.

Key words: artistic style, individual features, characters, content

doi: <https://doi.org/10.2024/ken8e491>

William Makepeace Thackeray was born on July 18, 1811 in Calcutta, India. He was Richmond and Anne Thackeray's only child. Richmond Thackeray was an East India Company official with a considerable income; therefore, the Thackerays' lives were exceedingly luxurious. They lived in a spacious house with several servants and ate well. William's father died when he was four years old, and the kid was sent to school in England. He never went back to India. William's mother married Henry Carmichael-Smyth in 1817, and the couple moved to England. Thackeray began attending Charterhouse, a prestigious boys' school, when he was eleven years old. Unfortunately, it was not an excellent school at the time. The students received a substandard education, and there were frequent conflicts among the lads. Thackeray attended Cambridge University in 1829, but did not graduate. Thackeray went to France in 1832. He worked as a newspaper editor and attempted to become an artist. He was now twenty-one years old and had inherited the remainder of his father's estate. But he blew it all on Paris's theaters, art galleries, and restaurants. Thackeray met and fell in love with Isabella Shawe in 1835, when most of his money had gone. She was a petite, bashful young lady with light-red hair. She was also impoverished. Despite their parents' disapproval, William and Isabella married a year later. Thackeray and his wife returned to London in 1837 and had three children - Anne, Jane and Harriet[4-4p].

The nineteenth century was the age of the magazine, which was created to suit the expanding middle-class demand for family reading. Thackeray rose to prominence in the late 1830s as a regular contributor of pieces to Fraser's Magazine, The New Monthly Magazine, and, subsequently, Punch. Mr. Michael Angelo Titmarsh, Fitz-Boodle, The Fat Contributor, and Ikey Solomons were among the pen names he used. Miscellanies was a collection of the greatest of his early writings. These include The Yellowplush Correspondence, the memoirs and diary of a young cockney footman written in his own vocabulary and style;

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Major Gahagan, a fantasy of soldiering in India; "Catherine", a burlesque of the popular "Newgate novels" of romanticized crime and low life, and itself a good realistic crime story; *The History of Samuel Titmarsh and the Great Hoggarty Diamond*, which was an earlier version of the young married life described in *Philip*; and *The Luck of Barry Lyndon*, which is a historical novel and his first full-length work. [7]

Few authors have received as much lavish praise for their style and as much casual, harsh criticism. Remarkably, the same people frequently take credit and give criticism. Alexander Welsh refers to Thackeray as one of the "great prose artists of our literature" in the first phrase of his introduction to a 1968 collection of essays, then as "careless and amateurish" in the second. Although the author's manuscripts are thought to refute the idea of his carefree compositional approach, John Sutherland's *Thackeray at Work* affirmatively quotes the nineteenth-century view that *The Virginians* is "the worst novel anyone ever wrote." While applauding Thackeray for his sharply defined realism, John Carey criticizes him for engaging in bland and shallow idealizing". [3-111p]

To A. A. Jack "Thackeray was simply luckier than other lazy men:

His manner of writing was desultory, and he was always ready to give rein to whatever mood was uppermost. He rarely formed any conception of a book before he had finished it, and never took the trouble to think about the canons of his art. He stumbled on right methods, just as he floundered into mistakes." [2-1,2pp.]

And Doctor John Brown described him as a sentimentalist: "When considering Mr. Thackeray's body of work as a whole, it would be more accurate to characterize him as a sentimentalist rather than a cynic. Even when the demands of his narrative force him to depict bad characters, he does his best to give them good intentions. We cannot recall any completely unredeemed character in his books." [6-9p]

Thackeray is a well-known author of numerous books. "Vanity Fair" and "The Luck of Berry London" are the most well-known among them. According to Elizabeth Walker "The title of Thackeray's book, *Vanity Fair*, was inspired by a poem. It depicts a society in which individuals just care about themselves and what makes them pleased." [4-4p]

The writer did not choose this title for "Vanity fair" for nothing. He likened the upper-class population of the 19th century to puppets, and their life activity resembled a puppet theater. Almost everyone in this play only tried to look perfect, wear nice clothes and always earn money. But they did not do any work on dealing with the problems in the society and enriching themselves spiritually.

William Makepeace Thackeray's novel *Vanity Fair* recounts the lives of Becky Sharp and Amelia Sedley among their friends and family during and after the Napoleonic Wars. It was first published as a 19-volume monthly serial (the last of which contained Parts 19 and 20) from 1847 to 1848, with the subtitle *Pen and Pencil Sketches of English Society*, which reflects both its satirization of early nineteenth-century British society and the numerous illustrations drawn by Thackeray to accompany the text. It was released in 1848 as a single volume with the subtitle *A Novel Without a Hero*, showing Thackeray's interest in deconstructing his era's literary heroism norms. It is regarded as the "principal founder" of the Victorian home fiction. [1-14p]

Vanity Fair, told in a sequence of interconnected chapters, follows Becky's journey from working as a humble governess to socializing with lords and ladies, meeting the king, and beyond. Simultaneously, the narrative reveals Amelia's

lesser story, which revolves around her doomed romance with George Osborne, with whom she has been betrothed since infancy. When Amelia's father declares bankruptcy, George's father terminates the engagement. The forces of society emerge as the primary enemy for both Becky and Amelia. To attain her aims, Becky must transcend the rigidity of social class and its customs. Amelia's enemy is also societal, since the desire for greater money makes it impossible for a young woman from a poor family to marry a guy from a wealthy family. Amelia's opponent is also societal in character, as a young woman with a bankrupt father finds it impossible to marry a boy from a wealthy family. Becky's arrival at the Sedley residence serves as the impetus for the larger story. When she meets Amelia's brother, Jos, she quickly becomes entangled with her family and connections, which leads to her first marriage for money and reputation. Becky makes all of her actions based on what has the best likelihood of boosting her position; so, when she fails to win Jos, she continues to look for others who might help her achieve her goal. Becky then befriends the Crawleys, including the wealthy Miss Crawley, who claims Becky is equal, and Sir Pitt, who proposes marriage. The readers do not witness Becky and Rawdon Crawley's secret marriage, but this episode has a significant impact on the couple because it results in Rawdon's disinheritance by Miss Crawley. The novel concludes with one final encounter between Becky and Amelia at a charity fair, during which no words are exchanged. Without further explanation, the narrator returns his puppets to the box. The performance is over. Putting the puppets away marks the end of Becky's and Amelia's stories, but the narrator, who has interjected himself throughout the entire story, leaves certain questions unanswered about what happened and why. While each woman finds resolution, neither has the life she expected. [8]

The full title of Thackeray's satirical novel "Barry Lyndon" is also a plot synopsis and goes as follows: "The Memoirs of Barry Lyndon, Esq. of The Kingdom of Ireland Containing an Account of His Extraordinary Adventures; Misfortunes; His Sufferings in The Service of His Late Prussian Majesty; His Visits to Many Courts of Europe; His Marriage and Splendid Establishments in England. Barry Lyndon's "memoirs" are not autobiographical recordings of a historically or politically significant figure in the classic meaning of the term; rather, they should be viewed ironically. Because the protagonist, Redmond Barry, was born around 1730 in Ireland and is a nobody pretending to be a very important person. He tells the reader the lovely narrative of the Barry family, an old, aristocratic Irish dynasty that has lost its glory and money owing to a series of misfortunes that have occurred over multiple centuries. Barry is now a typical picaresque hero, continuously getting into difficulty and all kinds of crazy situations, and even more bizarrely, managing to get out of trouble again. While doing so, he learns a lot about the world and puts up a funny mirror to society. In this case, the author criticizes the decadence of European aristocracy during the Rococo period, as well as the needless violence of war. The story's satirical tone is already apparent in its terminology, such as when Barry casually mentions "just massacres" or steals the identity of "Lieutenant Fakenham" as a deserter (Fakenham is a real English town in Norfolk, but the ambiguity of the name is difficult to overlook). One of Thackeray's pen names, G.S. Fitzboodle, foreshadows the shenanigans his fictional characters get up to. Among Barry Lyndon's exploits is his service in the Seven Years' War. He fights for England at first, then deserts, is captured, and forced to fight "in the service of his late

Prussian Majesty." By chance, he meets his uncle, who assists him in fleeing the country. They start out as card players and con artists, moving from one European court to the next. Among the conspiracies and slanders is a Hamlet-like episode from his marriage to the rich and beautiful Countess Lyndon. Redmond Barry, now known as Barry Lyndon, portrays the evil uncle Claudius, whom Gertrude (Countess Lyndon) marries after Barry has assisted in the death of her first husband.

Her first marriage's son does not find this amusing at all. He has an oedipal relationship with his mother and eventually exacts revenge on Barry. The story concludes with Barry Lyndon's death in a rundown prison: divorced, destitute, the beloved son dead, a drunkard. Despite the depressing ending, this satirical masterpiece is a joy to read. In 1975, director Stanley Kubrick created a fantastic, visually striking film rendition that recreates the composition of 18th century landscape and portrait paintings and whose special production methods have made film history. [5-1p]

Delving into the biography and artistic techniques of W. M. Thackeray has provided a comprehensive understanding of his notable works like *Vanity Fair* and *The Luck of Barry London*. The exploration of his literary prowess and the intricate characters within these works enhances our appreciation for the enduring legacy of this esteemed author. In summary, the exploration of W. M. Thackeray's individual features of artistic style has unveiled a rich tapestry of narrative techniques, keen social commentary, and nuanced character portrayals. From his satirical wit to the intricate weaving of realism, Thackeray's unique artistic imprint not only defined his era but continues to resonate, inviting readers to appreciate the enduring allure of his distinctive literary contributions.

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**ARTISTIC ROMANCE OF THE AMERICAN PAST IN THE WORK OF
WASHINGTON IRVING (AS AN EXAMPLE OF RIP VAN WINKLE)**

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Abstract:

In this article, we delve into Washington Irving's classic story, "Rip Van Winkle." We explore how Irving portrays nostalgia, transformation, and folklore, and how these themes make the tale timeless. Through a mix of theory, examples, and expanded historical context, we help readers grasp Irving's impact on American literature and the enduring appeal of "Rip Van Winkle."

Key words: Washington Irving, Rip Van Winkle, American folklore, artistic romance, literary analysis

doi: <https://doi.org/10.2024/9n6phd04>

Introduction

Washington Irving's *Rip Van Winkle* stands as a quintessential example of the artistic romance of the American past. Through the lens of this timeless tale, we embark on a journey through the enchanting landscapes of the Hudson Valley and encounter the whimsical characters that populate Irving's imagination. This article seeks to unravel the layers of meaning woven into the narrative, shedding light on Irving's portrayal of a bygone era infused with both nostalgia and myth.

The theme of historical identity is a prevalent subject in American Romanticism, which can be observed in both "Young Goodman Brown" and "Rip Van Winkle." In the former, America's historical identity is explored through Brown's reconciliation with his family and puritanical past. The devil elucidates his association with Brown's ancestors by stating, "I helped your grandfather, the constable when he lashed the Quaker woman so smartly through the streets of Salem. And it was I that brought your father a pitch-pine knot...to set fire to an Indian village in King Philip's war"(P 113). Washington Irving's *Rip Van Winkle* was first published in 1819; this year marked the end of predecessors for American short stories before American Romanticism commenced. The story quickly gained fame due to its use of literary forms that other predecessors frequently lacked. Many early American stories had undeveloped characters and plotlines that often gave a didactic tone; however, "Rip Van Winkle" is written more eloquently and stylistically than these works as it can easily be identified as part of American Romanticism - especially when compared to Nathaniel Hawthorne's story, "Young Goodman Brown," as they share common romantic elements like themes regarding historical identity and fantastical settings found within nature.

The Background of the Story

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The classification of “Rip Van Winkle” as a romantic sketch is due to its roots in the folklore of the romantic era (Callow and Reilly 76). While in Europe, Irving encountered the German tale of “Peter Klaus”, which served as a model for his short story “Rip Van Winkle” (Zobel 210). By setting “Rip Van Winkle” against the backdrop of New York’s Catskill Mountains, Irving aimed to imbue the young nation with folk traditions that were central to romanticism (Dawson 251). However, because there was a striking resemblance between “Peter Klaus” and “Rip Van Winkle,” some accused Irving of plagiarism (cf. Kuczynski 296). Nonetheless, by personalizing and localizing his version through elements such as a Diedrich Knickerbocker framework, Hudson River setting, and New World Dutch characters (Callow and Reilly 78/79), he created an American legend that had specific correspondences to American life and thought. These changes even gave it historical dynamics completely separate from those found in its source material (Kuczynski 297). Thus, despite being based on an old antiquarian folk tale from Europe, Irving’s adaptation succeeded in creating an inherently American tale that has continued to inspire multiple interpretations up until this day (cf. Callow and Reilly 79.).

“In addition to perpetuating various Old-World legends within the realm of popular antiquities or folklore during the Romantic period [Irving] also made significant contributions by discovering new ones for America thereby enriching it with ‘associations’ (ibid.76)

Literary Analysis

Drawing on elements of American folklore and legend, Irving paints a vivid picture of colonial America, capturing the essence of a bygone era. Rip Van Winkle, the protagonist, becomes a symbol of the restless spirit of the new nation, seeking solace in nature and escaping the pressures of modernity. Through Rip's encounter with the mystical figures of the Catskill Mountains, Irving explores themes of transformation and rebirth, inviting readers to ponder the passage of time and the cyclical nature of history.

The character of Rip Van Winkle embodies the romantic ideal of the rustic, carefree wanderer, whose adventures blur the lines between reality and fantasy. As he awakens to find himself a stranger in his land, Rip's journey becomes a metaphor for the ever-changing landscape of America, where tradition and progress intersect in unexpected ways. Irving's masterful use of language and imagery evokes a sense of wonder and nostalgia, transporting readers to a world where legends come to life and the past is alive with possibility.

Practical Insights

For readers seeking to explore the artistic romance of Rip Van Winkle further, engaging with supplementary materials such as historical texts, critical analyses, and visual adaptations can provide valuable context and deepen understanding. Additionally, visiting sites associated with Irving's life and work, such as Sunnyside in Tarrytown, New York, offers a tangible connection to the author's legacy and the landscapes that inspired his imagination.

Conclusion

Washington Irving's Rip Van Winkle stands as a testament to the enduring power of artistic romance in American literature. Through its exploration of nostalgia, transformation, and the allure of folklore, the story continues to captivate readers of all ages, inviting them to embark on a timeless journey through the heart of the American past.

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ASPEKTUAL MA'NO SHAKLLANISHIDA ARGUMENTLAR FAOLLASHUVI*S. Sarimsoqov*¹*Annotatsiya:*

Ushbu maqolada argumentlarni ifodalashda leksik semantik, leksik sintaktik aspektlari orqali ma'no shakllanishi haqida fikr mulohazalar keltirilgan. Bundan tashqari, Argument Structure va Predicate-Argument Structure atamasi bo'yicha olimlar tomonidan ko'rib tahlil qilingan.

Kalit so'zlar: leksik sintaktik, Predicate-Argument Structure, tematik tarkib, leksik semantika, ichki argument, nominativ, akkuzativ, NP argumenti, predlog, parametr

doi: <https://doi.org/10.2024/aw902918>

Argumentlar tuzilishini ifodalashda (achievement) natijani tashkil etuvchi ikkita asosiy o'zgarishlar mavjud. Birinchisi, semantik va sintaktik ma'lumotlar alohida bo'lishi kerakligini tan olishdir. Argumentlar tuzilishining dastlabki versiyalaridan biri, tematik tarkib, tartibsiz tematik vazifalarning oddiy shakli (masalan, fe'l uchun, put): (5) PUT: <Agent, Theme, Location> emas, balki argumentlarning miqdoriy ko'rsatkichlari ham e'tiborga olinadi. Aspektga bag'ishlangan ilmiy adabiyotlarda tematik vazifalar sintaktik hodisalarda muhim o'rin tutadimi yoki yo'qmi, degan jiddiy bahs-munozaralar mavjud. Shuningdek, ular umuman leksik-semantik ma'lumotlarni ifodalashning to'g'ri vositasimi yoki yo'qmi, degan masalalar ochiq qolmoqda. Ammo leksik birlikning semantik tabiati qanday bo'lishidan qat'i nazar, argumentlar tuzilishining aniq sintaktik ko'rinishi mavjud deyiladigan yakdil mulohazalar yo'q [1]. M.Zubisarreta, M.Rappaport va B. Levin kabi tilshunoslar aspektual tarkib hamda predikat semantikasi bir-biriga moslashishini qayd etadi [2, 3]. Lekin ushbu tilshunoslar qo'llagan "argument structure" atamasida berilgan ta'riflar bir-biridan ma'lum ma'noda farq qiladi. Ba'zilar uchun u fe'l haqidagi faqat leksik sintaktik ma'lumotlarni o'z ichiga oladi [2]. Rappaport va Levin leksik sintaktik ifodalash uchun "Predicate-Argument Structure" (predikat+argument tarkib PAT) atamasidan foydalanishadi, ular leksik semantik tarkibdan (Lexical Conceptual Structure or LCS) ajratib turadi [3]. J.Grimshou fe'l haqidagi leksik sintaktik ma'lumotlar bilan kesishadigan ikki turdagi leksik semantik ma'lumotni (tematik va aspektual) o'z ichiga olgan yanada yuqori ifodalangan argument tuzilishiga ega [4] ekanligini ta'kidlaydi. Ushbu mualliflar ishlatgan tizimlar va terminologiyaning xilma-xilligiga qaramay, ular predikat xususiyatlarining aniq va mustaqil leksik sintaktik ifodasi mavjudligini, uni leksik semantikaga aylantirib bo'lmaydi, degan fikrni ilgari suradi.

Argumentlar tuzilishini ifodalashdagi ikkinchi asosiy rivojlanish ko'proq tuzilmani ishlab chiqishdir. Yuqoridagi oddiy tematik tarkib atamasi M. Zubisarreta, M. Rappaport va B. Levinlar kiritgan tavsif o'rtasidagi farq ko'p jihatdan tuzilmalarda birikmalar o'rtasidagi farqda yaqqol ko'zga tashlanadi.

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E.Uilyams tashqi argument tushunchasini kiritdi. Bunda fe'ning leksik ma'nosidan tashqari frazema tarkibida shakllangan hamda fe'l so'z birikmasida hosil bo'lgan tematik mavzudagi otli iboraga (NP) argument vazifasini bajarishda yuzaga keladigan mazmun nazarda tutiladi. Bu dalil har doim sintaktik mavzuga aylanadi. M. Zubisarretaning ta'kidlashicha esa, fe'ning boshqa argumentlaridan boshqa hech narsa bilan bog'lanmagan yagona argumentga ega ekanligi bilan ajralib turadi (x); va burchakli qavslar (x) tashqarisida bo'lish orqali M. Rappaport va B. Levin tavsiflaridan farq qiladi. Fe'ning qolgan argumentlari ichki argumentlar bo'lib, fe'l iboraning ichida paydo bo'ladi (D - strukturada). Bundan tashqari, ichki to'g'ridan-to'g'ri va bilvosita argumentlarni ajratib ko'rsatishimiz mumkin [6]. Bunda fe'ning to'g'ridan-to'g'ri ichki argumenti D -strukturadagi fe'l tomonidan boshqariladigan va o'zining tematik rolini bevosita fe'ldan oladigan NP argumentidir. Ushbu tavsiflarida esa bu y argument asosiy bo'lib, birinchi ifodadagi fe'lga bevosita bog'langanligi va ikkinchisida tagiga chizilganligi bilan ajralib turadi. Bilvosita ichki NP argumentlari predlog (ingliz tilidagi kabi) yoki ayrim tillarda nominativ yoki akkuzativdan boshqa holat belgisi bilan boshqariladi. Bilvosita NP argumentlari o'zlarining tematik rollarini predlogdan (yoki hol belgisidan) yoki fe'l bilan birgalikda yuklamadan (yoki hol belgisidan) oladi. Ular to'g'ridan-to'g'ri fe'ldan tematik rollarni olmaydi. Bular yuqoridagi ko'rinishlardagi z argumentlari bo'lib, o'rin oluvchi predlog bilan bog'lanishi bilan ajralib turadi.

Yuqorida tilga olingan mualliflarning aksariyati buni taklif qiladi. Argument sifatida hodisaning kichik qismlarini bog'lanishi mumkin bo'lgan yagona darajali parametrning ko'rinishini e'tiborga olinadi. Bu ko'pchilik aspektual tizimlarning mavjudligi bilan bog'liq. Aspektual tahlil orqali yagona darajali parametrga ega fe'llarning, holatni o'zgartiruvchi fe'llarning va yo'nalish fe'llarning o'lchov xatti-harakatlarini birlashtirishi mumkin. Bu orqali obyektning fazaviy darajasi va vaqt o'rtasidagi omomorfizm qo'shimcha mavzuli fe'llarni boshqarish, masofa va vaqt o'rtasidagi omomorfizm yo'nalish fe'llarini boshqarish, ularni makon va vaqt o'rtasidagi umumiy gomomorfizm ostida birlashtirilish mumkinligidan dalolat beradi. Ammo, agar bosqichma-bosqich o'lchov parametrining keyingi mavhumlik kiritilmasa, ularni holat o'zgarishi fe'llari bilan birlashtirish mumkin emasligi ko'zga tashlanadi. Bunday parametrning mavjudligi semantik fakt bo'lib, tabiiy tillarning semantikasi orqali faollashadi. Ushbu parametrning mavjudligi semantikada ifodalanishi orqali muayyan xususiyat nima ekanligini grammatik shakl emas, balki pragmatik yoki semantik bilim aniqlashi ko'zga tashlanadi.

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FEATURES OF METAPHORICAL CREATION OF TRADITIONAL AND PSYCHOLOGICAL PORTRAIT OF HEROES IN S. MAUGHAM'S NOVEL "THE MOON AND SIXPENCE"

*T. Tagayeva*¹

Abstract:

The purpose of this article is to investigate the mechanisms of functioning of artistic imagery in creating a character portrait" in S. Maugham's novel "The Moon and Sixpence". It is noted that the writer's skill in creating a figurative associative portrait of a character which is based on the possibilities of epithets.

Key words: cognitive metaphor, metaphor functions, thinking and consciousness, portrait

doi: <https://doi.org/10.2024/7f397327>

The study of metaphor today is characterized by a transition to a qualitatively new level. Rather than just the stylistic characteristics of metaphor, philologists focus on its cognitive and meaning-making functions and capabilities: "...our thoughts, everyday experiences and behaviours are largely conditioned by metaphor, so in studying metaphor we are studying human thinking". Analysing the author's metaphor thus becomes a study of the writer's creative consciousness, his mental operations. This trope is not considered as a "poetic invention or rhetorical embellishment", but only as a "way of thinking". The cognitive nature of metaphor is emphasized by many linguists, which "...appears as a basic mental operation, as a manifestation of the analogue possibilities of human thought, one of the tools of conceptualization of the world, and thus a way of penetrating into the process of the speech-thought activity"[3,23].

S. Maugham's novels demonstrate an unusually sharp and metaphorical view of the world. Numerous trips to the most exotic countries of the world enriched the "intellectual baggage" and creative consciousness of the writer, expanded the variety of artistic space and heroes of different nationalities in the works. S. Maugham was deeply interested in the problem of creativity, he professionally analysed the style features of 19th century writers and his contemporaries.

The irony of S. Maugham is based on the contrast of metaphors, the writer emphasises the desire for simplicity and transparency of style: «I had little gift of metaphor the original and striking simile seldom occurred to me»[2,44]. Paradoxically, the writer was being deceitful, the artistic space of the novel «The Moon and Sixpence» is saturated with many tropes through which character portraits are created. "The Moon and Sixpence" recreates, as it were, the biographical picture of the artist Gauguin (Strickland), his creative wanderings in search of "artistic truth" from Paris to Tahiti. Cognitive metaphor in this work

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is functional for creating figurative portrait characterization on its own, and as part of the "tropeic block".

"Tropean block" S. Maugham creates with the help of metaphors, comparisons and reference to precedent names, "triggering" the work of associative their functions: "...all types of metaphorisation are based on the associative links of human experience". Let us dwell on the complex formation of a series of traditional and psychological portraits of Strickland. The first thing we can pay attention to when analysing the mechanism of "preparation" of the main metaphor "the way of the artist" in S. Maugham's text is the vivid oppositions. Even in the first chapter of the novel, Strickland's posthumous fame is emotionally created: "The incident of the legend has become the hero's surest passport to immortality": "The incident of the legend has become the hero's surest passport to immortality". Maugham prepares the reader's perception of Strickland with a chorus of negative remarks by heroines who belonged to "artistic circles": « he's a stockbroker. He's very dull». The first meeting in the social drawing room so distinguishes Strickland from the guests that S. Maugham uses visual associations to create his image as an "exterior" body among the bohemian society: «He gave you somewhat the idea of a coachman dressed up for the occasion». Strickland is dressed "civilly", but associatively emphasises his low social status and the apparent dissonance between his appearance, manner of behaviour and social setting. His image is created emotionally negatively by Ashenden according to the principle of gradation: «He was null... but there was no reason to waste one's time over him»

The author, in creating a series of portraits of Strickland through time, repeatedly emphasises his actual mediocre appearance in Europe, but metaphorically singles him out by his colouring in Tahiti- « Red man».

The intangible beginning in Strickland's portrait characterisation leads to the appearance of Ashenden's antique associations about Blanche's violent passion (maenads to satire), emphasises in Strickland's appearance something "bestial", wild and unchanging grin: «I could see his sardonic smile» [5,65].

We emphasise once again that the creative personality of the narrator is a writer who has already gained fame. Therefore, metaphorisation of such a cultural plan is natural, taking into account "author's intelligence, familiarity with literature and painting": "...any metaphor serves to be decoded by the recipient". Metaphor in S. Maugham's novel contributes to the creation of artistic images and their traditional and psychological portraits. It fulfils cognitive, nominative, artistic and meaning-forming functions.

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TILSHUNOSLIKDA “UMIDSIZLIK” TUSHUNCHASI VA UNING “MARTIN IDEN” ROMANIDAGI IFODASI

G. Bobonazarova ¹, A. Kenjayev ²

Annotatsiya:

Ushbu maqola kognitiv tilshunoslikda til va ong o'rtasidagi bogliqlik va unda yuz beradigan “umidsizlik” hissining aks etishini ifodalashda Jek Londonning “Martin Iden” romani misolida o'rganildi.

Kalit so'zlar: ishonchsizlik, Martin, Ruf, qo'rquv, mashxur yozuvchi

doi: <https://doi.org/10.2024/5r7ysm29>

Inson hayotda yashar ekan, unda yashashga va ertangi kunga bo'lgan umid hissi bo'ladi. Bu his bizga odamzod paydo bo'lgandan buyon evolyutsiya jarayonida yetib kelgan. Bu bir biriga o'rgatib bo'lmaydigan yoki o'zlashtirib olinmaydigan tuyg'u hisoblanadi. Inson yashar ekan, o'z oldiga maqsadlar qo'yadi va unga erishish uchun kurash jarayonida unga umid bog'laydi, ya'ni yaxshi yashashga bo'lgan umid, qandaydir ehtiyojlarini qondiradigan moddiy narsalarga bo'lgan ehtiyoj umidi ham bo'lishi mumkin. Bu his natijasida inson ko'p narsalarga erishishi pozitiv kayfiyatga ega bo'lishi mumkin.

Umid mavhum his-tuyg'ulardan biri bo'lib, u yo'qotilganda umidsizlik hissi paydo bo'ladi. Muammolar ichida qolish, stress yoki ishonchsizlik umidni sindiradi va inson miyasida umidsizlik yuzaga keladi. Umidsizlik insonning jismoniy va psixologik farovonligiga tahdid solishi, tiklanish va reabilitatsiya jarayoniga ta'sir qilishi mumkin. Pan H.H va Chiou C.P o'z maqolasida umidsizlikning ta'sirini o'rganadigan ko'plab tegishli adabiyotlar mavjudligi, ammo umidsizlik tushunchasini tahlil qiladigan adabiyotlar yo'qligini ta'kidlashgan. Shu sababli, ushbu maqolaning maqsadi umidsizlik tushunchasini yoritishdir.

Insondagi hislar bir-biri bilan bog'liqligi sababli umidsizlik tushunchasi nimalar orqali his qilinishini ko'rib chiqamiz. Masalan, ishonchsizlik. O'ziga bo'lgan ishonch va boshqalarga ishonch. O'zgalarga ishonish natijasida o'ziga bo'lgan ishonch ham yuzaga kelishi mumkin. Ishonchni yo'qotish natijasida miya boshqalarga qayta ishonishni taqiqlaydi va shubha paydo bo'ladi. Asta sekinlik bilan esa shubha o'rnini umidsizlik egallaydi.

Jek Londonning ko'pgina hikoyalarida umidsizlikka tushgan qahramonlar ko'p uchraydi, chunki yozuvchi yoshligidan qiynalib katta bo'lgan va boshidan o'tganlarini o'z qahramonlari orqali tasvirlab sodiq o'quvchilariga erishgan. Masalan, “Martin Iden” romanida bosh qahramon Martin ham yozuvchining avtobiografik hayotidan olingan. Qahramon roman boshida qiyinchilikda o'tgan hayot tashvishlaridan umidsizlikda yashagan bo'lsa, keyinchalik unga umid

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berib keyin kuchli umidsizlikka tushirgan Ruf orqali hayoti tanazzulga yuz tutgan.

To'liqroq aytadigan bo'lsak, burjuaziya davrida zodagonlar oilasidan bo'lgan qiz Ruf Martinning hayotiga nur olib kirgan ideal farishtadek tuyuladi va Martin hayotini yaxshilashga, qaytadan o'qib o'rganib oqsuyaklardek o'zini tutishga harakat qiladi. Buning uchun ko'p mehnat qiladi, kerak bo'lsa qora ishlarni ham uddalaydi.

Lekin Ruf bunday ishlardan ortmagan Martinni yomon ko'rar edi va uni o'zgartirishga harakat qiladi, zodagonlar davrasida ko'proq qatnashishini hohlar edi. Lekin Martin ular bilan bir davrada o'tirib ularning judayam kibrli va o'zidan boshqalarni o'ylamaydigan odamlar ekanini tushundi va ochiq oydin ularga ichidagilarni aytib tashlaydi. Shundan so'ng u zodagon bo'lishdan umidini uzadi, chunki bu orqali u o'zligini oilasini unutishi kerak edi.

Shundan so'ng Martin o'zini yozuvchilikka bag'ishlaydi, bir kun kelib haqiqiy yozuvchi bo'lishdan umidini uzmaydi va shu orqali Rufga muhabbatini isbotlashga urinadi. Ammo bir kuni umidlari chippakka chiqadi: Ruf uning ijarada yashayotgan ko'rimsizgina uyiga ko'rgani keladi, bundan xursand bo'lgan Martin uni o'tqizgani joy topolmaydi. Ruf esa unga boshqa birga bo'lolmasligini aytgani kelgan edi.

Bu voqeadan keyin Martinning umidlari butunlay so'ndi: yozishga, yashashga, yaqinlari bilan gaplashishga ham xohishi qolmadi. Aynan bu hodisa umidsizlikka tushish edi. Unda hechqanday hechnarsaga qiziqish qolmasligi uni tushkunlikka tushirdi, yaqinlaridan ham uzoqlashtirdi.

Eng qizig'i esa Martin aynan barchasidan qo'l siltagandan so'ng shu paytgacha bosilmagan hikoyalarini endi qimmat narxlarda gazetalarda chop etila boshlandi va Martin bir paytlar o'zi hohlagandek darajaga erishdi. Ammo endi bu paytda unga bu kerak emas edi. Uning mashxur yozuvchi bo'lganini eshitgan Ruf va uning oilasi Martinni mehmonga chaqirishdi, Martin esa buni rad etdi. U o'zini tanigan o'zligini yo'qotmagan yozuvchi bo'lib tanildi. U jismonan sog' va baquvvat bo'lsada, ichidagi yuz berayotgan hodisalar fikrlar uni o'z domiga tortar edi.

Har safar u dengiz safariga chiqishdan oldin dam olib kelish haqida toza havodan to'yib nafas olish haqida o'ylar edi, lekin bus afar Martinning yuragida qandaydir qo'rquv bor edi. Bu umidsizlikning oxirgi nuqtasi bo'lgan o'lim edi. "Ko'zi og'rigan odamni porloq nur qanchalik qiynasa, hayot ham Martinni shunchalik qiynoqqa solardi".

U qayerga bormasin o'zini ular bilan birga ko'rolmadi o'zini diqqinafas bo'lib, umidsizlikka tushdi. Oxir oqibat hechkim sezmagan paytda o'zini dengizga tashladi hayotga bo'lgan ishtiyoq uni yana nafas olishga undasada, qayta suv tubiga sho'ng'ib o'zini cho'ktirdi.

Xulosa sifatida shuni aytish mumkinki, inson yashashi uchun kearkli bo'lgan his bu umid hisoblanadi, umidsizlikka tushmaslik uchun barcha choralarni qidiradi, ammo barcha yo'llar yopilsa, inson o'zligini yo'qotib qo'yadi va qalbi sinadi, ishonchsilik yuzaga keladi.

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AMERIKA ADABIYOTIDA ILK ROMANTIZM PROZASINING TILI VA BADIY XUSUSIYATLARI

S. Rasulova ¹

Annotatsiya:

Amerika adabiyotida XIX asrda romantizm oqimi muhim o'rin egalladi. O'sha kezlarda jamiyatda shirin sevgi xayoli, baxtli oila qurish ishtiyoqi orta bordi. Amerika romantiklarining romantik tuyg'ular tarannum etilgan poem va she'rlari, xayoliy va sarguzasht voqealarga boy novellalari jahon adabiyotining sara asarlari qatoridan zalvorli o'rin egalladi. Shu bois, Amerika adabiyotida ilk romantizm tarixida muhim o'rin egallovchi yirik yozuvchilar hayoti, ijodi va asarlari xususida ma'lumot ushbu maqolamizda bayon qilinadi.

Kalit so'zlar: Roman, inqilob, hikoya, obraz, adabiyot, orzu, jamiyat

doi: <https://doi.org/10.2024/b0cz7162>

Ma'lumki, XIX asrning birinchi yarmida Amerika romantiklari tomonidan ko'tarilgan masalalar bugungi kunda ham o'z dolzarbligini yo'qotgani yo'q. Ular qoldirgan adabiy meros yuzasidan hozirda ham bahs va munozaralar to'xtagan emas va bu borada ko'plab muammolar o'z yechimini kutmoqda. Qayd etish lozimki, hozirgi kunda ilm-fanda turli xalqlar hamda turli madaniyatlararo o'zaro hamkorlik masalalariga qiziqish tobora ortib bormoqda. Mazkur qiziqishlar markazidan, shubhasiz, g'arbu sharq madaniyati asosiy o'rinni egallaydi².

Germaniyada vujudga kelib, tezda Angliya, Frantsiya va o'zga o'lkalarda tarqalgan Romantizm harakati taxminan 1820 yili Amerikaga ham yetib bordi. Shu paytga kelib, Uilyam Vordsvort va Teylor Kolrij "Lirik Balladalar"ni nashr etib, ingliz she'riyatida inqilobiy burilish yasaganidan keyin yigirma yil vaqt o'tgan edi. Yevropada bo'lgani kabi Amerikada ham yangicha sof oqim romantizm yunalishi san'at va ziyolilar ahlini to'lqinlantiradi. Biroq, bir muhim farqni ham nazarda tutish lozimki, Amerikada romantizm davlat hududlarining kengayishi va Amerikaning o'ziga xos ovozi kashf etish davri bilan uyg'unlashdi. Milliy o'zlikni anglash, idealizm oqimining paydo bo'lishi va Romantizmning avj olishi birgalikda "Amerika renessansi" ning, ya'ni yangi zamon ruhiyatida shakllana borayotgan shoh asarlarini yuzaga keltirdi. Ayni paytda Romantizm aksariyat Amerika shoirlari va ijodkor essechilari uchun ijobiy va mutanosib oqim edi. Amerikaning bepoyon tog'lari, dashtu cho'llari va tropik o'rmonlari badiiy ijodda o'ziga xos balandparvoqlik ifodalariga asos bo'la

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² Нуриева Н. М. Ориентализм в творчестве Вашингтона Ирвинга. Al-Farabi Kazakh National University. Eurasian Journal of Philology: Science and Education. № 3 (167). 2017. – Б. 1-7.

olgan. Romantik qarash N.Xotorn ta'biri bilan aytganda, "romans" – hikoyaning balandparvoz, ehtirosli va ramziy shaklidir.

Romanslar sevgi qissasi emas, balki murakkab ma'nolarni ifodalash uchun maxsus vositalardan foydalanilgan jiddiy hikoyalardir. Amerika romanslarining tipik bosh qahramoni o'z o'ylariga g'arq, shakllangan shaxsdir. N.Xotorinning "Skarlet maktubi" dagi Artur Dimmisdeyl yoki Gester Prinn, H.Melvilning "Mobi Dik" idagi Exab va Po qissalaridagi ko'plab yakkaolagan va savdoyi xarakterlardir¹.

Romantizm g'oyalari san'at borasida ilhom, borliqni ruhiy va estetik baholash, organik rivoj metaforalari atrofida markazlashadi. Romantiklar fikricha, umumbashar haqiqatni ilimga nisbatan san'at a'lo ifodalashi mumkin edi. Romantiklar ayrim shaxs va jamiyat uchun san'at ta'sirining ahamiyatini alohida ta'kidlashgan. Romantizm davrining eng nufuzli adibi Ralf Valdo Emerson "Shoir" (1844) nomli essesinde shunday degan edi: "Haqiqat ila yashovchi va o'zligini ifodalashga ehtiyoj sezuvchi barcha insonlarda muhabbatda, san'atda, baxillikda, siyosatda, mehnatda, o'yinlarda biz o'zimizning hassos sirlarimizni ifodalashni o'rganamiz. Inson borlig'ining yarmi – o'zi, ikkinchi yarmi esa – uning ifodasidir"². Romantizm nazariyasiga binoan o'zligini rivojlantirish asosiy mavzuga, o'zligini anglamoq esa asosiy uslubga aylandi³.

Badiiy adabiyotning bugun ham tan olingan ilk yirik namoyondalari Charlz Brokden Braun, Vashington Irving va Jeyms Fenimor Kuper Amerika mavzulari, tarixiy jarayonlari, o'zgarish muammolari va o'tmishni qo'msash hissiyotlarini ko'tardilar va tasvirlab berdilar. Ular o'z ijodlarida XIX asrning boshlaridagi Amerika jamiyati hayotining xarakterli xususiyatlarini ifodalab berdilar.

Romantizm (fr. romantisme) XVIII asr va XIX asrning birinchi yarimidagi Yevropa, shuningdek, Amerika adabiyoti va san'atida paydo bo'lgan klassitsizm qonun-qoidalariga qarshi chiqib, milliy va individual o'ziga xoslikka, ideal kahramonlar va tuyg'ularni tasvirlashga intilish bilan ajralib turuvchi yo'nalish, oqimdir⁴.

Bu davrda romantizm ijodiy metodi tarixiy-zaruriy ehtiyoj natijasida yuzaga keldi. Buning muhim sabablaridan biri shundaki, yozuvchilar o'zlari yashab turgan hayotdan, turmushdan norozi bo'la boshlaydilar. Natijada, ular asarlarida o'zlari orzu qilgan narsalarni ideallashtirib tasvirlashga tirishadilar⁵. Romantizm turli mamlakatlarda turlicha namoyon bo'ldi. Frantsiyada ehtiros va shijoat, Germaniya, Avstriyada noliish ohanglari, yo'qolgan ideallarni qo'msash tuyg'ulari, diniy zohidlik yetakchiligi bilan ajralib turadi, Amerikada romantik fantastika, zohidlik kayfiyatidagi asarlar maydonga keldi. Romantizm ma'rifatchilik oqimidan keyin vujudga kelgan adabiy metod bo'lib, o'z atrofidagi voqelik va hayotdan qanoatlanmay, boshqa real voqelikdan yuqoriroq va ideal, pokiza voqelikni orzu qilish, inson va jamiyatni mukammalroq ko'rish istagini

¹Vanspenkeren K. Tarjimon: Prof. Hamidulla Karomatov. Amerika adabiyotining asoslari. – Toshkent.:1994.-B37. 120 6.

² Shu kitob

³ Shu kitob

⁴ Begmatov E., Madvaliyev A., Mahkamov N., Mirzayev T. (raxbar), Tuxliyev M., Umarov E., Xudoyberganova D., Xojiyev A. O'zbekiston Milliy ensiklopediyasi - R harfi. – Toshkent: "O'zbekiston milliy ensiklopediyasi" Davlat milliy nashriyoti, 2006-2008. – B. 239. – B. 321.

⁵ Hotamov N., Sarimsoqov B. Adabiyotshunoslik terminlarining ruscha-o'zbekcha izohli lug'ati. – Toshkent: O'qituvchi. 1983. – B. 87. – B. 378.

o'zida mujassam qiladi¹. Romantiklar badiiy shaklni yangiladilar, tarixiy roman, fantastik qissa, liro-epik doston janrlarini yaratdilar, sahnani isloh qildilar. Romantizm davrida, ayniqsa, she'riyat rivojlandi, she'riy shaklning imkoniyatlari kengaytirildi. Romantizm metod sifatida Germaniyada aka-uka Fridrix va Avgust Shlegalar va E.Gofman, Frantsiyada V.Gyugo va Jermena de Stal, Angliyada Bayron va P.B.Shelli, Italiyada J.Lopardiya A.Mandozni, Norvegyada G.Ibsenning ilk ijodi, Polshada A.Miskevich va Yu.Slovaskiy, AQShda F.Kuper, V.Irving va G.U.Longfello, Rossiyada A.S.Pushkin, M.Yu.Lermontov, N.V.Gogol ijodida o'z xususiyatlarini namoyon qildi².

Romantik yozuvchilar yaratgan obrazlar butunlay hayot haqiqatidan uzoq, undan ajralib qolmagan bo'lsa ham, biroq bu obrazlar bevosita hayotiy haqiqatning badiiy haqiqatga aylangan obrazi bo'lmay, balki ular orzu qilgan hayotning in'ikosidan iborat. Shuni ham aytib o'tish kerakki, romantizm ham tarixiy shart-sharoit taqozosiga ko'ra, o'z taraqqiyotining turli bosqichlarida turlicha xarakter kasb etdi va, o'z navbatida, yangi tug'ilib kelayotgan ijodiy metodga – realizmga turlicha munosabatda bo'ldi. Chunki romantizm o'z xarakteriga ko'ra uch xildir:

a) ilg'or ijtimoiy ideallarni emas, balki umri tugab borayotgan, jamiyatning olg'a xarakat qilishiga g'ov bo'lgan diniy motivlarni ideallashtiruvchi reaksion yoki passiv romantizm.

b) tarixning ilg'or (tendentsiyasi) – oqimni ideallashtiruvchi, jamiyatning olg'a harakat qilishiga yordam beruvchi progressiv romantizm;

c) jamiyatni revolyutsion asosda yangilash maqsadini ilgari suruvchi, revolyutsion g'oyalarni targ'ib etuvchi inqilobiy romantizm bo'lib, u progressiv romantizmning eng yuqori ko'rinishidir³.

Romantizmning asosiy g'oyalari – ma'naviy va ijodiy hayot qadriyatlarini tan olish, erkinlik va mustaqillik huquqi. Adabiyotda qahramonlar isyonkor kuchli xarakterga ega va syujetlai ehtirolslarning shiddati bilan ajralib turardi.

Bu oqimning bosh xislati – V.G.Belinskiy ta'biri bilan aytganda, idealga moslab hayotni qayta yaratishdir, ya'ni orzu qilingan voqelikni tasvirlash, uni go'zal va mukammal hayot tarzida ko'rsatish; ana shu hayot qahramonlarining afsonaviy kuch-qudratga egaligini, mo'jizakorligini ideallashtirishdir⁴.

Insoniylikni ulug'lash, ezgulikni kuylash, muhabbat va sadoqatni yuksak darajada madh etish, unga ishontirish romantizmning eng xarakterli alomatidir. Unda hayotni judayam ko'tarinki ruhda, serjilo bo'yoqlarga boy tarzda, yorqin va nozik ifoda etish xislatga aylanadi va bu xislat kitobxon qalbini larzaga soladi⁵.

Romantik metodning asosiy xususiyatlaridan yana biri har qanday jamiyat (quldorlik, feodalizm, kapitalizm, ijtimoiyizm) ning insoparvarlikka qarshi g'oyasini doimo fosh etish va qoralashdir. Ijodda va hayotda erkinlik, shaxs

¹ Normatova Sh. Jahon adabiyoti. O'quv qo'llanma. Cho'lpon nomidagi nashriyot-matbaa ijodiy uyi. – Toshkent: 2008. – B. 36. – B. 50.

² Normatova Sh. Jahon adabiyoti. O'quv qo'llanma. Cho'lpon nomidagi nashriyot-matbaa ijodiy uyi. – Toshkent: 2008. – B. 36. – B. 50.

³ Hotamov N., Sarimsoqov B. Adabiyotshunoslik terminlarining ruscha-o'zbekcha izohli lug'ati. – Toshkent: O'qituvchi, 1983. – B. 282-283. – B 378.

⁴ Belinskiy V.G. Poeziyaning xil va turlarga bo'linishi. 1841. – B. 120. Manba: Oybek. Mukammal asarlar to'plami 19 tomlik. Toshkent: "Fan", 1981. 17 tom. – B. 308.

⁵ Boboyev T. Adabiyotshunoslikka asoslari. – T.: "Uzbekiston", 2001. – B. 523. – B. 560.

ozodligi va komilligi uchun kurashdir. Bu xususiyat hamma romantik ijodkorlar faoliyatida pafos darajasiga ko'tarilgan¹.

N.Shukurovaning "Adabiyotshunoslikka kirish" kitobida romantizmga quyidagicha ta'rif berilgan: "Romantizm – voqelikni aks ettirishning o'ziga xos ijodiy metodidir. Romantizmda hayot voqealarini o'z formasida tasvirlash printsiplari emas, balki yozuvchi idealiga mos keladigan xayoliy obrazlar, xayoliy voqealar yaratish printsiplari xukmron bo'ladi. Romantizm yozuvchining hayot haqidagi ideallarini ko'proq umumlashtiradi. Bu metod asosida yaratilgan asarlardagi qahramonlarning aksariyati g'ayri tabiiy, mo'jizaviy kuch-qudrat egasi qilib tasvirlanadi"².

Amerika adabiyotidagi romantizm 1775-1783 yillarda Qo'shma Shtatlarda yuz bergan inqilob tufayli maydonga keladi. Yevropa mamlakatlari adabiyotiga ta'sir ko'rsatgani kabi frantsuz burjua revolyutsiyasi (1789-1794) AQSh adabiyotida romantizm yo'nalishining kelib chiqishiga inqilobiy turtki bo'ladi³.

XIX asrning birinchi yarmida Amerika Qo'shma Shtatlari o'z mustaqilligi uchun kurashda g'alabani qo'lga kiritdi. Garchi bu mustaqillik xalq ommasining ishtiroki orqali amalga oshgan bo'lsa-da, xalqning o'zi bundan bahramand bo'la olmadi. G'alabaning natijalaridan yirik sanoatchilar, yer-mulk egalari foydalandilar. Bundan tashqari, Qo'shma Shtatlarda qulchilik siyosati masalasi hali uzil-kesil hal qilinmagan edi. Bu masala XIX asrda ham barchaning diqqatini tortgan masala bo'lib qolaverdi. Shuning uchun Amerika adabiyotidagi romantizm XIX asrning birinchi yarmidagi ana shu murakkab qarama-qarshiliklarni o'zida aks ettirdi. Agar Amerika Qo'shma Shtatlarining shimoliy qismida sanoat ishlab chiqarishi tez taraqqiy qilgan bo'lsa, janubida hali qulchilik saqlanib qolmoqda edi. Shimol bilan janubning manfaatlari bir-biriga zid bo'lib, bu tez-tez to'qnashuvlarga olib keldi. Katta-katta yer maydonlarini qo'lga kiritish uchun Amerika Qo'shma Shtatlaridagi turg'un xalq – Amerika hindulari bilan to'xtovsiz urush davom etdi. Natijada, hindu qabilalari shafqatsizlik bilan qirib tashlandi. Ana shu mavzu juda ko'p Amerika yozuvchilari, jumladan, Fenimor Kuper ijodida, o'z aksini topdi. AQSHdagi real hayot manzarasi burjua inqilobi e'lon qilgan ozodlik, tenglik hamda baxtga intilish tushunchalari bilan zid kelib qoldi. Natijada, Amerika romantizm adabiyoti real hayotdan chetga chiqib, mavhum ideallarni aks ettirdi. Bu adabiyot burjua tuzumi sistemasiga zid kelib, hindularning pok, sog'lom, odil turmush tarzini kuyladi yoki romantik xayol og'ushiga cho'mib, ideal bo'lgan yuksak, aql kuchiga tayangan tuzumni orzu qildi⁴.

Amerika adabiyotida romantizm rivojlanishining uchta bosqichini kuzatish mumkin. Birinchi bosqich – ilk Amerika romantizmi (1820-1830 yillar). Ilk Amerika romantizmi ko'zga ko'ringan yozuvchilari V.Irving, Fenimor Kuper, U.K.Bryant, D.P.Kennedi va boshqalar ijodi bilan o'zining dastlabki bosqichlarini bosib o'tdi. Ular o'z ijodlarida XIX asrning boshlaridagi Amerika jamiyati hayotining xarakterli xususiyatlarini ifodalab berdilar. Asarlari orqali Amerika adabiyoti birinchi marta xalqaro e'tirofga sazovor bo'ldi.

¹ Hotamov N., Sarimsoqov B. Adabiyotshunoslik terminlarining ruscha–o'zbekcha izohli lug'ati. – Toshkent: O'qituvchi, 1983. – B. 284. – B. 378.

² Shukurov N., Hotamov N., Xolmatov Sh., Maxmudov M. Adabiyotshunoslikka kirish. – Toshkent: O'qituvchi, 1879.

³ Azizov Q., Qayumov O. Chet el adabiyoti tarixi (XVIII-XX asrlar): Ped. In-t filol. fak. uchun darslik // Maxsus red. Salomov. G'. – Toshkent: O'qituvchi, 1987. – B. 336. – B. 435.

⁴ Azizov Q., Qayumov O. Chet el adabiyoti tarixi (XVIII-XX asrlar): Ped. In-t filol. fak. uchun darslik // Maxsus red. Salomov. G'. – Toshkent: O'qituvchi, 1987. – B. 336. – B. 435.

Amerika va Yevropa romantizmining o'zaro ta'sir jarayoni mavjud, albatta. Milliy badiiy an'analarning uzviyligi va o'ziga xosliklari xususida izlanishlar olib borilmoqda, asosiy mavzular va muammolar bayon qilingan (mustaqillik uchun kurash, qit'aning rivojlanishi, hindularning hayoti). Bu davrning yetakchi yozuvchilarining dunyoqarashi istiqbol uchun kurashning qahramonlik davrlari va yosh respublika uchun ochilgan ulkan istiqbollar bilan bog'liq optimistik ohanglarida aks etganligi ilmiy asoslab berilgan.

Amerika ma'rifatparvarlik mafkurasi bilan uzluksizlik mavjud. V.Irving ham, F.Kuper ham mamlakatning ijtimoiy-siyosiy hayotida faol ishtirok etib, uning rivojlanish jarayoniga bevosita ta'sir ko'rsatishga intilishlari muhim. Shu bilan birga, ilk romantizmida Amerika jamiyatining barcha sohalarida kapitalizmning kuchayishining salbiy oqibatlariga reaksiya bo'lgan tanqidiy tendensiya (oqim) lar pishib yetila boshladi. Ular burjua hayot tarziga muqobil izlaydilar va uni Amerika G'arbining romantik idealizatsiyalangan hayotidan, Mustaqillik urushi qahramonlaridan, erkin dengiz elementidan, mamlakatning patriarxal o'tmishidan va boshqalardan topadilar .

Romantizm nazariyasining bosh qomusi – shaxs o'z qobiliyatini amalga oshirish, o'zligini ifodalash, o'z kuchiga ishonchidir. Bu oqimning bosh xislati – idealga moslab hayotni qayta yaratishdir. Amerika romantizmida amerikalik yozuvchilar yangi shakllar yartgan va adabiyot yordamida kun kechirish uchun ko'p yo'llarni ixtiro etgan. Ular tufayli Amerika adabiyoti Qo'shma Shtatlar hamda xorijda o'qila boshladi va qabul etildi. Amerika hayotidagi adolatsizliklarni hindu qabilalarining vahshiylarcha qirib tashlanayotganini qoralaydi. Bu romanlarning qahramonlari vatanparvarlik, ozodlik ideallarini o'zlarida mujassamlashtirgan.

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M.XAYDEGGER FALSAFADAGI “BORLIQ” TUSHUNCHASI (“BORLIQ VA ZAMON”)

*Z. Soliyeva*¹

Annotatsiya:

M.Xaydegger falsafadagi "borliq" kontseptsiyasining mavjud rasmini o'zgartirish bilan bog'liq bo'lib, uning borliq talqinining to'liq versiyasining paydo bo'lishi. Borliq nazariyasi rivojlanishining ikki bosqichini aniqlagan: transsendental-gorizontaal va ekzistensial.

Kalit so'zlar: borliq, vaqt, metafizik, mavjudlik, transsendental-gorizontaal, ekzistensial, til nazariyasi

doi: <https://doi.org/10.2024/s9537c35>

Seyn (borliq) tushunchasi Martin Xaydegger (1889-1976) falsafasida asosiy o'rin tutadi. Shuning uchun, bunday tadqiqot mavzusini qo'yish darhol ba'zi chalkashliklarga olib kelishi mumkin. Darhaqiqat, Xaydeggerning o'zi tomonidan ko'p marta muhokama qilinmagan, yuzlab tadqiqotlarda ham talqin qilingan emasmi? Xaydeggerning borliq kontseptsiyasiga murojaat qilish sabablari nimada va nima uchun tadqiqot uchun 20-30-yillar davri tanlangan?

Xaydeggerning o'zi borliq tushunchasini qanday taqdim etganiga kelsak, biz g'alati, ammo uning asarlari bilan tanish bo'lgan har bir kishiga ma'lum bo'lgan bir narsani aytishimiz kerak - o'qigandan so'ng "borliq" bilan hamma narsa aniq bo'ladigan birontasi ham yo'q. Nega bunday tushunarsiz tarzda yozish kerak, degan savolga Xaydegger buni materiyaning mohiyati, borliqning tushunib bo'lmaydigan "mohiyati" talab qiladi, deb javob berdi, unga barcha an'anaviy tushunchalar qo'llanilmaydi va u ataylab rad etadi. U borliqning barcha an'anaviy talqinlarini metafizik va oddiy qilib aytganda, borliq hodisasining o'zini emas, balki mavjudlikni ko'rib chiqishdan kelib chiqqan holda rad etdi.

Ammo bu kurashning yarmi. Uning fikrini tushunish jarayonini murakkablashtiradigan yana bir holat shundaki, u falsafiy savollarni qo'yishning an'anaviy usullaridan asosan voz kechadi. Qayta aytilishi va boshqa odamga taqdim etilishi mumkin bo'lgan aniq va aniq ta'riflarga odatlangan har bir kishi, asosan, Xaydeggerning ma'lum bo'lgan muammolarga yondashuvidan hayratda qoladi.

Aniqroq qilib aytadigan bo'lsak, izlansak, shunday qisqartiruvchi ta'riflarni topamiz. Ammo qiyinchilik shundaki, u "borliq" ma'nosi tushirilgan tushunchalarni ham noan'anaviy tarzda tushunadi.

Biroq, biz Xaydeggerning o'zi asarlariga birinchi bor yondashganimizda ravshanlikka erisha olmaganimiz uchun, tanqidiy adabiyotga murojaat qilish orqali erishmaymizmi? Xaydeggerning borliq kontseptsiyasi haqiqatan ham ko'plab tadqiqotlarda qayta-qayta tekshirilgan. Ammo bu erda ham vaziyat oddiy emas. Ushbu kontseptsianing deyarli har qanday masalasida tadqiqotchilar

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o'rtasida birlik yo'q. Ehtimol, qandaydir o'xshashlikni faqat bitta tezisda ko'rish mumkin, ya'ni 20-30-yillar oxirida unda ba'zi o'zgarishlar yuz berdi. Ular 20-yillarning oxiri va 30-yillarning boshlaridagi bir qator matnlarda o'z aksini topdi va nazariy o'zgarishlarga parallel ravishda taqdimot usullari ham o'zgardi, bu esa tasavvuf va she'riyat o'rtasidagi narsaga ko'proq o'xshardi.

Xaydeggerning o'zi borliq nazariyasi rivojlanishining ikki bosqichini aniqlagan: transsendental-gorizontal va ekzistensial. Vaqt jihatidan bir bosqichdan ikkinchi bosqichga o'tish ko'rsatilgan davrga to'liq mos keladi. Biz aniqroq tanishish masalasiga qaytamiz, ammo hozircha biz uchun uning keyingi falsafasining barchasi shu o'tishdan boshlanishi muhim. Shuning uchun 20-30-yillar Xaydeggerning ilk falsafasi bilan kechki falsafasi o'rtasidagi bog'liqlikni aniqlashtirish vazifasini qo'ygan har qanday tadqiqotchining e'tiborini muqarrar ravishda o'ziga tortdi.

Bundan tashqari, Xaydeggerning keyingi asarlarida bildirgan deyarli barcha fikrlari ushbu matnda mavjud bo'lganligi ham xarakterlidir. (Yagona istisno, ehtimol, uning til nazariyasi. Biz u haqida gapiryapmiz, lekin hali to'liq tushuncha yo'q). Bularning barchasi Xaydegger shogirdlaridan biriga bu asar Xaydeggerning "Mavjudlik va vaqt" dan keyingi ikkinchi asosiy asari ekanligini to'g'ridan-to'g'ri ta'kidlash imkonini berdi.

Shunday qilib, tanlangan mavzuning dolzarbligi, birinchi navbatda, Xaydeggerning "borliq" kontseptsiyasining mavjud rasmini o'zgartirish bilan bog'liq bo'lib, uning sababi Ereignis sifatida uning borliq talqinining to'liq versiyasining paydo bo'lishi edi. Ushbu talqinni "borliq" ning oldingi talqinidan alohida ko'rib chiqish mumkin emasligi va ko'p jihatdan uning mantiqiy davomi bo'lganligi sababli, 20-30-yillarning butun davrini ko'rib chiqish, unda etishmayotgan va ilgari noma'lum bo'lgan aloqa tiklanganga o'xshaydi, yana dolzarb bo'lib qoldi. Xaydeggerning borliq kontseptsiyasining rivojlanishini endi biroz boshqacha ko'rinishda ko'rish mumkin, chunki uning "burilishdan keyingi" falsafasida yangi nuqta ochildi, u "borliq va vaqt" dan bor yo'g'i o'n yil ajratilgan va shuning uchun o'zini saqlab qoladi.

Albatta, ushbu davrni shu nuqtai nazardan yoritish bo'yicha ish "Falsafaga oid maqolalar" nashr etilgandan so'ng darhol boshlandi. Ammo bu voqea atigi o'n yil oldin sodir bo'lganligi sababli, ushbu mavzuning dolzarbligi hali ham saqlanib qolmoqda. Bundan tashqari, u faqat xorijiy tadqiqotlarda ishlab chiqilayotganini ta'kidlash kerak.

Ushbu tadqiqotning maqsad va vazifalari bevosita yuqoridagilardan kelib chiqadi. Asosiy maqsad 20-30-yillarda Xaydeggerda "borliq" tushunchasining ma'nosini oydinlashtirishdir.

Shu bilan birga, Xaydegger ijodida ikki bosqichni ajratib ko'rsatuvchi tadqiqotchilar qatorida, albatta, uning falsafalash uslubidagi o'ta yaqqol o'zgarishlarni inkor etmaydiganlar ham bor, lekin substantiv nuqtai nazardan uning so'nggi falsafasida faqat nazariyaning mantiqiy xulosasi ilgari rejalashtirilgan. Bu pozitsiyani egallagan tadqiqotchilar orasida birinchi navbatda V.F.Herrmanni qayd etish lozim. Shu bilan birga, "Mavjudlik va vaqt"ning asosiy asarini tan olish, Xaydeggerning keyingi falsafasining ahamiyatidan voz kechishni anglatmaydi. Bu yondashuv G.Figalning fundamental asarida keltirilgan bo'lib, u Xaydeggerning asosiy falsafiy kashfiyotlari talqinini aynan "Borliq va zamon" asosida quradi, keyingi matnlardan ushbu risolaga sharh sifatida foydalanadi.

Xaydegger falsafasining rolini shunday tushunish bilan, borliq masalasi o'rnida har qanday boshqa savol paydo bo'lishi mumkin - til yoki tafakkur

haqida - faqat an'analardan xoli boshqa o'lchovga chiqish muhim bo'lar edi. To'g'ri, masalan, Rortining fikriga ko'ra, bunday chiqish bilan Xaydegger o'ziga xos ob'ektiv va zaruriy asosli nutq sifatida falsafa o'lchovini butunlay tark etdi.

Foydalanilgan adabiyotlar ro'yxati:

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МНОГОФУНКЦИОНАЛЬНОСТЬ ХУДОЖЕСТВЕННОГО КОНЦЕПТА «КАРТИНА» В ДИЛОГИИ ХАРУКИ МУРАКАМИ «УБИЙСТВО КОМАНДОРА»

Н. Бакаева ¹

Аннотация:

В данной статье анализируется многофункциональность художественного концепта «картина». Обосновывается возможность использования «персонажного субтекста», центрированного на концепт, как базовой характеристики героя. Художественный концепт выполняет функцию национального, сюжетообразующего, соединяющего «реальность и мистику» деятельностью Командора; является маркером авторского художественного сознания.

Ключевые слова: творческое сознание, концепт «картина», национальная живопись, «персонажный субтекст», мистика, командор

doi: <https://doi.org/10.2024/3e11hj10>

В романах Харуки Мураками, написанных до 2017 года, обязательным содержательным и эмоциональным компонентом является музыка и литература, что характеризует «картину мира» писателя: «Концептуальная картина мира предстает как система различных концептов, отражающих представление отдельного человека и различных социумов о реалиях окружающего мира, языка, мышления» [Болотнова 2009:77], а также создает «модель» творческого сознания писателя.

В последнем произведении Харуки Мураками дилогии «Убийство командора» значимым сюжетообразующим началом является многофункциональный концепт «живопись» (европейская и национальная, жанр портрета), входящий в него сегмент картина Томохико Амады «Убийство командора». Отметим, что дилогия написана в форме «от первого лица» профессионального портретиста, что дает возможность исследовать «персональный субтекст» в его мировидении и восприятии картины, и в то же время учитывать модальность автора: «... средоточий иных сознаний в виде персонажных субтекстов, являющихся смоделированным результатом вербализации виртуальных ментальных процессов, соотносимых с действующими лицами, который имеет специфическую выделенность в художественном прозаическом тексте» [Боронин 2013:8].

Анализируя многофункциональность картины «Убийство командора», выходим на особенности структуры всей дилогии, находим связи между историческими временами, реальностью и потусторонним миром (традиционным для произведений Харуки Мураками): «Воспроизведя малейшие нюансы мировидения, текст, как отпечатки пальцев, способен дать читателю уникальную возможность проникнуть во внутренний мир автора, составить о нем представление, которое по объему и объективности

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полученной информации несравнимо в впечатлениями, возникающими при обычном общении» [Глазунова 2018:44].

Индивидуально - авторские концепты Харуки Мураками можно метафорически воспринимать как «отпечатки пальцев» писателя, настолько изобретательно и многофункционально они работают в тексте.

В диалогии «Убийство командора» писатель вводит своего традиционного героя – мужчину 36 лет, которого бросила жена (как в романе «Хроника Заводной птицы»), переживает душевный кризис. Примечательно, что форма повествования «от первого лица» позволяет Харуки Мураками создавать ироничную само характеристику успешного портретиста:

«...я воспринимал себя как некую элитную проститутку от живописи. Я работал высокопрофессионально... вкладывал в это душу».

(Мураками 2019, т.1.:20).

「...絵を見て、私は自分自身をある種のエリート売春婦であると認識しました。私は非常にプロフェッショナルとして仕事をしました...私はそれに魂を注ぎました。」

(村上 2020 : — 第1部, 24)

(E o mite, watashi wa jibun jishin o arushuno erito baishunpudearu to ninshiki shimashita. Watashi wa hijō ni purofessionaru to shite shigoto o shimashita... Watashi wa sore ni tamashī o sosogimashita).

Агент художника считает его работу особым даром «... особая, важная для портретиста способность интуитивно подбираться к сущности объекта и распознать его нутро»

[Мураками 2019, т.1.:48].

「肖像画家にとって重要な、対象の本質に直観的に近づき、その内部を認識する特別な能力。」

(村上 2020 : —第1部, 56) .

Подчеркнем, что профессиональные суждения портретиста необходимы автору для восприятия картины «Убийство командора» именно в доме ее создателя, затерянного в уединенной горной местности, а также для развития сюжета (в реальной и мистической плоскости). Отметим несколько функций концепта «картина»:

1. Биография художника Томохико Амады и его эстетические пристрастия:

«Он рисовал в стиле нихонга (японской живописи), но всегда слушал оперу».

[Мураками 2019, т.1.:51].

「彼は日本画のスタイルで絵を描きましたが、いつもオペラを聴いていました。」

(村上 2020 : —第1部, 60)

В произведениях Харуки Мураками национальные концепта встречаются не часто (концепт «горная хижина» в романе «Кафка на пляже» -Н.Б.), но в данной диалогии именно национальный концепт «нихонга» - японская живопись - приобретает особенное значение. Герой читает биографию Т. Амады, выделяя этапы творческого развития, только в стиле «нихонга» появилось «нечто уникальное, что удавалось только ему...принял этот стиль как веру»

[Мураками 2019, т.1.:64].

Причем, последние слова автор выделяет курсивом, акцентируя на них.

1. Начало мистического повествования: филин на чердаке дома,

таинственные звуки бубенца из «колодца» и обнаружение картины «Убийство командора» спустя несколько месяцев после переезда в тот дом:

«И тогда я еще не мог знать, что эта картина перевернет с ног на голову все, что меня окружало».

(Мураками 2019, т.1.:51).

「この写真が私を取り巻くすべてのものをひっくり返すことになるとはまだ知りませんでした。」

(村上 2020 : —第1部, 60)

То есть намечены будущие сюжетные линии и конфликты.

Писатель отмечает, что в доме художника не было ни одной картины, что противоестественно для его долгой творческой жизни. Найденная на чердаке картина как бы «сопровождается» национальными предметами (обернута в «васи» коричневого цвета, затем в мягкую материю наподобие «сараси»), хранит особенную тайну ее создания и пророчества.

2. Автор приводит восприятие картины с профессиональной точки зрения героя:

«Его неподражаемый стиль, присущая ему техника. Смелые пустоты и динамичная композиция. На ней изображались мужчины и женщина периода Аска- одежда и прически у них были именно этой эпохи».

(Мураками 2019, т1.:80).

「彼の独特のスタイル、持ち前のテクニク。大胆な空間とダイナミックな構図。飛鳥時代の男女が描かれており、服装や髪型もこの時代のものです。」

(村上 2020 : —第1部, 87)

Как зритель — герой эмоционально потрясен: *«...картина привела меня в ужас»*. Харуки Мураками расшифровывая сюжет картины «Убийство командора» тем самым характеризует интеллектуальный уровень героя:

«...я воспринимал стиль нихонга (японскую живопись как форму искусства, передающую тихий мир воображения».

(Мураками 2019, т.1.:81).

「私は日本画を静かな想像の世界を伝える芸術形式として捉えました。」

(村上 2020 : —第1部, 88)

Описание картины сделано предельно подробно, по каждому персонажу дается эмоциональный и профессиональный комментарий.

4. Картина «Убийство командора» - является национальным японским концептом, включающим описание одежды (кимано, дзори), меч-вакидзаси, традиционный компонент пейзажа- «ветка одинокой сосны», но только формально принадлежит к стилю «нихонга».

Харуки Мураками именно с изменений или дополнений в картине начинает расширять возможности концепта, благодаря незначительным деталям - люк на картине («Откуда взяться канализации в период Аска?» (Мураками 2019, т.1.:83)

「飛鳥時代の下水道はどこから来たのでしょうか？」

(村上 2020 : —第1部, 91)

и новый второстепенный персонаж *«...мужчина из лаза. Его голова неестественно вытянута, как у изогнутого баклажана... взгляд- на удивление пронизательный, будто у ясновидца»* (Мураками 2019, т.1.:83

「ラズ出身の男性。彼の頭は湾曲したナスのように不自然に細長く、その視線は千里眼のように驚くほど鋭いです。」

(村上 2020 : —第1部, 91)

5. Художественный концепт- картина «Убийство командора» ассоциативен: «...большую значимость в художественном концепте имеют такие слои концепта, как образный, ассоциативный, символический» [Тарасова 2003: 75]. Во - первых, герой видит на картине «национализированный» сюжет оперы Моцарта «Дон - Жуан». Во - вторых, герой с Мэнсики открывают крышку склепа и символически звучит «приглашение Командора на ужин». Примечательно, что реализация приглашения обсуждает с Мэнсики на уровне сервировки стола, а затем имитируется его присутствие:

«...Мэнсики почтительно отсалютовал бокалом пустующему месту Командора».

(Мураками 2019, т.1:324).

「免色は空いた指揮官の席にグラスを持って敬意を表した。」

(村上 2020 : —第1部, 330)

6. Персонажи картины «Убийство командора» проявят себя в мистической части дилогии. Во-первых, появится крошечный Командор:

«То был маленький живой человек. Укутанный в белое одеяние... Командор с картины...сидел сейчас на диване...».

(Мураками 2019, т1.:283-84).

「それは小さな生きた人間でした。白いローブに身を包んだ...写真の指揮官は...ソファに座っていた。」

(村上 2020 : —第1部, 289)

Отметим, что Харуки Мураками использовал данный облик для обозначения некой мистической сути, «идеи» (в романе «Кафка на пляже» суть появляется в облике Полковника Сандерса. - Н.Б.), тем более что звучит признание: *«Чтобы предстать перед вами, судари наши, нам требуется чьи-нибудь фигуры. Вот и присмотрели по случаям облики тех Командоров».*

(Мураками 2019, т.1:286).

「紳士諸君、私たちがあなたの前に現れるには、誰かの姿が必要です。そこで私たちは時々それらの指揮官たちの様子を観察しました。」

(村上 2020 : —第1部, 291)

Длинноголовый также станет злым персонажем в «мистической части» повествования.

7. Картина «Убийство командора» неоднократно интерпретируется в разных ситуациях текста в прямой зависимости от настроения героя, появления новых сюжетных линии (переживания Т. Амады в Вене 1939 года), приход Мариэ Акигавы и ее восприятие картины: *«...всматриваясь в мелкие детали картины... она старалась запечатлеть в своей памяти все нарисованное там...».*

(Мураками 2019, т.1:391).

「絵の細部を覗き込んで...彼女はそこに描かれたすべてを記憶に収めようとした。」

(村上 2020 : —第1部, 396)

Как можно суммировать, концепт «картина» выполняет множество функций в диалогии Харуки Мураками: «Интерпретационным полем концептов служат и произведения тех писателей...которые в силу своего таланта сумели с наибольшей полнотой и выразительностью охарактеризовать те или иные национальные концепты, отразив их общенародные, когнитивные признаки, привнесенные в концепт автором текста» [Рудакова 2004:67].

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**MAHMUDXO‘JA BEHBUDIY IJODIY FAOLIYATIGA IJTIMOIIY TAHLILIIY
YONDASHUV**

*P. Begbudieva*¹

Annotatsiya:

Bu maqolada ma’rifatparvar jadid bobomiz Mahmudxo’ja Behbudiy ijodiy faoliyatiga bugungi kun nuqtai nazarida ilmiy mulohazalar berildi. Mahmudxo’ja Behbudiy shaxsiyatiga zamondoshlari va bugungi zamonaviy olimlarimiz tomonida berilgan ta’riflar ham keltirilgan. Jadidlar ijodiga yondashuvlar yoritilgan.

Kalit so‘zlar: ma’rifatparvar, jadid, zamona, ta’sir, matbuot, maqola, noshir, ijod

doi: <https://doi.org/10.2024/fatps492>

Ma’luki Mahmudxo’ja Behbudiy nihoyat og’ir va murakkab zamonda yashab ijod qilgan mutafakkirlardan biridir. Uning o’zi haqida yozgan birorbir tarjimai holi yo’q. Ammo u haqidagi ma’lumotlar zamondoshlari va shogirdlari bo’lgan Xoji Muyin, Said Rizo Alizoda, Sadridin Ayniy, Vadud Maxmudlar o’z davrining vaqtli nashrlari va matbuotlarida chop etgan ma’qolalarida o’zlarining xotiralarida Mahmudxo’ja Behbudiy hayoti bilan bizlarni tanishtiradi. Mazkur xotiralardan ma’lum bo’ladiki, Mahmudxo’ja Behbudiyning hayoti juda og’ir va mashaqqatli o’tgan. To’rt tomondan bosim ko’rsatilgan, birinchidan, chor hukumati zobitlarining doimiy nazoratida bo’lgan, ikkinchidan, chala savodli domlalar tomonidan Mahmudxo’ja Behbudiy qilgan ishlari sabab uni kofirlikda ayblagan, uchinchi tomondan esa bolsheviklar xukumatining ta’siri, va nixoyat Buxoro amiri Mahmudxo’ja Behbudiyning o’zining shaxsiy dushmani deb e’lon qilgani bo’lga dalil bo’ladi.

Aslida, bobomiz Mahmudxo’ja Behbudiyning ikki marta o’ldirishgan desak mubolag’a bo’lmaydi. Birinchi marotaba 1919 yilda Buxoro amirining josuslari tomonidan qatil qilingani bo’lsa, o’sha vaqtda matbuotda bu haqda juda ko’p ta’ziyalar e’lon qilingan va Qarshi shahriga Behbudiy nomi ham berilgan edi. S.Ayniy, Fitrat, Cho’lpon, Vadud Mahmudlar marsiya yozgan edi. Ikkinchi marotaba sho’rolar davrida ma’nan o’ldirgan ya’ni Mahmudxo’ja Behbudiyning xalq dushmani deb e’lon qilgan. Bu xalq dushmani tamg’asi deyarli 30-40 yil davom etdi. Bobomiz Mahmudxo’ja Behbudiyning nomini tilga olish jinoyat darajasida xavfli edi. Ammo o’sha davrda ham jasoratli ma’rifatparvar olimlarimiz vatanparvar jadidlar hayoti va ijodiy faoliyatini o’rganishda kamarbasta bo’ldilar. Bunday olimlarimizdan filologiya fanlari nomzodi Solih Qosimov oxirgi 30-40 yillarda Behbudiyga bag’ishlangan yuzlab maqolalar va ocherklar nashr qildilar. Akademik Naim Karimov, professorlar Dilorom Alimova, Halim Sayidlar kitoblar yozishdi.

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Professor Begali Qosimov rahbarligi ostida 1996 yil Mahmudxo'ja Behbudiyning ilk bora "Tanlangan asarlar" nomi ostida birinchi ilmiy to'plam nashri chop etildi, bu kitob qayta yana ikki bor nashr qilindi. Sirojiddin Axmad tomonidan 2018 yilda to'ldirgan "Tanlangan asarlar" nomi ostida nashrga tayyorlangan ikki tomli mazkur to'plam qayta chop etildi. Bu kitobning nashr etilishiga professorlar Bahodir Karimov va Zaynobiddin Abdirashidovlarning xizmatlari katta.

Ma'rifatparvar mutafakkir Mahmudxo'ja Behbudiyning jamiyat hayotidagi xizmatlarini biz o'zimizning ilmiy xulosalarimizda fransuz ma'rifatparvaprlaridan Jan Jak Russo, ruslarning Lomonosov, Fonvizin, Chernishevskiy, kafkaz turklarining Fatali va Najafbeklari, tatarlarning Marjoniy va Nosiriysilari bilan tengdir deya ta'riflashimiz mumkin.

O'z davrida Laziz Azizzoda ta'biri bilan aytganda - "O'zbek milliy adabiyoti ham Behbudiy ila boshlanib yangi bir yo'lga kiradir. Behbudiy Turkistonni eng avval chor hukumati qo'lidan qutqarmoq fikrini elga talqin qilguvchilardandir deydi. Akademik Naim Karimovning ta'rifiga ko'ra "XX asr boshlarida mamlakatimizda milliy uyg'onish harakatini boshlab bergan fidoiy kishilardan biri va birinchisi Mahmudxo'ja Behbudiydir" deb ta'rif beradi.¹ So'ngi jadid nomi bilan mashhur professor Begali Qosimov ta'rificha "Mahmudxo'ja Behbudiy o'z davrining ijtimoiy-siyosiy harakatlarida faol qatnashgan eng yirik namoyandasi, yangi zamon o'zbek madaniyatining asoschisi edi.² Turkiston jadidlarining tan olingan rahnamosi, mustaqil davlat g'oyasining yalovbardori, yangi maktab g'oyasining nazariyotchisi va amaliyotchisi, o'zbek dramachiligini boshlab bergan birinchi dramaturg, teatrchi, noshir, jurnalist edi" deydi.

Adabiyotshunos olim Xalim Said ta'rificha "Asosiy maqsad shu ediki, yurti mutamlakachilardan ozod qilish, shuning barobarida, bu ozod yurtda davlatni boshqaradigan aqlli siyosatchilar, iqtisodchilar, xuquqshunoslar, fidoiy olimlar va fozil fuqaroni ko'paytirish" edi deb ta'rif beradi.³

Shu kabi ta'riflar birqator olimlarimiz jumladan, Dilorom Alimova, Shuxrat Rizaev, Baxodir Karimov, Zaynobiddin Abdirashidov, Nusrat Raxmat, Boybuta Dusqoraev, Zebo Axrorova, Nilufar Namozova va boshqa jonkuyar ziyolilari tomonidan ham berilgan. Bu o'rinda shubhasiz, savol paydo bo'lishi mumkin. Nega bu olimlar Mahmudxo'ja Behbudiy shahsiyatiga bunday balandparvoz baho berishadi?

Bu savolga esa biz Mahmudxo'ja Behbudiyning o'zidan javob olishga harakat kilamiz. Masalan: «Gosudarskiy dumaga Turkistondan vakil olmoq», «Turkiston xalqi har huquqga rusiylar ila barobar bo'lmoq» nomli maqolalarida "Rusiya o'rta va oliy maktablariga Turkiston musulmonlari kirmoq uchun tadbir joriy etmoq va anda dini islom va adabiyoti mahalliy muallimlari tayin qilmoq, zabt bo'lgan boyliklarni qaytarmoq, ziroat, sanoat va tijorat maktablari ochilib, musulmonlarga qulay tarzda o'quv dasturdari va shunga o'xshash diniy va zamonaviy hamda mulkiy ehtiyojlar yozmoq" deydi.

Imperator vakili graf Pallenga taqdim etilgan talabnomadan. "Bovurlar! Bilingki, hozirda Turkistondagi barcha xalqlar uchun muxtoriyat e'lon qilindi va HAQ OLINUR - BERILMAS! Ya'ni, Turkiston bolalarining o'zi birlashib, g'ayrat ila olurlar. Albatta, BOSHQALAR TARAFINDAN BERILMAS" kabi maqolalar yozgan. Umuman olganda Mahmudxo'ja Behbudiy o'z qarashlarini yurakdan

¹ Naim Karimov "Maxmudxoja Behbudiy" Tashkent "akademnashr 2022-yil

² Begali Kosimov. "Maxmudxoja Behbudiy" "Tanlangan asarlar" Toshkent "Ma'naviyat" nashriyati 2020-yil.

³ Xalim Said "Ma'rifat libosidagi ozodlik" Shark nashriyati Toshkent 2000-yil

kuyinib maqolalarda yozadilar. Misol uchun o'zining Bizni kemirguvchi illatlar maqolasida "Astag'furillo, subhanolloh. Bizni qiladurg'on aqlsizlig'imizni qaysi millat kilur? Nikoh, xatna – bu ikki balo shundoq qattiq bir illatki, o'lmaguncha qutulib bo'lmaydur. Shaharlarda o'rtaxol xona va bog'i bor bir kishi nikoh uchun ikki ming so'm sarf etar, o'g'ul xatnasi uchun ming so'm. Oxiri nima bo'lur? Otabobosidan qolgan mulk va vatanini o'z ixtiyori bilan zo'raki boyni o'zi o'lgandan so'ngra bir yahudiy yo bir armani ajnabiyga sotib, tuy va ta'ziya karzini berar. Yana bir misol: Subhanolloh, bu na hol! Bu XX-asrdur, vahshiy toifalargacha zamona ilm va hunarining qadrini bildilar, zamona ilm va hunarga qo'l o'rdilar. Ey, biz Tukistoniy va buxoriylar, na uchun bu holdamiz? Dunyoda turmoqni xohlasang, zamona ilm hunariga maktab va dorulfuniga mayl etmog'imiz kerak. Chunki buningsiz zamona odami bo'lmaydur"¹ - deya bugungacha millatni badnom qiluvchi illatlarni bundan 100 yillar oldin aytib o'tgan edilar.

Ma'rifatparvar jadid bobolarimizning boy ma'naviy merosi jumladan, Mahmudxo'ja Behbudiyning merosi juda boydir. Baxtimizga bu merosni o'rganishga bugungi yoshlar olimlarimiz ham qizikmoqda. Bir qator ilmiy tadqiqotlar diplom ishlari va doktorlik ishlari natijasida ko'plab ilmiy yangiliklar aniqlanmoqda. Albatta buday tadqiqotlar jadidlarning hayoti va ijodini targ'ib qilishda katta rol o'ynaydi. Shuni ham alohida ta'kidlashimiz lozimki, davlatimiz rahbari tomonidan jadidchilik harakatlariga katta e'tibor berilmoqda. Prezidentimiz Shavkat Miromonovich Mirzиеev qarori bilan ma'rifatparvar jadidlar xususan, "Abdulla Avloniy, Munavvar qori Abdurashidov, Maxmudho'ja Behbudiylarni «Buyuk xizmatlari uchun» ordeni" bilan taqdirladi. Toshkent shahridagi adiblar hiyobonida ularning nomiga xaykallar o'rnatildi. Samarqand shahrida "Mahmudxo'ja Behbudi" uy muzeyi tashkil qilindi. Jadidlarning faoliyatlariga asoslangan "Xalqaro anjumanlar" va "badiiy kechalar" tashkil qilinmoqda. Albatta bu harakatlarning hammasi – JADID bobolarimizga ko'rsatilayotgan e'tibor va xurmat namunasidir.

Foydalanilgan adabiyotlar ro'yxati:

- [1]. Naim Karimov "Mahmudxoja Behbudi" Tashkent "akademnashr 2022-yil
- [2]. Begali Kosimov. "Mahmudxoja Behbudi" "Tanlangan asarlar" Toshkent "Ma'naviyat" nashriyati 2020-yil.
- [3]. Xalim Said "Ma'rifat libosidagi ozodlik" Shark nashriyati Toshkent 2000-yil
- [4]. Mahmudxo'ja Behbudi. Tanlangan asarlar. Toshkent. 2018.
- [5]. Laziz Azizzoda "Maorif va ukituvchi" 1926-yil mart. № 2(14).

¹ Mahmudxo'ja Behbudi. Tanlangan asarlar. Toshkent. 2018.

ИНТЕРПРЕТАЦИЯ А.БАРИККО «ИЛИАДЫ» ГОМЕРА

*М. Расулова*¹

Аннотация:

В данной статье рассматривается интерпретация А.Барикко произведения Гомера «Илиада». Дано определение интертекстуальности, рассмотрены новые формы повествования, композиционные особенности, интертекстуальные связи в его произведении. Отмечается его способность интерпретировать произведение античности, переводя военный эпос Гомера в прозу, создавая произведение, актуальное для современного общества.

Ключевые слова: интерпретация, интертекст, литература, античность, эпос, субъективный рассказ

doi: <https://doi.org/10.2024/919chy58>

В произведении А.Барикко «Гомер. Илиада» проявляется тонкое чутьё литературоведа, филигранное мастерство анализа древнего текста и желание сохранить аромат античного эпоса и в то же время сделать его актуальным для современного общества. Поэтому можно писать о феномене интертекстуальности. Как отмечает Н.А.Фатеева, «любое интертекстуальное отношение строится на взаимопроникновении текстов разных временных слоев, и каждый новый слой преобразует каждый [Фатеева 2007: 13].

Благодаря авторской интертекстуальности все пространство поэтической и культурной памяти вводится в структуру вновь создаваемого текста как смыслообразующий элемент, и таким образом литературная традиция идет не из прошлого в настоящее, а из настоящего в прошлое и «констатируется всяким новым художественным явлением [Borges 1970: 236].

Согласимся с критиком Витни Лосапио, который отмечает влияние творчества Гомера на работы Алессандро Барикко: «Трудно даже измерить влияние, которое творчество Гомера оказало на западную культуру и современную литературу, настолько глубоко оно сформировало наше воображение и культурные ценности. Однако влияние на творчество Барикко очевидно: в своих художественных произведениях Барикко успешно реализовал древние сюжетные схемы, темы и схемы рифм, которые, как было доказано, восхищали публику на протяжении веков и, как ясно показал успех Барикко, также захватывали воображение его собственных читателей» [Losapio 2010: 23].

Жажда эксперимента и возвышенная цель (культурологическая и просветительская) объясняют появление публичного чтения А.Барикко «Илиады» Гомера: «Это должно быть поточное и коллективное чтение. Чтение для ее сегодняшней аудитории может означать лишь в некотором роде ее

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переписывание. Я подумал, что это - приключение, которое стоит попробовать: еще раз перевести «Илиаду», адаптировав ее к нуждам публичного чтения. Сократить обязательно. Модернизировать итальянский язык. Возможно, ограничить сверхъестественную часть до необходимого минимума, вернув все к эмоциям простой истории о войне. Меня всегда восхищало творчество тех, кто в XIX веке начал переводить всю «Илиаду» в поэтические стихи. Это было Время, культура, которая претендовала на свою собственную «Илиаду»: вопреки всякой логике и просто из уважения к своему вкусу и языковым условностям. Я думал, что нам тоже следует научиться это наглости, требуя собственную «Илиаду». «Илиаду» для нас» [Scarsella 2003: 32].

Итак, книга родилась из замысла автора устроить публичное чтение «Илиады» Гомера: «Tempo fa ho pensato che sarebbe stato bello leggere in pubblico, per ore, tutta l'Iliade...mi è subito parso chiaro che, in realtà, così com'era, il testo era illeggibile: ci sarebbero volute una quarantina di ore e un pubblico davvero molto paziente. Così ho pensato di intervenire, per adattarlo a una lettura pubblica» [Baricco 2004:5].

«Какое-то время назад у меня возникла мысль устроить публичное чтение «Илиады» ... я очень быстро понял, что читать гомеровскую поэму в ее первозданном виде невозможно: для этого понадобятся, как минимум, сорок часов времени и весьма терпеливая аудитория. И тогда я решил внести изменения в текст, приспособивая его к поставленной мною цели» [Барикко 2007:5].

Данная инициатива сразу же вызвала интерес в итальянской прессе, так как А. Барикко осуществил пробную постановку в качестве аванса в сентябре 2003 г., за год до выхода книги.

По определению Н.А.Кузьминой, «интертекст – это объективно существующая информационная реальность, являющаяся продуктом творческой деятельности Человека, способная бесконечно самогенерировать по стреле времени» [Кузьмина 2018: 42]. Согласимся, что в своем произведении А.Барикко предлагает современную и личную интерпретацию «Илиады» Гомера, переписывая текст в современном стиле и добавляя свое творческое видение к повествованию оригинального эпоса и вставки.

Определим особенности интерпретации А.Барикко:

1.Творческая переработка:

Как отмечает Н.А.Фатеева, «в большинстве случаев «интертекстуального пересказа» мы имеем дело с трансформацией формы по оси «стих – проза» [Фатеева 2007: 143].

Творческое мышление Гомера архаическое, он пишет военный эпос, понятный в ту эпоху. А.Барикко переформатировал классическое произведение Гомера, перевел военный эпос в прозу, в современном стиле, добавляя элементы своего художественного и повествовательного видения.

А.Барикко комментирует свою переработку: «Я старался никогда не опускаться до простого пересказа, но создавать более сжатые эпизоды из оригинальных разделов поэмы. Поэтому из гомеровских кирпичей мне удалось построить более плотную стену» [Барикко 2007:5].

С.Н.Чумаков сравнивает эту метафору со словами Гомера о стене, воздвигнутой ахейцами перед своими кораблями [Чумаков 2010:12]:

«... Не по воле бессмертных воздвигнуто было
Здание то ...» [XII, 8-9].

Согласимся, что из «гомеровских кирпичей» - эпизодов в «Илиаде» о военных действиях, сценах, в которых участвуют боги и люди, А.Барикко создает «плотную стену», произведение, актуальное для современного общества, связывая темы и конфликты древнего произведения с современными. Его интерпретацию «Илиады» можно охарактеризовать лирической и выразительной прозой, переносящей читателя в мифическую эпоху Троянской войны.

2. Сокращение текста.

Барикко отказывается от явлений богов. Во введении автор обосновывает этот противоположный выбор: «В «Илиаде» боги довольно часто вмешиваются в происходящее, управляя им и предрешая исход войны. Но для современного восприятия они оказываются, пожалуй, наиболее чуждым элементом. Как только мы выносим богов за скобки, в «Илиаде» проявляется прочная мирская основа. А значит, если мы удалим из текста богов, останется не столько осиротевший и необъяснимый мир, сколько человеческая история, где люди проживают свою судьбу так, как будто разгадывают зашифрованное послание при помощи секретного кода, почти полностью им известного.

У Барикко на первом месте стоит человеческая история. Сам автор отмечает, что при создании своих произведений, сначала идет история: *“Io in generale parto da delle storie o delle situazioni”* (Я начинаю с историй или ситуаций - М.Р.) [Script 1995:107]. Причем у Барикко это человеческая история, история женщин, которые у Гомера были упомянуты вскользь (Хрисеида, Андромаха, кормилица).

3. Субъективный рассказ от 1-го лица.

Н.А.Фатеева отмечает такое проявление открытой метатекстуальности, как «дописывание «чужого» текста: ...перенесение героев, композиционной схемы и манеры изложения известного произведения в контексте нового времени» [Фатеева 2007: 145].

А.Барикко наделяет произведение новым содержанием, добавляя «вставки» в главах «Хрисеида», «Терсит», «Пандар», «Эней», «Нестор» и др. Объективный эпос Гомера заменяется субъективным взглядом каждого определенного рассказчика, который предлагает своё, уникальное видение войны и происходящих событий.

Меняя объективное авторское повествование на субъективное от 1-го лица, А. Барикко создает интертекст на уровне иной функции героев. Они уже не просто герои, а герои-рассказчики. Сохраняя сюжет древнегреческого эпоса, автор предлагает своё видение событий глазами очевидцев, через призму их восприятия, чувств, переживаний.

4. Стил повествования:

А. Барикко известен своим уникальным поэтическим стилем повествования. Его вмешательство характеризуется современным письмом, использованием современного итальянского языка: «Что касается лексики, то я постарался исключить из текста все архаизмы, затемняющие смысл сказанного» [Барикко 2007:7].

5. Исследование персонажей.

В произведении А.Барикко образы прекрасной пленницы и никчемного шута, молодого честолюбивого воина и старого умудренного вояки имеют равноценную важность. Автор изображает одновременно и многогранность такого явления как война, и раскрытие характера персонажей через неё. А.Барикко, благодаря выбранной форме от 1-го лица,

обладает мощными возможностями для создания образа персонажа через его внутренний конфликт и конфликты с другими персонажами. Так же вставки служат инструментом, посредством которого автор может осуществлять собственные комментарии и акцентировать внимание на важных, по его мнению, чертах характера персонажей («Агамемнон», «Нестор» и др.).

В произведении А.Барикко женские персонажи увеличены. Барикко выделяет и укрупняет второстепенные фигуры, создавая им истории. Наряду с мужчинами, женщины («Хрисеида», «Кормилица», «Андромаха») являются свидетелями и косвенными участниками происходящих событий.

Первая глава в романе А.Барикко – «Хрисеида». Хрисеида – дочь жреца, взятая в плен, ставшая рабыней. Отметим, что у Гомера данный персонаж безмолвен, появляется на сцене только один раз. А.Барикко делает Хрисеиду очевидицей одного из важнейших конфликтов обоих произведений, завязки всего сюжета – конфликта между Агамемноном и Ахиллом.

Хрисеида начинает свой рассказ от 1 лица: «Все началось в тот кровавый день». А. Барикко подчеркивает именно «тот день», так как он имеет большое значение в биографии персонажа: для Хрисеиды это женская трагедия, взятие её в плен, это день, когда решалась её судьба.

Еще один женский персонаж, ставший очевидцем происходящих событий – Кормилица. Она появляется у Гомера в одной сцене, когда Гектор прощается с Андромахой, она стоит рядом и видит все происходящее. А.Барикко также наделяет ее словами: «Конечно, я помню тот день. Я помню каждую минуту того дня. И только это хочу помнить», «Это я видела собственными глазами – сама там была», которые позволяют читателю приблизиться к этой истории.

В 21-ой песне «Илиады», озаглавленной как «Приречная битва», Гомер отводит важную роль речному божеству Ксанфу, который противостоит Ахиллесу. Если у Гомера речной поток – один из многих богов, сражающихся наряду с людьми, то у А. Барикко это герой – рассказчик, участник происходящих событий, свидетель происходящего: «Годы войны пронеслись перед моим взором – не слепой течет речной поток среди людей...Но в тот день слишком много пролилось крови, слишком сильной была ярость и слишком жестокой ненависть. В день Ахиллесовой славы я восстал, полный отвращения» [Барикко 2007: 133].

В главе «Поток» А.Барикко соединяет все военные события, ведет рассуждения о войне. Его Поток – аллегория войны. Одна из важнейших функций Потока – показать психологическое состояние Ахиллеса, его ярость, жестокость, свирепость, спровоцированные гибелью его друга Патрокла.

Таким образом, А.Барикко предлагает современную интерпретацию античного произведения Гомера «Илиада», переписывая текст в новом стиле, адаптируя его для современной публики, добавляя «вставки» к повествованию оригинального эпоса, что позволяет говорить о его уникальном творческом сознании.

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**РЕПРЕЗЕНТАЦИЯ КОНЦЕПТА «БОГАТСТВО» В «ПЕРСОНАЖНЫХ
СУБТЕКСТАХ» РОМАНА У. ТЕККЕРЕЯ «ЯРМАРКА ТЩЕСЛАВИЯ»**

И. Саттарова ¹

Аннотация:

В данной статье рассматривается репрезентация концепта «богатство» в «персонажных субтекстах» в романе «Ярмарка тщеславия». Отмечается, что одним из важных способов организации «персонажных субтекстов» являются функции Кукольника в романе. Особое внимание уделяется важности хронологического повествования в произведении. Так же анализируется сами «персонажные субтексты» и репрезентации концепта «богатство» в текстовых сегментах.

Ключевые слова: «персонажный субтекст», функции «Кукольника», хронология, концепт «Ярмарка тщеславия», ситуация, художественный концепт «богатство».

doi: <https://doi.org/10.2024/bwyaqa41>

Роман У. Теккерея «Ярмарка тщеславия», опубликованный в 1853 году, до сих пор представляет исследовательский интерес содержательным составом системы персонажей. Интерпретация художественного текста стимулирует внимание исследователей к природе и сущности «персонажных субтекстов» в романе, так как они являются важными текстовыми единицами, выполняющими специфические функции в романе. Для данного исследования интерес представляет мнение А. Боронина, который разрабатывает теоретические основы интерпретации персонажных субтекстов. Исследователь определяет персонажный субтекст как «смоделированный результат вербализации ментальных процессов, соотносимых с литературными героями, актуализируемый в ситуациях словесного общения действующих лиц» [2:61]. Заметим, что первичными атрибутами персонажных субтекстов как главных, так и второстепенных в романе «Ярмарка тщеславия» выступают сегменты концепта «богатство» и «деньги». В данном исследовании полагаем важным рассмотрение «персонажных субтекстов» семьи Осборн.

Особую актуальность приобретает сюжетно-композиционное оформление произведения в хронологической последовательности. Можно предполагать, что такая последовательность даёт возможность выявить типические черты персонажных субтекстов, которые не меняются на протяжении всего романа. Семейные отношения Осборнов и Эмилии приводятся ещё в самом начале романа, «...the set wo young people had been bred by their parents for this very purpose, and their bannshad, a sitwere, been read their respective families any time these ten years» [5:23]. Из приведённого

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отрывка можно определить, насколько значимой кажется Эмилия для семьи Осборнов будучи богатой. Так же можно прочувствовать корыстное, ласковое отношение сестер Осборн по отношению к ней. «... and they treated her with such extreme kindness and condescension, and patronized her so insufferably...» [5:72]. Следует отметить, что У. Теккерей, определяя себя Кукольником, формирует свой собственный образ в произведении. Комментарии Кукольника важны в романе тем, что они передают авторскую модальность по отношению к каждой ситуации и указывают на трансформации героев, так называемых «людей Ярмарки». Спустя некоторое время после того, как семья Седли обанкротилась, отношении семьи Осборн кардинально меняется по отношению к Эмили. Узнав о банкротстве мистера Седли, мистер Осборн сию минутно проявляет негативное отношение к Эмили: «He looked round gloomily at his eldest daughter; who, comprehending the meaning of his look, which asked unmistakably, "Why the devil is she here?" said at once» [5:80]. Таким образом становится явно, что авторский замысел возможен только при хронологической последовательности повествования в романе.

Одним из функций комментариев автора можно считать выявление авторской точки зрения. Ярким примером таких комментариев можно выделить следующие строки из романа: «People in Vanity Fair fasten onto rich folks quite naturally» [5:133]. У. Теккерей иронически выражает свое мнение по отношению к людям Ярмарки тщеславия, которые на первое место ставят богатство и деньги, где для человека не важны моральные качества. Кроме того, Л.О Бутакова определяет художественный текст как «модель сознания автора, которая воплощает специфические черты авторского сознания» [3:151]. Таким образом, комментарии Кукольника в романе дают возможность определить авторское сознание У. Теккерея.

Весьма важным для анализа романа считаем аксиологический характер самих «персонажных субтекстов» и их анализ в совокупности. Заметим, что атрибуции, доминирующие в речевой сфере каждого литературного героя в романе, позволяют описать их личностные качества. В этой связи А. Боронин вводит понятие «идиоконцептов, создающихся на основе вербализуемых в персонажных субтекстах признаков, изучение которых, даёт более основательно описать личностные особенности того или иного фикционального субъекта, раскрыть структуру образа персонажа» [1:17]. Рассмотрим конкретный пример из романа. С появлением в романе молодой особы – мисс Суорц, автор показывает, как старик Осборн намечает её сыну в качестве невесты. У. Теккерей рисует её портрет полным контрастом с внешним обликом Эмили. Джордж описывает её следующим образом: «Her diamonds blazed out like Vauxhall on the night ... and the white feathers in her hair – I mean in her wool... Why the Black Princess...» [5:131]. Однако старик Осборн не считается с мнением сына. Ему важно женить сына на более богатой девушке чем Эмилия. «What a match for George she would be (the sisters and Miss Wirt agreed), and how much better than that insignificant Amelia! » [5:133]. Лингвистическая самохарактеристика мистера Осборна определяет его как человека, для которого не важны любовь и счастье в семье, однако главными его ценностями являются банковские счета и состояние при заключении брака.

Отличительными чертами индивидуального лексикона мистера Осборна в романе выступают слова «богатство» и «деньги». Это можно и проследить в трагической ситуации смерти сына – Джорджа Осборна. «It

seemed a humiliation to old Osborne to think that his son, an English gentleman, captain in the famous British army, should not be found worthy to lie in ground where mere foreigners were buried» [5:236]. Представленное поле реакций отца на смерть сына воссоздаёт довольно детализированный портрет старика Осборна, для которого важен статус сына, место его захоронения, но только не факт самой утраты сына. Следовательно, можно заключить, что все произведенные персонажем тексты и все использованные им лексические единицы включают в себя сегменты концептов «богатство» и «деньги».

Таким образом, как показал анализ, характерные черты персонажных субтекстов составляют образы персонажей. В целом очевидно, что хронологическое повествование важно в романе для воплощения авторской задумки. В рассмотренных ситуациях также проявляются доминирующие сегменты концептов «богатство» и «деньги», которые выступают главными атрибутами персонажных субтекстов.

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ФОРМИРОВАНИЕ КОММУНИКАТИВНОЙ КОМПЕТЕНЦИИ ПРИ ОБУЧЕНИИ ФРАНЦУЗСКОГО ЯЗЫКА

А. Степанян ¹

Аннотация:

В данной статье рассматривается актуальная проблема – формирование навыков говорения на иностранном языке. Обучение разговорной речи на иностранном языке и формирование навыков разговорной речи является конечной целью обучения иностранному языку. В этом заключается актуальность проведенного исследования.

Ключевые слова: говорение, учебный процесс, языковой барьер, формирование, трудности, возможности

doi: <https://doi.org/10.2024/y7epc751>

Основная цель изучения иностранного языка как предметной области образования видится в овладении умением учащихся общаться на иностранном языке. Речь идет о формировании коммуникативной компетентности, т. е. способности и готовности осуществлять как непосредственное общение (говорение, понимание на слух), так и опосредованное общение (чтение с пониманием иностранных текстов, письмо). Формирование коммуникативной компетентности является основной и ведущей целью обучения. Сегодня он особенно актуален. Опыт показывает, что наибольшие трудности в иноязычном общении испытывает человек, воспринимающий речь на слух. Однако устное общение, роль которого в настоящее время стала особенно значимой, невозможно без понимания речи собеседника, поскольку в процессе речевого взаимодействия каждый выступает и как говорящий, и как слушатель. Речь – чрезвычайно многоплановое и сложное явление. Во-первых, он выполняет функцию средства общения в жизни человека. Во-вторых, речь – это один из видов человеческой деятельности. В-третьих, важно помнить, что в результате деятельности речи возникает ее продукт – высказывание. И как деятельность, и как продукт говорение обладает определенными характеристиками, которые служат ориентиром в обучении, поскольку подсказывают, какие условия необходимо создать для развития говорения, а также являются критериями оценки результатов обучения.

Диалог считается одним из наиболее эффективных средств развития и формирования речевых навыков при обучении иностранным языкам по правилу. Уникальная предрасположенность к речи, пластичность естественного механизма речевого усвоения, а также определенная независимость этого механизма от действия наследственных факторов, связанных с принадлежностью к той или иной национальности, — все это дает обучаемому возможность при соответствующих условиях, чтобы успешно овладеть иностранным языком. Расширение международных

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контактов и сотрудничества на всех уровнях, выход в мировое образовательное пространство поставили перед обучающимися иностранному языку задачу организовать образование на таком уровне, чтобы учащиеся могли участвовать в межкультурном общении на изучаемом языке и самостоятельно совершенствовать свой язык. иноязычно-речевую деятельность, которую они осваивают. Поэтому поиск путей повышения эффективности обучения иностранным языкам в последнее десятилетие активизировался.

Цель статьи – определить научные основы и методику формирования навыков говорения, собрать необходимые научные данные, которые прямо или косвенно связаны с изучаемым вопросом. Устная речь любого грамотного человека весьма отличается от письменной речи. Было бы ошибкой думать, что коммуникативный метод изучения французского языка предназначен только для легкой светской беседы. Те, кто хочет быть профессионалом в определенной области, регулярно читают публикации по своей тематике на иностранном языке. Имея большой словарный запас, они легко ориентируются в иностранном тексте, но поддерживать разговор с иностранным коллегой на ту же тему им стоит огромных усилий.

Коммуникативный метод изучения французского языка призван, прежде всего, убрать страх перед общением. Человек, вооруженный стандартным набором грамматических конструкций и словарным запасом в 500-1000 слов, легко найдет общий язык в незнакомой стране. Основная цель этого метода изучения французского языка – научить ученика сначала бегло говорить по-французски, а затем уже думать на нем. Немаловажно и то, что отсутствуют упражнения на механическое воспроизведение: их место занимают игровые ситуации, т.е. речь идет о внедрении в образовательный процесс ролевых игр, так как использование интерактивности на уроке французского языка является неотъемлемой частью устранения барьера при говорении на языке, работа с партнером, задания на поиск ошибок, сопоставления подключающие не только память, но и логику, умение аналитически и образно мыслить. Учебники французского языка часто содержат выдержки из французского словаря. Весь комплекс методик помогает создать франкоязычную среду, в которой учащиеся должны «функционировать»: читать, общаться, участвовать в ролевых играх, выражать свои мысли, делать выводы на французском языке. Французский язык очень тесно переплетен с культурными особенностями страны, поэтому курсы обязательно включают в себя страноведческий аспект. Французы считают необходимым дать человеку возможность легко ориентироваться в мультикультурном мире, и это легко сделать с помощью такого мощного объединяющего фактора, как французский язык.

Проще говоря, во главу угла ставится популярный сейчас индивидуальный подход. Все без исключения французские методы изучения французского языка направлены на развитие четырех языковых навыков: чтения, письма, говорения и аудирования.

При этом большой акцент делается на использовании аудио, видео и интерактивных ресурсов. Полезные советы по формированию коммуникативной компетенции французского языка – это:

Практиковать свой язык везде, где можете. Любая практика хороша – для устранения барьера говорения на иностранном языке, используйте

простые структуры предложений, которые, как вы знаете, являются правильными, чтобы вы могли сосредоточиться на своей правоте.

Попробуйте поэкспериментировать с тем, что вы знаете. Используйте слова и фразы, которые вы знаете, в новых ситуациях. Носители французского языка, скорее всего, поправят вас, если вы неправильно используете слова и грамматику. Экспериментирование со словарем также является хорошим способом получить обратную связь.

Постарайтесь не переводить на родной язык. Это займет слишком много времени и сделает вас более сдержанным.

Если вы забыли слова, постарайтесь выйти из ситуации и «заполнить» разговор. Это лучше, чем хранить полное молчание.

Задача преподавателя иностранного языка – обеспечить активную деятельность каждого обучающегося на протяжении всего урока, максимально используя время разговора каждого ученика. Групповая форма работы позволяет реализовать эту задачу. Это также способствует формированию у студентов навыков и умений самостоятельной работы в освоении иностранного языка.

Коммуникативная компетенция основана на том, что процесс обучения является моделью процесса общения. Как и любая модель, процесс обучения в некоторых аспектах упрощен по сравнению с реальным процессом общения, но адекватен ему по основным параметрам.

Всем известно, что есть 4 способа выучить язык: это слушать, говорить, читать и писать. Все они в совокупности позволяют студенту добиться хороших результатов в изучении языка. При изучении французского языка аудирование (аудирование) позволяет заметно улучшить разговорные навыки. Несмотря на то, что это самый первый из навыков, он не является ни самым простым, ни бессмысленным. Мы должны научиться слышать разные варианты французского языка и должны слушать его постоянно, если хотим хорошо понимать язык и говорить на нем правильно, бегло и осмысленно. Было бы ошибкой думать, что коммуникативная компетенция изучения французского языка предназначена только для легкой светской беседы. Те, кто хочет быть профессионалом в определенной области, регулярно читают публикации по своей тематике на французском языке. Коммуникативный метод изучения французского языка призван, прежде всего, убрать страх перед общением.

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А.С. ПУШКИН – СОЗДАТЕЛЬ СОВРЕМЕННОГО РУССКОГО ЛИТЕРАТУРНОГО ЯЗЫКА

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Аннотация:

В данной статье идет речь о том, что литература оказывает значительное влияние на культуру речи, обогащая язык, формируя стиль и способствуя развитию литературного вкуса, о колоссальной роли А.Пушкина в создании современного русского литературного языка, который служит не только источником знаний и развлечений, но и инструментом для лучшего понимания мира и себя самого.

Ключевые слова: словарный состав, грамматический строй, историческая эпоха, национальная культура, национальный язык, общественная роль, литературная норма

doi: <https://doi.org/10.2024/a0643r56>

Со времени смерти Пушкина прошло свыше 180 лет. За это время многое изменилось: один строй сменял другой, возник третий, наступила новая жизнь с её проблемами и достижениями. Что же касается русского языка, то он за этот большой промежуток времени не претерпел какой-либо ломки, и современный русский язык по своей структуре мало чем отличается от языка Пушкина.

Что изменилось за это время в русском языке? Серьезно пополнился за это время словарный состав русского языка; выпало из словарного состава большое количество устаревших слов; изменилось смысловое значение значительного количества слов; улучшился грамматический строй языка. Что касается структуры пушкинского языка с его грамматическим строем и основным словарным фондом, то она сохранилась во всем существенном, как основа современного русского языка».

Таким образом, наблюдается живая связь нашего современного языка с языком Пушкина.

Основные нормы русского языка, представленные в языке произведений Пушкина, остаются живыми, действующими и для нашего времени. Они оказались мало изменились, независимо от смены исторических эпох, смены базисов и надстроек. То, что является в современном языке особым, отличным от пушкинского, не касается в целом его структуры, его грамматического строя и его основного словарного фонда. Можно отметить здесь лишь частичные изменения, клонящиеся к некоторому пополнению основного словарного фонда нашего языка за счет отдельных элементов словарного состава, так же, как и некоторое

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дальнейшее улучшение, совершенствование, оттачивание отдельных его грамматических норм и правил.

Деятельность Пушкина составляет важный исторический этап в совершенствовании национального языка, неразрывно связанном с развитием всей национальной культуры, поскольку национальный язык является формой национальной культуры.

Пушкина потому и считают основоположником современного литературного языка, близкого и доступного всему народу, что был он писателем истинно-народным, чье творчество обогатило национальную культуру, писателем, горячо боровшимся со всеми, кто стремился придать ей характер антинародный, выгодный и удобный лишь для господствующего эксплуататорского класса. Деятельность Пушкина как основоположника русского литературного языка неразрывно связана с его общей величайшей ролью в развитии русской национальной культуры, литературы, передовой общественной мысли.

И. С. Тургенев в знаменитой речи о Пушкине указывал, что Пушкину «одному пришлось исполнить две работы, а именно: установить язык и создать литературу»

Признание Пушкина основоположником русского литературного языка вовсе не означает, что Пушкин был единоличным создателем русского национального языка, изменившим существовавший до него язык сверху донизу, всю его структуру, складывавшуюся веками и задолго до появления Пушкина. Горький глубоко охарактеризовал отношение Пушкина к общенародному языку в следующей известной формуле: «... язык создается народом. Деление языка на литературный и народный значит только то, что мы имеем, так сказать, «сырой» язык и обработанный мастерами. Первый, кто прекрасно понял это, был Пушкин, он же первый и показал, как следует пользоваться речевым материалом народа, как нужно обрабатывать его». Величие дела Пушкина состоит именно в том, что он прекрасно понимал, что язык создается народом. Он широчайшим образом воспользовался наличными богатствами общенародного русского языка. Он глубоко оценил значение всех характерных структурных особенностей русского общенародного языка в их органической целостности. Он узаконил их в различных жанрах и стилях литературной речи. Он придал общенародному русскому языку особенную гибкость, живость и совершенство выражения в литературном употреблении. Он решительно устранял из литературной речи то, что не отвечало основному духу и законам живого русского общенародного языка.

Совершенствуя русский литературный язык и преобразуя различные стили выражения в литературной речи, Пушкин развивал определившиеся ранее живые традиции русского литературного языка, внимательно изучал, воспринимал и совершенствовал лучшее в языковом опыте предшествующей ему литературы. Достаточно указать на чуткое и любовное отношение Пушкина к языку древнейших памятников русской литературы, особенно к языку «Слова о полку Игореве» и летописей, а также к языку лучших писателей XVIII и XIX веков — Ломоносова, Державина, Фонвизина, Радищева, Карамзина, Жуковского, Батюшкова, Крылова, Грибоедова. Пушкин также принимал живое участие во всех спорах и обсуждениях вопросов литературного языка его времени. Он стремился к устранению тех разрывов между литературной речью и народно-разговорным языком, которые еще не были преодолены к его времени, к устранению из

литературной речи тех ее пережиточных, архаических элементов, которые уже не отвечали потребностям новой литературы, ее возросшей общественной роли.

Он стремился придать литературной речи и ее различным стилям характер гармонической, законченной системы, придать строгость, отчетливость и стройность ее нормам. Именно преодоление присущих допушкинской литературной речи внутренних противоречий и несовершенств и установление Пушкиным отчетливых норм литературного языка и гармонического соотношения и единства различных стилей литературной речи делают Пушкина основоположником современного литературного языка. Деятельностью Пушкина окончательно был решен вопрос об отношениях народно-разговорного языка и литературного языка. Уже не осталось каких-либо существенных перегородок между ними, были окончательно разрушены иллюзии о возможности строить литературный язык по каким-то особым законам, чуждым живой разговорной речи народа. Представление о двух типах языка, книжно-литературного и разговорного, в известной степени изолированных друг от друга, окончательно сменяется признанием их тесного взаимоотношения, их неизбежного взаимовлияния. Вместо представления о двух типах языка окончательно укрепляется представление о двух формах проявления единого русского общенародного языка — литературной и разговорной, каждая из которых имеет свои частные особенности, но не коренные различия.

Установив прочные, нерушимые и многогранные отношения между живым разговорным языком народа и языком литературным, Пушкин открыл свободный путь развития на этой основе всей русской литературы последующего времени. Он показал пример всем тем писателям, которые стремились совершенствовать наш язык, чтобы доносить свои идеи до возможно более широкого круга читателей. В этом смысле все крупнейшие писатели и деятели последующего времени явились продолжателями великого дела Пушкина.

Пушкин теснейшим образом сблизил народно-разговорный и литературный язык, положив в основу различных стилей литературной речи язык народа. Это имело огромное значение и для развития общенародного языка. Литературный язык, в качестве языка обработанного и доведенного до высокой степени совершенства, оказывал все большее воздействие, с ростом и развитием культуры в нашей стране, на совершенствование разговорной речи народа в целом. Русский литературный язык, отточенный в литературных произведениях Пушкина и других мастеров русского слова, получил значение непререкаемой национальной нормы. Вот почему воздействие языка Пушкина как классической нормы русской речи не только не ослабело, но, напротив, неизмеримо возросло и в наше современное время.

Понять полностью историческое значение Пушкина для развития русского литературного языка нельзя без учета состояния литературного языка к 20—30-м годам XIX века, без учета литературной и общественно-политической борьбы того времени.

Значение современного русского литературного языка, во всем основном совпадающего с языком Пушкина, неизмеримо выросло в условиях современного мира. Неизмеримо поднялось и мировое значение

русского национального литературного языка в условиях самого массового движения нашего времени — борьбы народов за мир во всем мире. И всякий, кому близок и дорог русский язык, с уважением и любовью произносит имя Пушкина, в котором, по образному слову Гоголя, «заклучилось все богатство, сила и гибкость нашего языка». В результате его деятельности русский литературный и народно-разговорный язык слились во всем существенном, составили прочное единство. Литературный язык окончательно стал наиболее влиятельной, полной и совершенной формой выражения единого языка русской нации. Широкие границы литературной речи, начертанные Пушкиным, позволили и дальше новым поколениям русских писателей, внимательно прислушиваясь к живой речи народа и улавливая новое в ее проявлениях, дополнять и оттачивать язык литературы, делая его все более выразительным и совершенным.

Отпало схематическое деление литературной речи на три стиля. Вместе с тем отпала и обязательная, заранее данная связь каждого из этих стилей с определенными жанрами литературы. Литературный язык в связи с этим приобрел более стройный, единый, систематический характер. Ведь строгое разграничение определенных слов, выражений и отчасти грамматических форм по трем стилям было признаком известной «диалектной» дробности внутри самого литературного языка. Многие слова и выражения, а также отдельные грамматические формы, не освоенные в широком литературном употреблении, были специфической принадлежностью либо только «высокого», либо только «простого» слога. Последний, во всяком случае, представлялся консервативным защитникам этой системы чем-то вроде особого, не вполне литературного диалекта.

Видоизменение стилистической системы литературной речи не означало, конечно, устранения стилистических различий между отдельными элементами языка. Напротив, со времени Пушкина стилистические возможности литературного языка расширились. Со стороны стилистической литературная речь стала гораздо более многообразной.

После Пушкина открылись широкие и многообразные возможности для объединения в одном произведении слов и выражений разной стилистической окраски, что создало большую свободу для реалистической передачи различных ситуаций жизни и выявления отношения автора к действительности. Литературная речь, при всей характерной для нее правильности и обработанности, приобрела естественность, непринужденность разговорной речи, стала несравненно более общедоступной. Расширились и усложнились также стилистические возможности многих слов и выражений.

Значение Пушкина неизмеримо велико. Через него разлилось литературное образование на десятки тысяч людей. Он первый возвел литературу в достоинство национального дела. Он был первым поэтом, который стал в глазах всей русской публики на то высокое место, какое должен занимать в своей стране великий писатель.

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ИНГЛИЗ ВА РУС БАДИЙ МАТНЛАРДА ФРАНЦУЗЧА ИБОРАЛАР ВА МАҚОЛЛАРНИНГ ҚЎЛЛАНИЛИШИ

З. Холмурадова ¹

Аннотация:

Мазкур мақолада инглиз ва рус бадий асарларда французча сўзлар, иборалар, мақоллар ва нутқий формулалар қўлланилишининг семантик, стилистик ва прагматик хусусиятлари тадқиқ қилинган. Мақоладаги назарий фикрлар бадий контекстлар билан исботланган.

Калит сўзлар: бадий асарлар, француз ўзлашмалари, нутқий формулалар, дворянлар жамияти, ибора, паремия, контекст

doi: <https://doi.org/10.2024/zq84hy66>

Инсон бошидан ўтганларини ва ички ҳиссиётларини тил бирликлари ёрдамида ифодалайди, шунинг учун замонавий тилшуносликда тил тизимининг аксиологик хусусиятларига кўпроқ аҳамият берилмоқда. Тил бирликлари инсон когнитив-эмоционал жараёнлари билан бевосита боғлиқдир. Инсон ҳаёти давомида тажриба ва атрофдаги оламга нисбатан аниқ муносабат ва баҳо билдиради. Бундай муносабатлар ва баҳолар йиллар давомида авлоддан авлодга тил бирликлар, яъни паремиологик бирликлар структурасида етказилмоқда.

Мақоллар аниқ бир объект муайян вақт ва манзилда аниқ бир вазиятга тушиб қолганини тасвирлайди ва унга маслаҳат, баҳо, розилик ва ҳқ. билдиради [А.В. Бурмистрова, 2017, б. 58].

Паремиологик бирликларда турли концептлар ўз ифодасини топади. Улар турли образ ва оламнинг объектларини тасвирлайди. Стилистик нуқтаи назардан мақоллар ритмик структураси ва шеърый шакл билан ажралиб туради. Мақоллардаги эвфоник воситалар логик бўғин, қофия ва ўхшаш товушларнинг такрорини ўз ичига олади. Айнан бундай хусусиятлар мақолларнинг эсда қолишида муҳим роль ўйнайди. Паремиологик фонд мақол, матаал, топишмоқ ва афоризмлардан иборат бўлиб, улар асрлар давомида авлоддан авлодга халқнинг донолигини етказди.

Қуйидаги парчада персонаж репликасида французча мақол ишлатилган:

Пьер смотрел на нее через очки.

- Allons, je vous reconduirai. Tâchez de pleurer. Rien ne soulage comme les larmes. Она провела его в темную гостиную, и Пьер рад был, что никто там не видел его лица [А.Н. Толстой, «Война и мир», т.1, с. 80]. Французча репликанинг таржимаси: “Юринг, сизни кузатиб қўяман. Йиғлаверинг: одам йиғласа, ўзини енгил ҳис қилади”.

¹ Холмурадова Зебинисо Шавкатовна, Самарқанд давлат чет тиллар институти катта ўқитувчиси, мустақил тадқиқотчи

XVIII-XIX асрларда ёзилган рус бадий асарларда персонажнинг нутқида фаоллашадиган маслаҳат ёки таъна одатда французча гап билан ифодаланиши кузатилади:

На другое утро Анна Михайловна говорила Пьеру:

- Oui, mon cher, c'est une grande perte pour nous tous. Je ne parle pas de vous. Mais dieu vous soutiendra, vous êtes jeune et vous voilà à la tête d'une immense fortune, je l'espère. Le testament n'a pas été encore ouvert. Je vous connais assez pour savoir que cela ne vous tournera pas la tête, mais cela vous impose des devoirs, et il faut être homme [А.Н. Толстой, «Война и мир», т.1, с. 80]. Кўриниб турибдики, мазкур нутқий акт бутунлай француз тилида кечган ва унда маслаҳат, таъна, гина-қудрат каби прагматик маънолар ўз аксини топган. Нутқ охирида французча мақол қўлланилган. Нутқнинг таржимаси қуйидагича: “Ҳа, дўстим, бу ҳаммамиз учун ниҳоятда катта йўқотиш бўлди, айниқса сиз учун. Лекин Худойим сизга ёрдам беради, сиз яхши инсонсиз, ва умид қиламанки, катта мероснинг соҳиби бўласиз. Васиятнома ҳали ўқилмади. Сизни кўп йилдан буён танийман ва бундан сиз ўзингизни йўқотмаслигингизни ҳам биламан, аммо мерос – бу катта маъсулият; энг муҳими одам бўлиш керак.

Инглиз ибораси *common sense* [А.В. Кунин, 1967, б.806] “соғлом фикр” француз иборасидан пайдо бўлган – *sens commun* “соғлом фикр”. *Safe and sound*, яъни “соппа соғ” ибораси ҳам келиб чиқиши француз тилидан хисобланади: *sain et sauf* [А.В. Кунин, 1967, с. 786]:

At other times she would ... assure herself that things were not so bad – that certainly she would come out safe and sound [Th. Dreiser, “Sister Carrie”, ch. XXVI].

Денгиз дискурсида ишлатиладиган инглизча ибора *at full sail* (*sailis*) [А.В. Кунин, 1967, с. 787] “барча елканларни кўтарган ҳолда” аслида француз тилидан келиб чиққан: *a pleines voiles* – елканларни кўтарган ҳолда, шитоб билан юрмоқ:

If she heard a story about any of her acquaintances, she would forthwith set off at full sail, and never rest until, to use her usual expression, she had got “to the bottom of it”, which meant nothing more than telling it to everybody she knew [W. Irving, “Salmagundi”, p.87].

Баъзи тарихий мазмунга эга бўлган инглиз иборалари ҳам француз тилидан ўзлашган: *revolutions are not made with rosewater* – “инқилоб қўлқопда бўлмайди”. Энди французча муқобилини келтирамиз: *Voulez vous qu'on vous fasse des revolution à l'eau rose* – Мармонтель «*Memoire d'un Pere*» китобидан олинган. Бу сўзларни китобнинг муаллифига Шамфор исми XVIII асрнинг охирида яшаган француз буржуазия инқилоби арбоби айтган экан [А.В. Кунин, 1967, б.758].

Замонавий инглиз фразеологиясида *the new rich* “янги бойлар, пешиндан кейин бой бўлиб кетганлар” ибораси французча *nouveaux riches* иборасидан пайдо бўлган [А.В. Кунин, 1967, б.760].

Сиёсий дискурсига оид ибора *reason of state* [А.В. Кунин, 1967, б.746] “давлат ишлари, сиёсий фикрлар” келиб чиқиши француз тилидан хисобланади: *raison d'état* – давлат ҳаракатлари.

Инглизча ибора *have reason* “хақ бўлмоқ” ҳам француз этимологияси билан фразеологик луғатда рўйхатга олинган: франц. *avoir raison* [А.В. Кунин, 1967, б.746].

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HOW EFFECTIVE ARE AUDIO BOOKS FOR LANGUAGE LEARNERS

*M. Toshboyeva*¹

Abstract:

This article is devoted to determining how effective the use of audio books is for foreign language learners and how important the role of teachers is in language learning. In learning a foreign language, the role of both audio books and teachers and their methodology is important, but which of the two is more important depends on you, what is on that level you want to study the lingo.

Key words: popularize language learning, audio books, intensive courses, teacher methodology

doi: <https://doi.org/10.2024/espz0166>

We all know that today our country pays great attention to studying foreign languages. In particular, in accordance with the Decision of President Shavkat Mirziyoyev Miromonovich "On measures to bring the activities of popularization of overseas tongue learning in the Republic of Uzbekistan to a new level from a qualitative point of view".

March 19, 2021, in Higher Education The lingo proficiency level C1 was Set for the teachers who are doing their work. Moreover, in order to effectively implement organizational measures to popularize the study of tongue, the Cabinet of Ministers made various decision and various projects are being implemented in this regard.

Currently, interest in learning languages is increasing day by, based on the demand of today's time, Various procedure of educating foreign lingos have appeared. One of them is audio books that are widely used among young human. Audio books are intended for 5-6 months, during which time the learners will do listening and reading exercises for 2 hours a day. 6 months later, they can communicate in a alien tongue of their choice without memorizing any words or studying grammar rules, it is stated in the audio books advertisements. So, how accurate is this information? Is it really possible to study foreign lingos without any grammatical rules or memorizing words? Does this method of language learning work for everyone? Of course, it is very interesting to find answers to such questions. Nowadays, identical of these audio books are widely used among pupils in our country. The most popular among them are audio books under the "Booknomy" brand. Booknomy audio books have been operating since 2017. There is a simple rule 4 that is strictly required for intensive closes.

These are the following:

1. Listening and observation.
2. At least 2:30 hours of hearing.
3. Listen to each lesson for at last 7 days.

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4. Don't jump.

Of course, there are a number of views on booknomy intensive courses on social networks, someone else writes that this book is worthless. Audiobooks are fruitful if you are a listener who works with an audience and has a strong auditory inclination. There was a revision in persons who used this book. They will be able to speak at the level of ordinary, that is, A1.... A2. But as there are two sides of a coin, using audio books does not regularly give the expected effect, one of the main causes for this is that the scholar's studying method is unfamiliar and he cannot master well the sentences he does not comprehend.

Before starting to study a new tongue, that is, a foreign lingo, everyone should determine which teaching method or method will be more effective. The biggest mistake in language studying is learning the wrong tongue, because if we start learning a lingo by mistake, then everything we study will have errors and shortcomings, and we will get used to admissions and these will become automatic in our brain, while everything we learned will become ineffective by itself. Therefore, for scholars who have just started the tongue, it is necessary to study at least a certain concept, that is the effect of creating a base. To acquire this skillfulness, we need the assist of educator.

The student, who has received the initial understanding and skills from the master, will achieve his desired goal if he works harder on himself. In the current developing period, a lot of modern innovative technique of teaching are being developed and classes are held based on the pupils level. Each lecturer has a various teaching so students have the right to learn from the educator they want, of course, the master work with the child is very significant. The teachers explain to lessons to us using the latest innovative methods, which help us study the tongue faster and more effectively. It should further be noted that a person most ask want he does not know. After all, there is a wonderful saying in our human "The one who does not know is a scholar by asking, and the one who does not inquire is a tyrant", therefore, a person should not be afraid of not knowing, but of not studying what he does not realize. In short, a human should work on himself in each aspect and strive towards his desired goal.

In conclusion, I do not want to say that using audio books is useless with these thoughts, on the contrary, audio books also help in tongue learning. Only, as we mentioned above, you can only reach A1 or A2 level with the assist of audio books, only in conversation. But it is very hard to achieve high result this level. A simple sample is that in the process of applying to higher Education institutions, applicants need at least B2 level. In order to obtain high-level certificate, we must take lessons from qualified masters, in any case, be it lingo studying or any other field, we need qualified tutors. They don't say for nothing: "Teacher is as great as your father". At the end of my speech, I would like to emphasize that our passionate teachers will be happy and healthy.

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ADABIYOT DARSLARIDA ALISHER NAVOIY LIRIK MEROSINI INTERFAOL USULLAR ORQALI O'RGATISH

Z. Tosheva ¹

Annotatsiya:

Mazkur fanni akademik litsey o'quvchilariga o'qitishdan asosiy maqsad milliy qadriyatlarimizning asosi sanalmish ona tilimiz va adabiyotimizning bebaho merosi, an'analari bilan tanish bo'lgan o'quvchilarimizning bilimlarini sistemali yo'sinda umumlashtirish va egallagan ko'nikmalarini mustahkamlashdir. Akademik litseylar tizimida o'qitiladigan adabiyot fanlaridan o'rta maktabda kam e'tibor berilgan mavzularni to'ldirish, o'quvchilar to'la anglab yetmagan yoki tushunilishida qiyinchilik tug'diradigan mavzularni kengroq izohlash va shu orqali yetarli nutqiy malakani shakllantirish, adabiy-badiiy matnlar ustida ishlash, ko'nikmalarni o'stirish kabi vazifalarni bajarishga qaratilgan.

Kalit so'zlar: dastur, halol, Alisher Navoiy, lirik meros, badiiy adabiyot

doi: <https://doi.org/10.2024/c7bgrz14>

Kirish

Respublikamizda o'rta maxsus, kasb-hunar ta'limi quyidagi bilim sohalari va akademik litseylar bo'yicha tashkil etilgan bo'lib, ularda adabiyot fanidan avvalambor qaratilgan shaxslardan biri Mir Alisher Navoiy asosida o'qitiladi. Adabiyot va adabiyot o'qituvchisi ta'lim muassasasining yo'nalishini hisobga olgan holda ta'lim mazmunini kasbiy yo'naltirishga amaldagi misollar orqali e'tiborni qaratishi lozim.

Akademik litseylardagi ta'lim mazmuni yo'nalishi va o'quvchilarning adabiyotdan o'zlashtirishi zarur bo'lgan bilimlarni ehtiyoj va qiziqishga muvofiqlashtirib tavsiya etish ma'qul deb hisoblandi. Bunda o'quvchilarning adabiyotga e'tiborini kuchaytirish, hazrat Navoiy asarlari mohiyatini anglash, o'z adabiyot fani tarixi, o'ziga xos tabiatini bilish, asarlaridan to'la foydalanish imkoniyatlarini izlashi lozimligini tushuntira va singdira olish orqali amalga oshirilishiga e'tibor berildi. Bunday talablarning qo'yilishi orqali o'quvchilarni mustaqil va hur fikr sohibi, badiiy so'zni anglaydigan, undan ta'sirlanadigan, erkin shaxslar sifatida shakllantirish maqsadi ko'zda tutilgan.

Ushbu maqola bo'yicha umumiy o'rta maktab dasturiga asoslanilib milliy shoir va allomalarni xayot-ijodini o'rgaishga qaratilgan bo'lib va bu ta'lim bosqichida chuqur o'zlashtirilmagan bilimlarni singdirishga e'tibor berildi. Katta alloma, davlat arbobi va shoir Alisher Navoiyni o'rganish maqsadida o'quvchilarning muayyan shaxslar orqali o'z ustida ko'proq ishlashlariga, mustaqil fikr yuritishlariga, bilim egallashning tipiklashtirishdan umumlashtirishga qarab borish, dalillarni sharhlash va asoslash yo'sinlariga asosiy diqqat qaratildi.

¹ Zamira Tosheva, SamDCHTI akademik litseyi ona tili va adabiyot kafedrasi o'qituvchisi

“Adabiyot darslarida Alisher Navoiy lirik merosini interfaol usullar orqali o‘rgatish” mavzusini interfaol usulda amalga oshirishning konseptual asoslari

Mustaqillik sharofati bilan har jabhada yangilanish va poklanish, milliy an’analarni tiklash hamda takomillashtirish, uni jahon andozalari darajasiga ko‘tarish hodisalari yuz bermoqda. Adabiyot o‘qitish tizimida bu harakat erta boshlanib, darsliklar sifat jihatidan yuqori ko‘tarildi. Yangilangan darsliklarimizda, ayniqsa, mumtoz adabiyotimizning ilgari o‘rganilmagan manbalariga katta e‘tibor qaratilgani quvonarlidir. Oliy o‘quv yurtlarida ma‘lumot berilgan tasavvuf ta‘limotini bugun maktab o‘quvchisi ham o‘rganish imkoniga ega bo‘lmoqda.

Bu hol adabiyotning ma‘naviy ta‘sirini kuchaytirish, o‘quvchilarning merosimizni o‘rganishga bo‘lgan qiziqishlarini oshirishga yordam bermoqda. Masalan, VII-XI sinf adabiyot darsliklarida Yusuf Xos Hojib, Nosiriddin Rabg‘o‘ziy, Atoiy, Lutfiy, Navoiy, Bobur, Mashrab, Turdi, Nodira kabi adiblar ijodi, tasavvuf adabiyoti namunalari berilgan. Bu esa o‘qituvchining mumtoz adabiyot namunalari, tasavvuf adabiyoti va tasavvuf ta‘limoti to‘g‘risida keng bilimga ega bo‘lishini, shuningdek, bu mavzuga tegishli yangi adabiyotlar bilan muntazam tanishib borishini taqozo etadi.

Adabiyot jamiyat bilan birga mavjud bo‘lsa-da, uning ko‘tarilish hamda tushish bosqichlari hamisha ham jamiyat taraqqiyoti pog‘onalariga mos tushmagan. Adabiyot o‘z qonunlari asosida yashaydi. Masalan, Bobur temuriylar saltanati tanazzulga yuz tutib, mamlakatni ulkan bezovtaliklar o‘z girdobiga tortgan, bir sulola o‘rnini ikkinchisi egallayotgan paytda maydonga keldi. Yurt egalari vatandan quvildi. Ammo ular naqadar yuksak adabiyot namunalari qoldirdilar! Boburdan keyin eng yirik ijodkor sanalgan Ogahiy ko‘hna Xorazm shuhrati so‘nib, yurt o‘z qobig‘iga o‘ralib, dunyodan uzilgan, bosqinchi Rusiya Turkiston sarhadlarini birma-bir egallab olayotgan bir paytda yashab o‘tdi. Lekin shoirdan qolgan asarlarning qimmatini qanchalar baland. Muqimiy, Furqatlar adabiyotni ilohiy dard-u g‘am ifodasidan yerdagi tashvishlar tomon olib tushgan bo‘lsalar, Fitrat, Cho‘lpon, Hamza, Saryomiy, Tavallo, Avloniy singari shoirlar zamon jarohatlarini satrlarga ko‘chirib, yangi o‘zbek she‘riyatini oyoqqa qo‘ydilar. Qodiriy o‘zbek romanchiligini boshlab berdi. Fitrat chinakam o‘zbek dramachiligining asoschisi bo‘ldi, yangi o‘zbek adabiyotshunosligining dastlabki namunalari yaratdi. Sho‘rolar zamonida badiiy adabiyot to‘lig‘icha mafkuraga bo‘ysundirildi.

Badiiy adabiyot bugunni kecha va erta bilan bog‘laydi. Bu bog‘lanish shunchaki vaqtni emas, balki inson ruhiyati, tafakkurini va orzu-umidlarini ifodalagani uchun ham muhim ma‘rifiy, estetik, axloqiy, tarbiyaviy, kommunikativ va ruhiy ahamiyat kasb etadi. Shu boisdan, qanchalik o‘ziga xos bo‘lmasin, badiiy adabiyotning taraqqiyotini jamiyat hayotidagi o‘zgarishlardan ayri qarab bo‘lmaydi.

Har bir pedagog shuni doimo hisobga olishi va esda tutishi lozimki, dars o‘quv-tarbiya jarayonining asosiy shaklidir. Dars jarayonida har tomonlama rivojlangan shaxsni tarbiyalashga e‘tibor qaratiladi, birinchi navbatda bu amalga oshiriladi. Shuning uchun ham mamlakatimizda faoliyat olib borayotgan soha mutaxassislarning fikricha “Pedagogik texnologiya” bu o‘quvchilarni o‘qishi, o‘rganish va ularni har tomonlama rivojlantirish qonun -qoidalarini o‘z ichiga olgan pedagogik tadbirlar tizimida iboratdir deyiladi. Ta‘limni texnologiyalashtirish ta‘lim jarayonini samaradorligini oshirish va ta‘lim oluvchilarni berilgan sharoitda hamda ajratilgan vaqt ichida loyihalashtirilayotgan o‘quv natijalariga erishishlarini kafolatlash maqsadida uni

to'liq boshqarish g'oyasini tashkil etishdir. Pedagogik adabiyotlarda ta'lim texnologiyalariga doir asosiy tushunchalarning mazmun va mohiyoti yoritilgan bo'lib, biz ularning ayrimlariga to'xtalamiz.

Alisher navoiy haqida dars jarayonida o'qitishni texnologiyalashtirish – bu o'qitish jarayoniga texnologik yondashish asosida mavzuga doir davr, insonlar, madaniy me'ros kabilarni ta'lim maqsadlariga samarali erishishning eng maqbul usul, vosita, qonuniyat va tamoyillarini tadqiq qiluvchi hamda ochib beruvchi pedagogik yo'nalishdir.

O'qitish texnologiyasi:

- Alisher Navoiyning qalamiga mansub bo'lgan asarlarini tahlilini mavjud shart-sharoit va belgilangan vaqtda nazarda tutilgan ta'lim maqsadlarini hamda ko'zlanayotgan o'quv natijalariga kafolatli erishishni amalga oshirishni ta'minlovchi, muloqot, axborot, boshqaruv va o'qitishning eng maqbul usul hamda vositalarining tartiblashtirilgan yig'indisi qilib o'quvchi yoshlarga taqdim qilinishi o'qitvchi mahorati hisoblanadi;

- ta'lim maqsadlari va ko'zlanayotgan o'quv natijalariga erishish bo'yicha pedagogik va o'quv faoliyatini amalga oshirish jarayoni tavsifi;

- ta'lim jarayoni sub'ektlarining belgilangan tartibda hamkorlikdagi harakatlari natijasida yuzaga kelgan aniq jarayon.

1. O'qitish texnologiyasining modeli.

2. O'quv mashg'ulotning texnologik xaritasi.

3. Texnologik xaritaga ilovalar.

Xulosa

Ma'lumki, o'zbek tilining asoschisi va o'zbek mumtoz adabiyotining ajdodi o'z avlodlariga boy adabiy meros qoldirgan Alisher Navoiyni o'rganish uning o'zbek adabiyotining ko'zga ko'ringan namoyandasi bo'lib, o'z xalqining rang-barang, g'ayrioddiy hayoliy olamini o'quvchiga taqdim qilish. Bu buyuk shoir va davlat arbobi faoliyati va ijodi xalq va yurtga xizmat qilishning o'ziga xos namunasidir. Uning asarlari dunyoning turli tillariga tarjima qilingan va keyingi yarim asr davomida dunyoning ko'plab mamlakatlarida qayta-qayta nashr etilgan. Binobarin, Alisher Navoiy ijodiy merosi nafaqat o'zbek xalqi, balki butun insoniyatning ma'naviy merosi, deb g'urur bilan aytishimiz mumkin.

U o'sha davrning eng ilg'or g'oyalarini aniqlab, o'z davrining yetuk tafakkurlari qatoriga kirib, o'zbek adabiyotini jahon sahnasiga olib chiqdi. Binobarin, zabardast Alisher Navoiyning adabiy merosi bugungi kunda butun taraqqiyparvar insoniyat mulkiga aylangan.

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POETIC FEATURES OF GRAHAM GREENE'S PROSE

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Abstract:

This article covers the difficulties of Graham Green's life and early years of work, his creative work, and the poetic characteristics of his works.

Key words: personal life, writing career, publishing career, travel and espionage, writing style and themes

doi: <https://doi.org/10.2024/hpmz9721>

Greene was an agnostic until he met his future wife, Vivien Dayrell-Browning, and was baptized into the Catholic Church in 1926. They were married on October 15, 1927 at St Mary's Church in Hampstead, North London. The Greens have two children: Lucy Caroline (born 1933) and Francis (born 1936). In his debates with Father Trollope, the priest to whom he went for Catholicism education, Greene battled with the clergyman "on the ground of dogmatic atheism", since Greene's fundamental concern with religion was what he considered the "if" around God's existence. He discovered, however, that "after a few weeks of serious argument the 'if' was becoming less and less improbable", and Greene converted and was baptized following heated first exchanges with the priest in which he advocated atheism, or at least the "if" of agnosticism. Greene described himself as a "Catholic agnostic" in his later years. In 1946, Greene began an affair with Catherine Walston, the wife of Harry Walston, a rich farmer and eventual life peer. That connection is usually regarded to have influenced the composition of *The End of the Affair*, which was published in 1951 after the relationship ended. Rene left his family in 1947, but Vivien refused to grant him a divorce in line with Catholic doctrine, and they stayed married until Greene's death in 1991. Greene suffered from bipolar illness (manic depression). He had a history of depression, which had a significant impact on his literature and private life. In a letter to his wife, Vivien, he stated that he possessed "a character profoundly antagonistic to ordinary domestic life", and that "unfortunately, the disease is also one's material". Greene was commended by William Golding as "the ultimate chronicler of twentieth-century man's consciousness and anxiety".

Following his departure from Oxford, Green worked as a private instructor before pursuing a career in journalism, first as a subeditor for the Times and then for

Nottingham magazine. In order to correct Vivien Dayrell-Browning's Catholic theology, he started writing for her when he was employed in Nottingham. when stated in his lifestyle, Green was an atheist, but when he considered marrying Vivienne in the future, he came to the realization that "at least he had to explore the nature and boundaries of the beliefs he held". They

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were married on October 15, 1927, at St. Mary's church in Hampstead, London, after Green was christened on February 26, 1926. After the publication of his debut book, *The Man Inside*, in 1929, he was able to continue writing because of its positive reviews. Green originally separated his writing into two categories (which he regarded as "fun" and a "novel"): intellectual masterpieces, such as *Power and Glory*, which he believed to be the foundation of his literary reputation, and thrillers, frequently with major philosophical edges, such as *The Ministry of Terror*. He later rejected the following two volumes, *The Name of the Movement* (1930) and *Late-Night Rumours* (1932), both of which were commercial failures. *The Stambul train* (1932), which was approved by The Book Society and turned into a movie by Orient Express in 1934, was his first genuine hit. A lot of Green's writing, particularly *Brighton Rock*, *Power and Glory*, *The Heart of the Matter*, and *The End of the Work*, has Catholic religious themes at its core, despite his strong objections to being portrayed as a Roman Catholic writer rather than as a Catholic writer; the Catholic novel has been called the "gold standard". Green's interest in global politics, espionage, and intrigue is further evidenced by a number of his writings, including *The Quiet American*, *Our Man in Havana*, *The Secret Agent*, *The Human Factor*, and his screenplay *The Third Man*. His income as a complement to the novelist's came from freelance journalism, reader evaluations of books and films, and nightly co-editing of the magazine. According to Green's 1937 film review *VI Willie Winkie*, Shirley Chapel, then nine years old, aroused the curiosity of twentieth-century foxes by displaying "questionable coquetry", a reference to "middle-aged men and priests", and Green moved to Mexico until the trial's conclusion after leaving the UK. Green frequently thought about the novel's concepts as his masterpiece, power, and glory while he was living in Mexico. Green was regarded as one of the greatest authors of his time by the 1950s.

Smiley has visited far-flung and untamed locations all around the world. Her sister Elisabeth, who worked for MI6, sent her to the agency in 1941 as a result of the sayohats. As such, during World War II, it was settled in Sierra Leone. In MI6, Tirjayib's companion and counsellor was Kim Philby, subsequently exposed as a Soviet. In 1944, Green left the MI6. Later, Smile penned *My Silent War: An Introduction to Philby's 1968 Recollection*. Smiling integrated the people he saw and the locations he called home into his stories, treating them like a Roman inscription. At the age of thirty, Green made his first trip to Europe in 1935 and created the Liberian travel book *voyage without maps*. Because of his acquaintance with Tom Burns, the publishing house Longman sponsored his 1938 travel to Mexico to see the effects of the government's forcible anti-Catholic secularization drive. The reality of the lawless ways (released in the US as *another Mexico*) and the novel *strength and glory* are the two novels that sprang from this tour. The Holy Office told Green in 1953 that the power and glory of the priesthood was being undermined; nevertheless, later on, at a private meeting, Pope Paul VI told Green that although some of his works had angered certain Catholics, he should not take offence at criticism. *Curiosities* (1966), which is set in Haiti in 1954, was ruled by Francois Duvalier, a tyrant known as "Papa Doc", and Greene frequently stayed at the Hotel Oloffson in Port-au-Prince. In the late 1950s, he returned to Haiti, where he found inspiration for his book *The Burnt Affair*. Green traversed Africa, stopping at several leper colonies in the British Cameroons and the Congo Basin. Green saw De Jongh many times at ANDR on this trip in late February and early March 1959. De Jongh led the Belgian resistance during World War II and created a well-known escape path

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for crashed Allied airships from Gibraltar across the Pyrenees. Green assisted the revolutionaries in 1957, a few months after Fidel Castro began his final revolutionary onslaught on the Batista administration in Cuba, by acting as a covert courier to provide warm garments to Castro fighters who were holed up in the hills during the Cuban Revolution. Castro handed Green a photo of the writer that was hanging in the living room of the French home where he had spent his final years after just one visit. Green eventually grew wary of Castro, saying in a 1983 French interview that “all successful revolutions, even if idealistic, betray in time”. He also said, “I admire him for his courage and efficiency, but I doubt his authoritarianism”.

Initially, Greene separated his fiction into two categories: literary works, like *The Power and the Glory*, which he described as novels, and thrillers (mystery and suspense books), like *The Ministry of Fear*, which he described as entertainments, often with notable philosophic edges. Greene felt that thrillers would be the foundation of his literary reputation. The line separating “entertainments” from “novels” became increasingly hazy for both Greene and his readers as his career progressed. *Our Man in Havana*, published in 1958, was the final novel that Greene referred to as an amusement. It appeared that Greene had abandoned the entertainment field, leading them to speculate. It was quickly verified. Novels and entertainments are no longer distinguished in the *Collected Edition* of Greene’s writings, which was released in 22 volumes between 1970 and 1982. Each one is a novel. Several of Greene’s plays, short tales, and novels have been adapted for the screen or television, making him one of the more “cinematic” writers of the 20th century. Based on research by Greene, the Internet Movie Database contains 66 films from 1934 to 2010. Some books, including *The Quiet American* in 1958 and 2002,

Brighton Rock in 1947 and 2011, and *The End of the Affair* in 1955 and 1999, were filmed more than once. At least five alternative titles were used to screen the 1936 thriller *A Gun for Sale*, most notably *This Gun for Hire* in 1942. Greene’s screenplay for the 1948 Carol Reed picture *The Fallen Idol*, which was based on his own short story *The Basement Room*, earned him a nomination for an Academy Award. In addition, he penned other original scripts. After using the novella as “raw material” in 1949, he developed the script for the iconic noir film *The Third Man*, which starred Orson Welles and was also directed by Carol Reed. Ten years after it was first published, *The Honorary Consul* was made into a movie in 1983 under its original title, starring Richard Gere and Michael Caine.

In a commemorative edition, novelist and filmmaker Michael Korda wrote the introduction and preface. A recently unearthed Greene book called *The Empty Chair* was first published in serial form by *The Strand Magazine* in 2009. When Greene was twenty-two years old and had just recently become a Catholic, he wrote the book in longhand. Evelyn Waugh wrote in *Commonweal* that Greene’s writing was “not a specifically literary style at all”. The words have no autonomous life, origin, or sensual appeal; they are only utilitarian. Richard Jones observed in the *Virginia Quarterly Review* that “nothing deflects Greene from the main business of holding the reader’s attention” in reference to the concise style and accessibility.

In his latter writings, the significance of Catholicism declined. His outspoken critique of traditional Catholic doctrine represented this shift away from the supernatural aspects that pervaded his previous work and towards a humanistic viewpoint. Having met Fidel Castro, the leader of Cuba, Greene

became a staunch opponent of US imperialism in his final years. He scathingly denounced The Quiet American's idealistic yet conceited views years before the Vietnam War, when his faith in his own goodness prevented him from realizing the devastation he had brought upon the Vietnamese. In *Ways of Escape*, he bemoaned that Mexico's government was not as left-wing as Cuba's, after reflecting on his journey to Mexico. "Conservatism and Catholicism should be... impossible bedfellows", according to Greene.

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O'ZBEK VA INGLIZ XALQ MAQOLLARINI TARBIYAVIY AHAMIYATI

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Annotatsiya:

Ushbu maqolada o'zbek va ingliz tilidagi maqollarining tarbiyaviy ahamiyati haqida fikr mulohaza va millatlararo tarbiyaning o'xshashlik va farqli jihatlari ko'rib chiqiladi.

Kalit so'zlar: o'zbek tili, ingliz tili, maqol, tarbiya, janr, ma'no, tarjima, folklorshunoslik

doi: <https://doi.org/10.2024/wxwh9063>

Kirish

Maqol — xalq og'zaki ijodi janri; qisqa va lo'nda, obrazli, grammatik va mantiqiy tugal ma'noli hikmatli ibora, chuqur mazmunli janr. Muayyan ritmik shaklga ega. Maqollarda avlod-ajdodlarning hayotiy tajribalari, jamiyatga munosabati, tarixi, ruhiy holati, etik va estetik tuy-g'ulari, ijobiy fazilatlari mujassamlashgan. Asrlar mobaynida xalq orasida sayqallanib, ixcham va sodda poetik shaklga kelgan. Har bir tilimiz ko'rkini, nutqimiz nafosatini, aql-farosat va tafak-kurimiz mantiqini hayratomuz bir qudrat bilan namoyish etgan va eta oladigan bunday badiiyat qatralari xalqimizning ko'p asrlik hayotiy tajribalari va maishiy turmush tarzining bamisoli bir oynasidir. Bu badiiy oynada uning hayotga, tabiatga, inson, oila va jamiyatga munosabati, ijtimoiysiyosiy, ma'naviy-ma'rifiy, axloqiy-estetik va falsafiyi qarashlari, qisqasi, o'zi va o'zligi to'la namoyon bo'lgandir. Shuning uchun ham maqollar g'oyatda keng tarqalgan bo'lib, asrlar davomida jonli so'zlashuv va o'zaro nutqiy munosabatlarda, badiiy, tarixiy va ilmiy asarlarda, siyosiy va publitsistik adabiyotda doimiy ravishda qo'llanilib kelgan va qo'llanmoqda.

Metodologiya

Yillararo, davrlararo ularning yangilari yaratilib turgan, eskilarining — jonli muomalada, tilda mavjudlarining ma'no doirasi kengayib yoki torayib borgan. Hatto ularning muayyan qismi unutilib ketgan. Maqollar ko'p asrlik hayotiy tajribalar, doimiy kundalik kuzatishlar xulosasini tugal fikr tarzida qat'iy qutbiylikda ifodalar ekan, ularda har bir so'zning ma'no xilma-xilligi, iboralarning turg'unligi, shakliy barqarorlik ustunlik qiladi. Ammo qo'llanish o'rniga qarab ularning ma'no doirasi doimiy ravishda kengayib boradi. Shuning uchun ham maqoldagi har bir so'zga alohida e'tibor berish kerak. Ularda shunday so'zlar borki, bu so'zlar tarixan butunlay boshqa ma'nolarni anglatgan. Bundan tashqari har bir millatning o'z diniy e'tiqodi, yashash uslubi, madaniyati, dunyoqarashi borki, ular folklorshunoslikda o'rganiladigan maqollarda qisman o'z aksini topadi. Millatni madaniyatini, xalqning o'zligini

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milliy qadriyatlarini ko'rsatuvchi, ifodalovchi omillardan biri bu shu xalqqagina xos bo'lgan xalq og'zaki ijodidir. Xalq og'zaki ijodining takrorlanmas janrlari va o'ziga xos durdonalari bo'lib shulardan xalq og'zaki ijodining eng muhim janrlaridan biri bo'lmish maqollar tilshunoslik va folklorshunoslikda o'rganilayotgan eng muhim mavzulardan biridir. Folklorning eng muhim janrlaridan biri bo'lgan maqollarni, umuman, xalq ijodiyotini o'rganish, tadqiq qilish, bugungi kunda juda muhim ahamiyat kasb etmoqda. Folklorshunos olimlar asrlar davomida maqollar yuzasidan o'z mamlakatlarining olis qishloqlariga ekspeditsiyalar uyushtirib kelishmoqda va xalq tilidan yildan yilga turli mavzularga doir bo'lgan takrorlanmas maqollarni jamlab kelishmoqda. O'zbek folklorshunosligida maqolga adabiy nuqtai nazardan qiziqish, asar badiiyligini oshirish va badiiy til ravonligini ta'minlash uchun undan foydalanish hamma zamon so'z san'atkorlarining diqqat markazida bo'lgan. Maqolga adabiy nuqtayi nazardan qiziqish, asar badiiyligini oshirish va badiiy til ravonligini ta'minlash uchun undan foydalanish hamma zamon so'z san'atkorlarining diqqat markazida bo'lgan. Yusuf Xos Hojib, Ahmad Yassaviy, Rabg'uziy, Lutfiy, Alisher Navoiy, Bobur, Abulg'oz Bahodirxon, Munis, Ogahiy, Nodira, Muqimiy, Furqat, Avaz, Hamza, Sadridin Ayniy, Fitrat, Cho'lpon, Abdulla Qodiriy, Oybek, G'afur G'ulom va boshqa o'nlab ijodkorlarning asarlari sinchiklab o'rganilsa, ularning tarkibida qanchadan qancha maqollar ba'zan aynan, ba'zan o'zgargan holda mavjudligiga ishonch hosil qilamiz. Ingliz xalq maqollari ham xuddi o'zbek xalq maqollari singari g'oyat mukammal va xalq og'zaki ijodining eng sara namunalaridan biri hisoblanadi. Ishimizning asosiy maqsadidan kelib chiqqan holda ingliz xalq maqollarini ingliz tilshunosligida o'rganilish tarixi juda muhim. Bu sohada ish olib borgan olimlar, va ularning qilgan ishlarini o'rganish mavzuyimizni yanada mustahkamlab beradi.

Muhokama

Qaysi til, qaysi millatning maqollarini jamlasak ham ulararo o'zaro o'xshashliklar va sezilarli farqlarni ko'rishimiz mumkin. O'xshashlik tomonlari shundan iboratki, tarbiya masalasi qaysi din, qaysi millat bo'lishidan qat'iy nazar bir biriga juda o'xshash. Tarbiya har bir oilada deyarlik birdek. Ammo dinlar o'zgachaligi, millatning erki o'zgachaligi o'zaro farqlarni keltirib chiqaradi.

Quyida bir qator ingliz va o'zbek maqollarini tahlil qilamiz:

Better late than never. Ma'nosi: biror narsani o'z vaqtida qilish yaxshiroqdir. Ammo o'z vaqtida olmasangiz, baribir, kech bo'lsa ham qiling.

Bu ingliz maqolini o'zbek maqoliga solishtirganimizda "Hechdan ko'ra kech" degan manonisini beradi

There's no place like home. Ma'nosi: uydan yaxshiroq joy yo'q

Bu maqol o'zbek xalq og'zaki ijodidagi "O'z uying o'lan to'shaging" maqoliga mos keladi

All that glitters is not gold. Ma'nosi: buning o'zbek tiliga to'g'ridan to'g'ri tarjima qilinganda "Yaltiragan hamma narsa ham oltin emas" degan manoni anglatadi

The bad news has wing. Ma'nosi: yomon xabar tez tarqaladi.

There is no smoke without fire. Manosi: "shamol bo'lmasa daraxt shohi silkimas".

Bu ingliz maqoli o'zbek maqolida ham mavjud va juda ko'p qo'llaniladi.

A light purse is a heavy curse. Manosi: "pulsiz boshim - tuzsiz oshim"

An eye for an eye and a tooth for a tooth. Manosi: "qasdma qasd" Ammo biz buni o'zbek tiliga tarjima qilganimizda ko'zga ko'z tishga tish degan tarjima kelib chiqadi.

While there is life, there is hope. Manosi: “hayot bor ekan umid bor” bu ingliz maqollini o'zbek maqoli bilan solishtirganda “chiqmagan jondan umid” degan manoni anglatadi

Xulosa

Yuqorida biz ingliz xalq og'zaki ijodidagi bir qancha maqollarini o'zbek xalq og'zaki ijodidagi maqollar bilan o'xshashliklarini ko'rib chiqdik. Har bir xalqning folklorshunosligi hisoblanmish maqol janriga nazar tashlar ekanmiz biz bu janrning naqadar beqiyos ekaniga guvoh bo'lamiz. Xulosa qilib aytganda, qaysi til, madaniyat bo'lishidan qat'i nazar bir biriga o'xshash va ibrat olishga arzigulik maqollar barcha xalqlarda mavjud.

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РОЛЬ САМООЦЕНИВАНИЯ ПРИ ИЗУЧЕНИЯ ИНОСТРАННОГО ЯЗЫКА

А. Степанян ¹, А. Абдуллаева ²

Аннотация:

В статье рассматривается такой аффективный фактор, влияющий на эффективность процесса обучения иностранных языков, как самооценка обучающегося; выявляется взаимосвязь и влияние уровня самооценки студентов как на академическую успеваемость в целом, так и на успешность в изучении иностранных языков. В статье также рассматриваются аффективные языковые стратегии, помогающие контролировать эмоциональное состояние обучающихся и стимулирующие приобретение позитивного опыта обучения иностранным языкам.

Ключевые слова: типы самооценки, уровни самооценки, психологические аспекты, навыки спонтанного говорения, тревожность, самоактуализация, аффективные языковые стратегии

doi: <https://doi.org/10.2024/f4m44067>

Исследователи в области методики преподавания иностранных языков все больше внимание уделяют аффективным факторам, которые существенно влияют на процесс обучения иностранным языкам. В психолого-педагогической литературе аффективный фактор определяется как эмоциональная составляющая поведения человека, сопоставимая с его когнитивной составляющей.

Некоторые ученые рассматривают аффективные факторы как эмоциональные состояния личности, отражающие ее отношение к себе и партнерам по общению. Эти факторы могут иметь стимулирующий или подавляющий характер и могут в значительной степени определять, что получится в результате обучения. Аффективные факторы могут проявляться в тех взаимоотношениях, которые сложились между студентами и преподавателем в группе, а также могут быть связаны с внутренним психологическим состоянием обучающегося. Успешных студентов, владеющих иностранным языком на достаточно высоком уровне, отличает умение контролировать свои эмоциональные состояния, а также способность адекватно реагировать на временные трудности и неудачи. Таким образом, эмоциональные факторы оказывают значительное влияние на эффективность процесса овладения иностранным языком, поэтому следует уделять особое внимание психологическим аспектам преподавания иностранного языка, так как, обладая знаниями и способностями взаимодействовать с различными типами личности, педагог может своевременно оказать помощь и поддержку своим студентам.

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Особое внимание в исследовательских работах ученых уделяется взаимосвязи между личностными характеристиками обучающихся и развитием навыков спонтанного говорения. Наиболее часто изучаются такие психологические характеристики личности как коммуникабельность, экстравертированность, эмпатия, тревожность, эффект социальной фасилитации и ингибиции, самооценка. Это трудная задача выделить одну характеристику личности и статистически подтвердить ее взаимосвязь и влияние на процесс формирования навыков говорения. Однако многие исследования показывают, что существенное влияние на процесс обучения иностранным языкам оказывает уровень самооценки обучающегося.

Влияние самооценки, по мнению ряда зарубежных исследователей, проявляется во всех аспектах поведения человека. Так С. Куперсмит определяет самооценку следующим образом: «персональная оценка ценности себя как личности выражается в отношении человека к самому себе и показывает до какой степени он верит в свои возможности и как определяет свою значимость и ценность для других.

Любая деятельность не может стать успешной без определенного уровня самооценки, самоуверенности, достаточных знаний о самом себе, окружающем мире и веры в свои способности. Одна из самых важных потребностей человека согласно иерархической пирамиде Maslow является потребность в самоактуализации, которая удовлетворяется через достижение высокой самооценки, то есть обучающиеся с низкой самооценкой не смогут прогрессировать и развиваться для достижения самоактуализации. Самооценка рассматривается как наиболее значимый аффективный фактор как для успеваемости обучающихся в целом, так и для успешного изучения иностранного языка. Самооценка студентов на занятиях по иностранному языку взаимосвязана с восприятием и оцениванием себя в определенных ситуациях, а также своих языковых способностей.

Д. Браун понятие самооценки распределяет на три типа: глобальная, ситуативная и самооценка при выполнении конкретной задачи. Общая (глобальная) самооценка охватывает целостную личность и является неотъемлемой характеристикой личности, касается эмоционально-ценностного уровня, изменить который достаточно сложно. Ситуативная самооценка проявляется при оценивании личностью обстоятельств, которые меняются в зависимости от ситуаций, таких как социальное взаимодействие на работе, в образовательной среде, дома. Данный тип самооценки проявляется в таких личностных качествах как интеллектуальность, общительность, эмпатия, мобильность и гибкость в различных жизненных обстоятельствах, стрессоустойчивость. Третий тип самооценки выявляется при выполнении конкретной задачи, в процессе освоения какого-либо навыка. Последний тип самооценки особенно взаимосвязан с развитием такого языкового навыка как спонтанное говорение на иностранном языке. Здесь можно выделить две проблемы: допущение ошибки и сравнение себя с другими. Обучающийся оценивает себя по тем ошибкам, которые он допустил во время неподготовленного высказывания, а также по результатам сравнения полноты, грамотности и продолжительности своего ответа с другими студентами в группе. Особенно важно, чтобы обучающийся осознавал роль ошибок в процессе развития его языковых навыков. Многие студенты считают, что потеряют авторитет в группе, если будут допускать ошибки в своей речи. Они испытывают страх, боясь

негативной оценки окружающих, и предпочитают молчать. Такие студенты обычно не принимают участие в выполнении коммуникативных заданий, связанных со спонтанным говорением. Обучающиеся, которые негативно относятся к проверкам сформированности их навыков, будут избегать ситуаций, предложенных для говорения в процессе занятия по иностранному языку, так как будут воспринимать их в большей степени как тестовые задания, а не как возможность практиковать коммуникативные навыки. Таким студентам необходимо помочь осознать, что, когда они ошибаются и исправляют себя, то продолжают двигаться вперед. Следует учить студентов воспринимать ошибки, как естественную часть процесса обучения иностранным языкам. Попытки высказывать свои мысли на иностранном языке уже сами по себе являются признаком развития. Такой подход поможет избежать риска снижения самооценки.

Низкая самооценка является негативным фактором, который не позволяет обучающемуся в полной мере осознать свои достижения в обучении иностранному языку. Низкая самооценка означает также создание негативного образа самого себя, что может проявляться в постоянном ожидании провала. Студент с низкой самооценкой чувствует себя некомпетентным или неспособным из-за негативного отношения к самому себе. Низкая или негативная самооценка может сформироваться по ряду причин. Самооценка многих студентов находится под угрозой, когда они начинают изучение иностранного языка в вузе и вынуждены взаимодействовать в незнакомой обстановке с новыми людьми и соблюдать новые правила. Возникают такие проблемы, как страх выглядеть нелепо, страх пойти на риск, выступая перед аудиторией или перфекционное отношение к себе. Такие проблемы могут негативно повлиять на самооценку студента, что может проявиться в снижении жизненного уровня, уверенности в себе и даже привести к депрессивным состояниям. В дальнейшем негативная реакция преподавателя может усилить такой эффект. Данные проблемы влекут за собой потерю мотивации к обучению иностранным языкам и блокированию способности использовать весь свой потенциал.

Таким образом, можно сделать вывод о том, что преподавателю необходимо способствовать повышению самооценки студентов, влияющую на академическую успеваемость. В большинстве случаев обучающиеся оценивают себя через одобрение или неодобрение учителя. Преподавателю иностранного языка следует быть более внимательным к своим высказываниям и оценкам деятельности студентов, проявлять больше положительных эмоций, связанных с поощрением к дальнейшему совершенствованию языковых навыков. Гораздо более высоких результатов можно достигнуть, дав студенту возможность почувствовать уверенность в своих языковых способностях. Обучающийся, который уверен в своих способностях с большей долей вероятности будет их использовать в процессе обучения. Преподаватель, который нацелен на выявление особых интересов и талантов своих подопечных, умеет во время поддержать и направить в нужное русло, будет способствовать повышению самооценки студента в большей степени, чем преподаватель, склонный к постоянной корректировке и негативному оцениванию.

Студенты, которых хвалят за потраченные усилия, обладают более высокой мотивацией к продолжению обучения. Обучающиеся осознают, что

чем больше усилий они прилагают при выполнении трудной задачи, тем больше шансов на успех. Желательно, чтобы ответная реакция преподавателя всегда заканчивалась на позитивной ноте, в таком случае самооценка студента не пострадает, и мотивация к обучению сохранится.

Следует отметить, что достижение достаточно высокого уровня развития навыков спонтанного говорения всегда сопряжено с определенной долей риска понижения самооценки студента. Также на уровень самооценки может значительно влиять степень тревожности, которую испытывает студент. Следовательно, необходимо учитывать, что уровень самооценки не является изолированной переменной и данные эмоциональные факторы рассматриваются во взаимосвязи друг с другом. Многие исследователи установили, что существует взаимосвязь между самооценкой и проявлением тревожности во время изучения иностранного языка. Было доказано, что тревожность является главной причиной снижения самооценки.

Было доказано, что, когда обучающиеся воспринимают себя как способных успешно изучать язык, они естественно испытывают меньшую тревожность. Студенты с высокой самооценкой смогут преодолеть все трудности, возникающее в процессе овладения языковыми навыками, гораздо быстрее и соответственно испытывать меньше негативных эмоций.

Преподавателям необходимо следовать определенным стратегиям, позволяющим снимать психологические трудности в процессе обучения иностранным языкам. Основная цель – это достижение психологически комфортной атмосферы на занятиях, создание такой среды обучения, которая способствовала бы сотрудничеству и сотворчеству, где позитивное отношение превалирует над критическим. Также преподавателю необходимо знакомить студентов с аффективными языковыми стратегиями. Данные стратегии помогают контролировать эмоциональное состояние и приобретать позитивный опыт обучения иностранным языкам. Например, стратегия поощрения самого себя, которая подразумевает:

1. Создание позитивных установок, помогающих преодолеть чувство страха перед выступлением на публике, перед необходимостью спонтанно высказывать свои мысли на иностранном языке;
2. Развитие способности обучающегося идти на осознанный риск в дидактическом процессе спонтанного говорения, не смотря на страх допустить ошибку;
3. Поощрение самого себя, умение похвалить себя за усилия и даже за небольшие достижения.

В заключение можно сказать о том, что осознание необходимости уделять внимание аффективным факторам при изучении иностранного языка, а также использование аффективных стратегий будет способствовать повышению самооценки и мотивации студентов, тем самым позволит сделать процесс овладения иностранным языком более эффективным и успешным.

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“BOBURNOMA” ASARIDAGI TILGA OID ILMIY-BADIIY TOPILMALAR*S. Baxriddinova*¹*(Ilmiy rahbar: Rustamova Shaxnoza Aripovna)**Annotatsiya:*

Ushbu maqolada o'zbek mumtoz adabiyotining shoh va shoiri Zahiriddin Muhammad Boburning "Boburnoma" asari va shu asardagi tilga oid ilmiy-badiiy topilmalar, xalq maqollari haqida ma'lumotlar keltirilgan. Asar mumtoz va tarixiylik ahamiyatiga egaligi bois kitobxonlar, filologlar uchun adabiy jihatdan eng muhim o'ringa ega.

Kalit so'zlar: Boburnoma, Zahiriddin Muhammad Bobur, ilmiy- badiiy topilmalar, xalq maqollari, adabiy, tarixiy, mumtoz, frazeologik birliklar

doi: <https://doi.org/10.2024/1drrcn40>

Insoniyat tarixi uzoqqa borib taqaladi bir necha ming yil. Bu million yillar davomida, ko'plab tarixiy shaxslar dunyo taraqqiyotiga hissa qo'shgan. Biroq, ularning hammasi ham bajarilgan barcha ishlari to'liq o'rganilmasdan qolmoqda. Ulardan biri Zahiriddin Muhammad ko'proq Mirzo Bobur sifatida tanilib Hindistondagi imperiya qura olgan qo'mondon, sarkarda va shoir bo'lib tanilgan. Lekin o'tmish sahifalarida uning yana ko'plab sifatlar egasi bo'lib u nafaqat hukmdor, balki mahoratli jangchi, sportchi, yozuvchi va oshiq tabiat egasi bo'lgan. Biz sahifalarni varaqlar ekanmiz "Boburnoma"da o'zi haqida yozadi orzular va qo'rquvlar, fikrlar va harakatlar, biz bilan odamning oldida ekanligimizni tushunib olib bezab turgan eng mukammal insoniy fazilatlar haqida bayon etadi. Boburning tabiatiga qiziqish dunyo olimlarini uning yangi fazilatlarini va uning asarlarini o'rganilmagan qirralarini maqola va ilmiy ishlarda ko'rishimiz mumkin.

Zahiriddin Muhammad Bobur - shoh va shoir, vatanidan yiroqda zahmat chekkan, ammo o'zga yurtlarni obod qilgan yurtning dilbandi. Biz Boburni uning bizga qoldirgan ma'naviy xazinasini orqali taniymiz. Jumladan, Zahiriddin Muhammad Bobur qilgan ijodiy merosning eng yirigi va eng qimmatlisi, O'rta Osiyo xalqlari madaniyati, tarixi, geografiyasi haqida ma'lumot beruvchisi bu "Boburnoma" asaridir.

Asarning asli nomi "Boburiya" bo'lsada, uni "Voqeanoma", "Tuzuki Boburiy", "Voqeoti Boburiy", deb atadilar, keyinchalik "Boburnoma" degan nom bilan mashhur bo'lib ketdi [2; 811].

"Boburnoma" asarida xalqimiz tiliga oid ilmiy-badiiy topilmalarni ko'p uchratishimiz mumkin. Bobur xalq orasidagi maqollar, frazeologik birliklarni ustalik bilan ishlatar, ularga ko'p murojaat qilar edi. "Boburnoma" asarida ham ko'pgina xalq maqollarini uchratishimiz mumkin: "Qopudag'ini qopmasa, qariguncha qayg'urur", "Dushman ne demas, tushga ne kirmas", "Uzrash batar az gunoh". Bobur har bir maqolni o'z o'rniga qarab qo'llaydi. Masalan, "Uzrash

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batar az gunoh" maqolini Shayboniyxon va Yahyo Xoja o'rtasida bo'lgan holat uchun ishlatadi.

Bobur o'zining "Boburnoma" asarida ayrim tovushlarning qo'llanilishi va hatto ularda uchraydidan ba'zi jarayonlarni izohlab ham o'tadi. Masalan, Bobur asarida "min" va "sin" ning almashinib qo'llanilishini "Kashmir" nomli joy nomini izohlash va tasvirlash jarayonida ifodalaydi: "... bu tog' elini kasderlar ... Hindiston eli "min" ni "sin" talaffuz qilur. Chun bu tog'da mu'tabar shahr Kashmir ... Bu jihatdin bo'la olurkim, Kashmir deyesh bo'lg'aylar". [1;342].

Biz bu asar orqali qadimgi turkiy tilga oid so'zlarni ham uchratishimiz mumkin. Masalan, "Boburnoma" asarida "alqissa" so'zi "Alqazo" shaklida yoki "shohdor" so'zi "shovdor", "parvozi" so'zi "parvori" shaklida ishlatilganini guvohi bo'lamiz.

Bobur o'z ijodini turk va fors tillarida olib borgan. Ushbu asarda ham keltirilgan bayt, g'azal, ruboiylarning ko'pi fors tilida yozilgan. Turk tilida yozilganlari ham hozirgi kitobxonlar uchun qiyinchilik tug'dirishi mumkin, chunki uning lug'at boyligi juda rang-barang va purma'no edi. Masalan,

Qarosin yog'ining ko'rubturlar,

Dangu hayron boqib turubdurlar.

Men yetib tez ul sari yurudum, Yuru -yuru deb, ilgari yurudum.

G'arazim elni tez qilmoq edi,

Yog'iy bila sitez qilmoq edi.

Tez etib elni, torttim o'zni, Hech kim ham eshitmadi sizni.

Yo'q edi, jiba-u kejimu yaroq, Menda bor erdi ming o'q-u sadoq, Turdum ersa tamom el turdi, Yog'iy go'yo bularni o'lturdi,

bu ijodida u shunday so'zlarni qo'llaydiki, u hozir kitobxonga, balki o'sha zamon toliblariga ham g'ayritabiiy tuyuladi. Hozir ishlatiladigan ko'p so'zlarning eski tarixiy shakli biz uchun tushunarsiz, ammo Boburning ijodi orqali biz uni "yengil hazm qila olamiz". "Boburnoma" asari ilmiy hamda badiiy asardir. Biz bu asar orqali o'sha zamon adabiyotini tushunishimiz, u orqali ma'naviyatimizni oshirishimiz mumkin. Bu asardagi har bir ilmiy adabiy topilmalar dona dur-u gavharlarga teng, chunki asar adabiyotning quroli bo'lgan badiiy so'zga limmolim va o'zining qiymatiga egadir.

Xulosa qilib aytganda, Zahiriddin Muhammad Bobur 48 yoshga ham kirmagan edi, lekin bu qisqa umr davomida u muvaffaqiyatning eng yuqori cho'qqisini egallashga muvaffaq bo'lishiga tarix guvoh bo'ldi. Unda bolaligidan katta qiyinchiliklarga yuzlanishi, 20 yillik tinimsiz urushlardan charchab, u hammasiga ko'z yumib, ona yurtini tark qilib yo'lga tushdi va yangi yerlarda katta imperiya qurish uning butun umr orzusini amalga oshiradi. "Boburnoma" sahifalarida ko'p narsa ochib berilgan Boburning yaxshi fazilatlarini, jumladan, sadoqati uning do'stlari, onasiga bo'lgan sevgisi aks ettirilgan. Boburning adabiy kompozitsiyasi ruhiy tushkunlik paytlarida unga davo va murosasiz kurashlar paytida ona vatanga muhabbati qalqon bo'lganligini uning asarlarida aks etganligini ko'rishimiz mumkin.

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BREAKING LANGUAGE BARRIERS: HOW LANGUAGE LEARNING PROMOTES GLOBAL UNDERSTANDING

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Abstract:

Language challenges present tough barriers to actual communication and collaboration in our progressively interconnected world. Nevertheless, language learning emerges as a transformative solution, offering pathways to bridge these divides and foster mutual understanding among people from diverse linguistic and cultural backgrounds. This study undertakes a comprehensive exploration of the multifaceted role of language learning in promoting global understanding. Drawing upon a rich array of literature research this paper illuminates the transformative potential of language education in breaking down barriers, facilitating intercultural communication, nurturing empathy, and cultivating cultural appreciation. Through language learning, individuals can span not only linguistic but also cultural devices. From theoretical frameworks to practical strategies, the research paper examines how technology-enhanced language learning, intercultural communication skills, empathy development, and cultural appreciation intersect to promote global understanding.

Key words: language barriers, language learning, global understanding, intercultural communication, cultural appreciation, language proficiency, multilingualism, language education

doi: <https://doi.org/10.2024/q10hfb65>

Every country has their own language, culture, customs, and traditions. Individuals who are learning a new language, they will learn every information in detail. Through providing insights into the country, culture and tradition learning language will be more effective and easier. By exploring these, learners can gain the ability to engage meaningful conversations, be friends or build relationships, and exchange ideas with natives.

Language, as both a medium of communication and a repository of culture, holds massive power to shape our interactions of the world. However, the multiplicity of languages spoken across the globe often presents intimidating barriers to understanding and cooperation. There are many ways to break the language barriers. They include: Importance of Language Learning - Language learning emerges as cornerstone in the endeavor to promote global understanding. Beyond mere acquisition of vocabulary and grammar, language learning serves as a gateway to cultural exploration and interpersonal connection. It is really important to learn an additional language if people are able to do it. Because scientists discovered that bilingual person's mind works better than monolingual one. So, it is not only significant in individuals'

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professional life but also it helps the mind to work sufficiently. Language learning and Intercultural communication - At the heart of language learning lies its great impact on accelerating intercultural communication. Through proficiency in multiple languages, learners gain ability to convey ideas and navigate diverse cultural norms and values. By communicating, people obtain insights into alternative worldviews and experiences. Cultural appreciation and language education - Central to language learning is the cultivation of cultural appreciation and awareness. By immersing themselves in the linguistic and cultural intricacies of foreign languages, individuals get richer understanding of global diversity. Language education fosters cultural appreciation, equipping learners with the knowledge and skills to navigate the complexities of our multicultural world with respect, curiosity, and open-mindedness.

Learning a foreign language is like a passport to global citizenship. The commitment to learning a new language illustrates an interest in broadening a person's view of the world and the desire to understand other cultures. As a language learner's worldview expands, so should knowledge and interest in global issues. When people are learning new languages they will start to see the world in a different way than before and they start to understand what is actually happening in the globe. One obstacle often mentioned by language teachers in implementing a global education approach is that global issues such as war, famine, human rights and tropical rainforest destruction, as well as foreign cultures and people around the world. If individuals discuss about these issues in the language they are learning, they can also improve other competencies like critical thinking, problem-solving, as they learn about the world around them. These learners will build higher-order thinking skills.

In conclusion it is evident that language is not about mastering vocabulary and grammar rules, but about breaking linguistic barriers to foster appreciation and connection across cultures. From classrooms to digital platforms, language learners embark on a journey that enables them to gain with diverse perspectives, stereotypes, and build bridges of understanding the transcend border. By harnessing the transformative future of language learning, we can create a bright future where communication knows no boundaries and understanding knows any limits.

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LINGUISTIC CONTRASTIVE AND LINGUA-METHODICAL PROBLEMS OF ANTHROPOCENTRIC PROVERBS

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Abstract:

We know that proverbs have bright cultural backgrounds and ethnic and geographical characteristics. If we do not master enough English cultural backgrounds, we cannot understand their true meanings and connotations. When we translate proverbs, we should first deal with the discrepancy between language and culture. We should not only translate the proverb's connotation, form and eloquence, but also the ethnic and local characteristics. Only in this way, can we translate the proverbs exactly and accurately.

Key words: literal translation, free translation, substitution translation, distributional characteristics, senility and youth

doi: <https://doi.org/10.2024/8b0m9q43>

The translation of proverbs has always been a difficult issue. Every society is different and preserves distinct inner organization and values, which is reflected in its language, including proverbs. Proverbs are found in almost in any part of the world. Proverb is a short, well-known pithy saying, stating a general truth or piece of advice.

According to the different characteristics of proverbs, we will mainly introduce four translations methods - literal translation, free translation, substitution translation and combination of literal and free translation:

Literal translation, which is a main translation method, means we need to translate proverbs literally. Some English proverbs and Uzbek proverbs have the same form and meaning, and these English proverbs do not have too many cultural backgrounds. It is easy for the readers to understand them. When translating this kind of proverbs, we can translate them literally.

This approach can not only keep the original proverb's form and meaning, but also can be easily understood by readers. What is important of all, literal translation can transplant the English proverbs into Uzbek culture. We all know that English proverbs have many fresh expressive methods and comparisons. We can introduce these fresh expressive methods and comparisons into Uzbek.

Finally, these English proverbs will enrich Uzbek language and culture. Now we will give some proverbs with two kinds of Translation methods of proverbs literal translation combination of literal and free translation free translation substitution translation translations - the first one is free translation and the second one is literal translation.

1. Sour grapes can never make sweet wine.

Nordon uzumdan hech qachon shirin musallas chiqmas.

2. Barking dogs seldom bite.

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Huradigan itlar kamdan-kam qopadi.

From the above example, we can see that literal translation can keep the original proverb's vivid comparison. It is not only easier for people to understand, but also can enrich our Uzbek language and culture.

Every country has its own unique culture. Therefore, every nation's customs, experience and observation are different. English proverbs contain some unique historical stories and cultural backgrounds, and our Uzbek people are not familiar with the comparisons in these English proverbs. If we translate them literally with explanations or footnotes, the translation may express the original proverb's literal meaning, but this translation makes proverbs lose their characteristics-concise words, precise structure, short form, etc. Meanwhile, we cannot find the Uzbek proverb with the same meaning to translate it. In this situation, we should use free translation method. For example, "Fire, Set the Thames on". If we translate it literally like this, "fire, set the Thames on", it is very difficult for our Uzbek people to understand it.

We know, The Thames is situated in the England and English people connect this proverb with their river, but if Uzbeks want to express such situation, they cannot use this river. So they can translate it as their culture "Epchil xotin qor qalab qozon qaynatar"

Substitution translation, which means we use the Uzbek proverb with the same meaning to translate English proverb. We all know that human culture has much in difference, but also has much in common. Proverbs are produced in people's working and daily life. Therefore, human being's experience and observation have much in common, which are reflected on proverbs. Many English and Uzbek proverbs have the same meaning, connotation and persuading way. In this situation, we should translate them by substitution translation.

For example, "Wall have ears", which has the same meaning and connotation with the Uzbek proverb, "walls have ears", so we should choose substitution translation method. There are many proverbs denoting senility and youth, for example,

English proverb: Children and fools tell the truth.

Uzbek proverb: Bola aldamaydi yoki mastlike rostlik.

Calf love, half love; old love, cold love → Yoshlikdag isevgi - yarim sevgi, qarilikdagi sevgi - sovuq sevgi; Sevgining bahori bilan shodlanma, Yoz-u qishi ham border → Молодой дружок, что внешний ледок.

When translating English proverbs expressing the senility and youth, we will find a problem that some English proverbs have complicated historical and cultural backgrounds. If we adopt literal translation method, it can express the proverb's literal meaning, but it cannot express the primary proverb's connotation well; if we use free translation method, though its connotation is well expressed, the vivid comparison will be lost. In this situation, we should translate proverbs by combining literal and free translation. This method will make the translation express both the primary proverb's literal meaning and connotation. For example, Rule youth well, for age will rule itself → Yoshlikni yaxshi boshqaring, qarilik o'zini-o'zi boshqarar; Yoshlikda hunar olgan, Qarigach, ishga solar.

In Britain, people hold a religious view that cat has strong life power, because when people throw it down from a high place, the cat can stand firmly on the floor without being injured. Moreover, cat is very clever and flexible, so it

is difficult to kill it. So people use the proverb 'A cat has nine lives' to imply people who have strong life power or people who can escape from dangerous situation easily.

However, in Uzbekistan, our Uzbek people do not know the story. If we translate this proverb literally like this, "the cat has nine lives", it is very difficult for our Uzbek people to understand the connotation of the proverb; if we translate it by free translation like this, "Ayolning joni qirqta bo'ladi", it is easy for our Uzbek people to understand the connotation of the proverb, but it is very difficult for our Uzbek people to understand why English people compare cat with people having strong life power.

In this situation, we should translate it by combination of literal and free translation like this, "cat has nine lives, a woman has forty lives", which will make the translation keep both its literal meaning and connotation.

Now we compare English and Uzbek proverbs: expressing senility and youth and their meanings. For example, one proverb in English as following: "Young men think old men fools, and old men know young men to be so". This proverb is given in the book of "A dictionary of English proverbs in modern use", is written by Маргарита Владимировна Буковская и другие; by the narration of "Русский Язык", Moscow 1985.

There is also such a kind of proverb in Uzbek. "Qarilikni donolik bezar, Yoshlikni - kamtarlik". This verb is given in the book of "Ўзбек тили фразеологияси ҳақида" at the page of 10-24, by the narration of Пинхасов.Я. Tashkent 1957. This book is about the classification of phraseological proverb, sayings and aphorisms which is taken from this book. We can also see another typological proverb which is given by Uzbek and English writers. The Uzbek variant is: "Qari bilganni pari bilmas". This proverb is taken from the book of "Ўзбек болалар фольклори" is written by Жаҳонгирова Гани by the narration "Ўқитувчи", Tashkent 1975. This book is about Uzbek proverbs and sayings and some puzzles.

The English variant: "Devil knows many things because he is old". This proverb is taken from the book of "A dictionary of English proverb in modern use", at the page of 176, is written by Маргарита Владимировна Буковская, Светлана Вяльцева и Зоя Иосифовна Дубянская; by the narration of "Русский Язык", Moscow 1985. Now we will compare Uzbek and English proverbs with some English writers' books which they write about Uzbek proverbs and their meaning. Poppe Nicholas wrote article on the title of "Uzbek newspaper reader" which were consisted of 4 Uzbek proverbs and sayings, by the narration of "Bloomington"- The Hague, 1962.

On that book there are some Uzbek and English proverbs typological meanings.

- The first one is: "Ahmoq qarimas, Qarisa ham, ahmoqligi arimas"- English equivalent is "Fool like an old fool". It is written on the page of 9th.

- Then another Uzbek proverb is: "Wild oats, To sow one's"- the English variant is: "Yoshlik - beboshlik - Молодо", is taken from the page of 38th.

- The third one is: "Yoshlikda hunar olgan, Qarigach, ishga solar"- the English comparison is as following as: "Rule youth well, for age will rule itself", this proverb is given on the page of 38th.

- And then the last proverb of this book which was written by P. Nicholas, who was the English writer. The Hague 1996 [11, 84]. The Uzbek variant of the last proverb is: "Qarilikni donolik bezar, Yoshlikni-kamtarlik", now we look this proverb's English variant, this is given as following as: "Young men think old

men fools, and old men know young men to be so”, which is taken on the page of 16th. These all the proverbs which are given both Uzbek and English languages are best ones which we will learn and memorize them in the future, because they are very useful and very needful for us when work or anything do in future life and also our during studies at the universities or anywhere where we can study.

There are also other comparable proverbs which we know. For example: “Dog will learn no new tricks”. The Uzbek variant is under the following: “It qarisa, yotgan yeridan huradi”. The derivation form of this proverb is-while there is life. Another variant of it. “Qari it yangi hunar o’rganmas”. Then we see another proverb like this: “Youth and age will never agree”. It’s Uzbek variant is: “Yosh ketaman deb qo’rqitar, Qari-o’laman deb”. The other variant of it: Yoshlik va qarilik hech qachon kelisholmas.

One more proverb which is like to the last ones and they are giving the one meaning which we compare them: “Youth will serve”- the Uzbek variant is taken place it: “Yosh kelsa - ishga, Qari kelsa – oshga”. And we will see some of the examples: Youth will have its course - (Yosh o’z navbatida o’rinli bo’ladi). Yoshi yetmay ishi yetmas - Молодорастер, асрапостарится. Abundance of money ruins the youth - (Mo’may pul yoshlikni xarob qiladi. Yomon o’g’il molga o’rtoq, Yaxshi o’g’il- jonga. Rule youth well, for age will rule itself - (Yoshlikni yaxshi boshqaring, qarilik o’zini-o’zi boshqarar – Yoshlikda hunar olgan, Qarigach, ishga solar.

There are some Uzbek and English equivalents of proverbs which we learn and compare them into each other. In the book of “Ўзбек тили фразеологияси ҳақида” by Pinhasov. Y Tashkent 1957, on the page of 24.

In this book held in the classification of phraseological units, proverbs, sayings and aphorisms. The data showed that English proverbs are described in terms of form, pattern, distribution and variety. This analytical description helped the researcher looked into the proverbial forms such as the structure of the proverbs; its wider range of distribution and foresee if the English proverbs has conformed to the regular arrangement of English sentence order or not.

1. Fool like an old fool

Form: SVCA

Pattern: regular pattern (arrangement of word order)

Distribution: senility

Variety: subject + predicate

2. Cock crows, As the old/ so doth the young

Form: SVC

Pattern: regular

Distribution: senility

Variety: Subject + predicate

3. Devil knows many things because he is old

Form: SVC

Pattern: regular

Distribution: senility

Variety: Subject + predicate

4. Dog will learn no new tricks

Form: SVC

Pattern: regular

Distribution: senility

Variety: Subject + predicate

Fool like an old fool - To adequately describe the data some of the proverbs have showed similarity while others have shown partial differentiation according to form, pattern, distribution and variety.

For example: Yosh xo'roz qari xo'roz singari qichqiradi

Form: Verbal Phr +AdvPhr +NP

Pattern: regular

Distribution: senility and youth

Variety: Verb + Object.

Qari bilganni pari bilmas

Form: AdjPhr + VP + NP

Pattern: regular

Distribution: senility

Variety: Subject + predicate

It qarisa, yotgan yeridan huradi

Form: NP + VP +AdjPhr

Pattern: regular

Distribution: senility

Variety: Subject + predicate

Ahmoq qarimas, Qarisa ham, ahmoqligi arimas

Form: AdjPhr +VP + AdvPhr

Pattern: regular

Distribution: senility

Variety: Subject + predicate

Yoshlikdagi sevgi – yarim sevgi, qarilikdagi sevgi – sovuq sevgi.

Form: NP +VP +AdjPhr

Pattern: regular

Distribution: senility and youth

Variety: Subject + predicate

Yoshlikni yaxshi boshqaring, qarilik o'zini-o'zi boshqarar

Form: AdjPhr + VP + NP

Pattern: regular

The distributional characteristics of English proverbs are mostly warning, advice and admonishing. Such as: A great talker is a great liar, all that glitters are not gold, and once bitten twice shy etc. While in Uzbek proverbs, it differs because of the descriptive nature of the language.

Uzbek proverbs however, discourage laziness; encourage hardworking, contentment, goodness and precaution etc. But among them there are proverbs expressing senility and youth.

For example: In some cases, therefore, both English and Uzbek proverbs share similar distributional characteristics, for example: English proverb: Rule youth well, for age will rule itself (senility and youth). Uzbek proverb: Yoshlikda hunar olgan, Qarigach, ishga solar (senility and youth).

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HOZIRGI GLOBALLASHUV JARAYONIDA TIL VA ADABIYOTNING GUMANISTIK ROLI

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Annotatsiya:

Maqola hozirgi zamon globallashuv jarayonlarda adabiyot va tilning gumanistik ya'ni, insonni ulug'lovchi falsafiy ta'limot, insonparvarlik tamoyillarining ustuvorligi barcha tuzumlar, davlatlar, jamiyatlar uchun asosiy faoliyat mezonini bo'lishi lozimligini ifodalaydigan metodlar, materiallar va adabiy asarlarning roli qanday kasb etishi haqida bayon qilingan.

Kalit so'zlar: global, gumanistik g'oyalar, xorijiy tillar, tendentsiyalar, globallashuv jarayoni, UNESCO

doi: <https://doi.org/10.2024/jbd44k09>

Ta'limda til haqiqatan ham muhim, chunki u odamlarga dasturlarni rejalashtirish, o'rgatish va baholashda yordam beradi. Ular buni hukumat bilan gaplashish va ularning g'oyalari va qoidalarini turli xil ommaviy axborot vositalari, masalan, televidenie va gazetalar orqali o'rganish orqali amalga oshiradilar. Bu ularga o'z mamlakati taraqqiyotini tushunishga va uning bir qismi bo'lishga yordam beradi. Til haqiqatan ham ta'lim va mamlakat taraqqiyotida muhim ahamiyatga ega, chunki u odamlarga o'z fikrlari va g'oyalarini etkazishda yordam beradi. Til orqali odamlar o'z his-tuyg'ularini, niyatlarini va qadriyatlarini shakllantiradi, tushunadi va ifodalaydi; ijtimoiy munosabatlarni tasdiqlash; va madaniy va ijtimoiy ifodalar va amaliyotlarni uzatish. Shunday qilib, til turli guruhlar va shaxslar uchun madaniy o'ziga xoslikning hal qiluvchi omilidir. Bu bizning kimligimizning ajralmas qismidir.

Hozirgi davrda globallashuv jarayonida til va adabiyotning gumanistik ya'ni insonparvarlik tamoyilida o'z o'rnini yo'qotmasligi zarur. Eng avvalo "globallashuv" so'ziga ta'rif bersak.

Globallashuv (lotincha globus – shar, Yer sayyorasi) – XX asrning ikkinchi yarmi – XXI asr boshida jahon taraqqiyotida shakllangan yangi umumsayyoraviy tartibotlar, davlatlar va kishilar o'rtasida o'zaro aloqalarning kengayishi va murakkablashishi, dunyo miqyosida axborot makoni, kapital, tovar hamda ishchi kuchi bozoridagi integratsiyalashuv, atrof-muhitga texnogen ta'sirning kuchayishi, ommaviy madaniyat namunalarining keng tarqalishi, axborot-mafkuraviy va diniy-ekstremistik xurujlar xavfining ortib borishini ifoda etuvchi tushuncha. "Globallashuv" atamasi dastlab amerikalik olim T.Levittning 1983-yili "Garvard biznesrevyu" jurnalida chop etilgan maqolasida tilga olingan edi (u yirik transmilliy korporatsiyalar ishlab chiqaradigan turli-tuman mahsulot bozorlarining birlashuv jarayonini globallashuv deb atagan).

Globallashuv jarayonida insoniy amallarni, insonparlik tamoyiliga asoslangan tarbiya va ta'limni saqlash asosiy vazifalardan biri hisoblanadi. Fan

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tilida bunday g'oyalar gumanistik deb nomlanadi. Gumanizmga, insonparvarlikka oid; insonni ulug'lash g'oyalari bilan sug'orilgan. Bunda til va adabiyot katta yordam beradi.

Globallashuv insonlar bilan aloqa qilish bilan bog'liq bo'lganligi sababli, u tabiiy ravishda tilning ta'siri bilan birga bo'lib kelgan - qayta tiklanadigan tarixning boshida tillarning gullab-yashnashi bilan dunyoning asl odamlari, 19 va 20-asrlarda ingliz tilining haddan tashqari tarqalishigacha. Darhaqiqat, ba'zi tillarning kontinental va keyinchalik global tarqalishi global aloqalarga erishilganligining eng aniq uzoq muddatli dalilidir. Ammo bu bizni, nihoyat, adabiyotga yuzlanishga olib keladi. Barchamizga ma'lumki, zamonaviy dunyoda globallashgan tillar bilan bir qatorda boshqa tillar ham bor.

UNESKOga a'zo davlatlar lingvistik xilma-xillik va madaniy xilma-xillik o'rtasidagi muhim bog'liqlikni va ularning barqaror rivojlanishga ko'maklashishdagi rolini bir necha bor o'rnatgan. Bu UNESKOning madaniy xilma-xillikni himoya qilish strategiyasini asoslovchi huquqiy hujjatlarda yaqqol namoyon bo'ladi. Ulardan asosiylari 1960-yildagi Ta'lim sohasidagi kamsitishlarga qarshi konventsiya, 2001-yildagi UNESCO ning Madaniy xilma-xillik to'g'risidagi Umumjahon deklaratsiyasi va uning harakat rejasi, 2003-yilgi Muayyan merosni muhofaza qilish to'g'risidagi konventsiyadir. , 2003 yil Ko'p tillilik va kibermakonga universal kirishni rag'batlantirish va qo'llash bo'yicha Tavsiya va Madaniy ifodalar xilma-xilligini himoya qilish va rag'batlantirish to'g'risidagi 2005 yilgi Konventsiya. Globallashuv jarayonlari tillardan foydalanish, bilish va saqlashga sezilarli ta'sir ko'rsatmoqda. Bir tomondan, globallashuv quyidagi yo'llar bilan tillarni jonlantirish va ulardan jamiyatda qo'llanilishini rag'batlantirish potentsialiga ega:

- butun dunyo bo'ylab yo'qolib ketish xavfi ostida turgan til hamjamiyatlari bilan ishlayotgan institutlarni o'z tillarini jonlantirish, saqlash va abadiylashtirishga ko'maklashish;
- ta'minlash; hamjamiyatlarga til xilma-xilligini saqlashda yordam berish uchun ishlatilishi mumkin bo'lgan axborot va kommunikatsiya resurslaridan foydalanish;
- xabardorlikni oshirish, targ'ibot sa'y-harakatlarini oshirish va ilg'or tajribalarni almashish uchun dunyoning turli mintaqalaridagi yo'qolib ketish xavfi ostida turgan til jamoalarini bog'lash.

Ammo globallashuv, ayniqsa, asosiy xalqaro tillarni mintaqaviy va mahalliy tillar hisobiga, ayniqsa, ta'lim tizimlarida, ommaviy axborot vositalarida va umuman jamoat hayotida o'zlashtirishga e'tibor qaratilayotganda, tillarni xavf ostiga qo'yadi. Mavjud tendentsiyalarni hisobga olgan holda, ekspertlarning hisob-kitoblariga ko'ra, bir necha avlodlar ichida bugungi kunda dunyoda so'zlashadigan 7000 ta tilning 50 foizdan ortig'i yo'q bo'lib ketishi mumkin. Buning oqibatlarini fojiali bo'ladi.

Adabiyot til orqali odamlarni xavfli va g'ayriijtimoiy urf-odatlardan ogohlantiradi, nopok va jirkanch xarakterdagi odamlarni masxara qiladi, poraxo'rlik, adolatsizlik, qarindosh-urug'chilik, poraxo'rlik, iqtisodiy va siyosiy sabotaj, zulm, mustamlakachilik va neokolonializm, diktatura, irqchilik yoki rangparlik kabi illatlarni tanqid qiladi. ajratish, adabiy o'g'irlik, pul yuvish, imtihonda noto'g'ri ishlash, kultizm, qurolli talonchilik, jangarilik, o'g'irlash, giyohvand moddalar savdosi, odam savdosi, saylovlarda soxtalashtirish, o't qo'yish, diniy inqiroz, talonchilik, suddan tashqari o'ldirish va hokazo. Yaxshi she'r, qo'shiq va musiqa, Ayniqsa, yaxshi fazilatlarini tarannum etuvchi va

nomaqbul harakat yoki harakatni masxara qiladigan falsafiyalar jamiyatdagi illatlarni tuzatishga qodir. Adabiyot doimo zamonaviydir. Zamon hayotimaterialiga murojaat etish va tarixdan (yoki afsonalardan) tasvir predmeti olish adabiyotdagi zamonaviylikning ikki qirrasidir.

Bunda biz ba'zi buyuk yozuvchilarning baddiy asarlarida gumanistik g'oyalarni ko'rishimiz mumkin. Vilyam Shekspirning hamma tarixiy dramalari zamonasi uchun yangi va juda muhim bo'lgan gumanistik g'oyalar bilan sug'orilgan. Yoki „Urush va tinchlik“ tarixiy epopeyasining mazmuniga asosiy g'oya insoniylikka xos tinchliksevarlik, O'rta Osiyo xalqlari tarixida adabiyotning bizga ma'lum ilk namunalari (masalan, Firdavsiyning „Shohnoma“ va Yusuf Xos Hojibning „Qutadg'u bilig“ asarlari)dan boshlab ijtimoiy fikrda gumanizm g'oyalari paydo bo'lgan, deb aytish mumkin. Biz va dunyo bilgan dunyoviy adabiyot (Durbek, Xorazmiy, Lutfiy. Navoiy va boshqalar ijodi) gumanizm til adabiyotning namunasi deb hisoblanishi kerak. Chunki bu adabiyotning asosiy mazmuni — insonni madh etish. uning baxtini kuylash va yer yuzidagi hayotini e'zozlashdan iborat. Umumiy qilib aytganda hozirgi globallashuv jarayonida til va adabiyotning gumanistik roli juda beqiyos.

Foydalanilgan adabiyotlar ro'yxati:

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ЛИНГВОКУЛЬТУРОЛОГИЧЕСКИЕ МЕТОДЫ ИССЛЕДОВАНИЯ ХУДОЖЕСТВЕННОГО ТЕКСТА

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Аннотация:

В этой статье рассматривается пересечение лингвистических и культурологических методов в исследовании художественного текста. В ней исследуется, как анализ языка и культуры может углубить наше понимание литературных произведений, обогатив интерпретации и раскрыв смысловые слои. В статье рассматриваются различные методологии, от тщательного текстологического анализа до социокультурных рамок, дающие представление о различных подходах, используемых учеными в литературоведении. Посредством всестороннего обзора и анализа эта статья призвана продемонстрировать важность интеграции лингвистических и культурных перспектив в литературных исследованиях.

Ключевые слова: исследование художественного текста, лингвистический анализ, культурологический анализ, методы, литература, интерпретация

doi: <https://doi.org/10.2024/h7s82t52>

Художественные тексты служат окнами в человеческий опыт, отражая тонкости языка и культуры. Изучение литературы охватывает различные подходы, начиная от формалистического анализа и заканчивая социокультурной интерпретацией. Среди них лингвистические и культурологические методы играют ключевую роль в раскрытии сложностей, заложенных в литературных произведениях. Тщательно изучая языковой и культурный контекст текстов, исследователи могут раскрыть более глубокие значения, бросить вызов традиционным интерпретациям и способствовать более тонкому пониманию литературы.

Прежде чем углубляться в методологии, используемые в исследовании художественного текста, важно разобраться в существующей литературе, которая подчеркивает важность лингвистического и культурного анализа. Такие ученые, как Михаил Бахтин, Ролан Барт и Юлия Кристева, подчеркивали роль языка в формировании смысла в художественных текстах. Концепция диалогизма Бахтина подчеркивает взаимодействие множества голосов в тексте, в то время как исследование семиотики Барта подчеркивает важность знаков и символов в литературной интерпретации. Понятие интертекстуальности Кристевой еще больше подчеркивает взаимосвязанность текстов в рамках культуры.

Тщательный текстологический анализ: Этот метод предполагает тщательное изучение языка, структуры и стилистических элементов художественного текста. Ученые анализируют повествование, образы,

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символику и лингвистические приемы, используемые автором для передачи смысла. Внимательное чтение позволяет исследователям выявить тонкие нюансы и тематические слои, заложенные в тексте.

Стилистический анализ: Стилистика фокусируется на лингвистических особенностях текста, включая выбор слов, структуру предложения и риторические приемы. Анализируя стилистические элементы, используемые автором, исследователи могут выявить закономерности использования языка и идентифицировать уникальный голос автора. Этот метод позволяет получить представление о намерениях автора, методах повествования и эстетических предпочтениях.

Социокультурный анализ: Культурный контекст существенно влияет на создание и восприятие художественных текстов. Социокультурный анализ исследует историческую, социальную и политическую среду, в которой был написан текст, изучая, как эти факторы формируют его темы, персонажей и структуру повествования. Помещая текст в его культурные рамки, исследователи могут прояснить лежащие в основе идеологии, динамику власти и социальные нормы, отраженные в работе.

Лингвистические и культурологические методы необходимы для проникновения в глубины художественных текстов, предлагая понимание как используемого языка, так и культурного контекста, в котором был создан текст. Вот разбивка некоторых из этих методов:

- **Внимательное чтение:** Этот метод предполагает детальный анализ самого текста, уделяя особое внимание выбору языка, образности, символике и структуре повествования. Внимательное чтение позволяет исследователям раскрыть более глубокие значения и темы в тексте.

Внимательное чтение похоже на надевание очков, специально созданных для того, чтобы раскрывать сложные детали текста. Все дело в том, чтобы глубоко вникать в слова на странице, изучая каждый выбор, сделанный автором, с помощью увеличительного стекла. Каждое слово, структура каждого предложения, каждая метафора — все это имеет значение.

Выбор языка является ключевым при внимательном чтении. То, как автор подбирает слова, может передать тонкие нюансы смысла, задать тон и даже раскрыть точку зрения или предубеждения автора. Образность добавляет еще один уровень насыщенности, рисуя в сознании читателя яркие картины и часто неся символический вес, выходящий за рамки буквального толкования.

Символизм - настоящая сокровищница для внимательных читателей. Кажущийся безобидным объект или действие на самом деле могут быть наполнены более глубоким смыслом, служа метафорой для более широких тем или идей. Будь то повторяющийся мотив, определенный выбор цвета или, казалось бы, незначительная деталь, ничто не ускользнет от пристального внимания внимательного читателя.

Повествовательная структура — это строительные леса, на которых строится история, и внимательное чтение предполагает анализ каждой ее балки и стыка. Как автор выстраивает свой сюжет? Есть ли ретроспективные кадры или сдвиги в перспективе? Каждый выбор влияет на восприятие читателя и вносит свой вклад в общий смысл текста.

При внимательном чтении исследователи снимают слои текста, раскрывая его скрытые глубины и освещая лежащие в его основе темы и

послания. Это похоже на разгадывание тайны, по одному тщательно подобранному слову за раз, пока не раскроется весь гобелен смысла.

- **Стилистический анализ:** Стилистический анализ изучает лингвистические особенности текста, включая синтаксис, дикцию и интонацию. Выявляя шаблоны и стилистические приемы, исследователи могут получить более глубокое понимание стиля и намерений автора.

- **Исторический и культурный контекст:** Понимание исторического и культурного контекста, в котором было создано литературное произведение, имеет решающее значение для интерпретации его смысла. Исследователи изучают такие факторы, как происхождение автора, социальные и политические события того времени и преобладающие культурные установки, чтобы пролить свет на значимость текста.

Понимание исторического и культурного контекста, окружающего литературное произведение, необходимо для понимания его полного смысла и значимости. Вот почему:

- о **Биография автора:** Знание о жизни, опыте и убеждениях автора может дать представление о темах и посланиях, присутствующих в его произведении. Например, понимание личной борьбы или триумфов автора может пролить свет на определенные темы или мотивации персонажей в их творчестве.

- о **Социальные и политические события:** Социальный и политический ландшафт того времени, в которое было создано литературное произведение, может сильно повлиять на его содержание. Например, роман, написанный в период войны, может затрагивать темы конфликта, травмы или патриотизма. Изучение этих событий может помочь читателям понять, почему в тексте присутствуют определенные идеи или точки зрения.

- о **Культурные установки:** Культурные нормы, ценности и установки, преобладавшие во время создания литературного произведения, могут формировать его персонажей, сюжетные линии и темы. Анализ этих культурных элементов может выявить основные идеи или критические замечания, которые автор, возможно, высказывал об обществе.

- о **Язык и стиль:** на язык и стиль, используемые в литературном произведении, часто влияет исторический и культурный контекст, в котором оно было создано. Например, автор, писавший в эпоху Возрождения, мог использовать сложный язык и образность, характерные для той эпохи.

Принимая во внимание эти факторы, исследователи могут получить более глубокое понимание литературного произведения и оценить его значимость в историческом и культурном контексте. Такой подход обогащает интерпретации и позволяет провести более детальный анализ смысла текста.

- **Сравнительное литературоведение:** Сравнительное литературоведение предполагает изучение литературных произведений разных культур и языков для выявления сходств и различий. Этот метод помогает исследователям понять, как литературные темы и приемы преодолевают культурные границы и эволюционируют с течением времени.

- **Переводческие исследования:** для текстов, переведенных с другого языка, переводческие исследования необходимы для анализа нюансов и проблем передачи смысла с одного языка на другой. Этот метод учитывает выбор переводчика и его влияние на интерпретацию текста.

- Теория читательского отклика: Теория читательского отклика фокусируется на роли читателя в интерпретации художественных текстов. Исследователи изучают, как происхождение, опыт и культурный контекст читателей влияют на их понимание и восприятие текста.

- Постколониальная теория: Постколониальная теория исследует, как колониализм и его наследие формируют литературное производство и восприятие. Исследователи исследуют, как тексты из колонизированных или маргинализированных культур бросают вызов доминирующим нарративам и идеологиям.

- Феминистская критика: Феминистская критика анализирует литературные произведения через призму гендерной динамики и динамики власти. Исследователи изучают, как гендерные роли, стереотипы и представления о женщинах влияют на смысл и интерпретацию текста.

- Психоаналитическая критика: Психоаналитическая критика применяет фрейдистские и постфрейдистские теории к художественным текстам, исследуя мотивации, желания и бессознательные конфликты персонажей. Этот метод раскрывает психологические аспекты текста и психику автора.

Используя эти лингвистические и культурологические методы, исследователи могут раскрыть богатую сложность художественных текстов, раскрывая понимание языка, культуры и человеческого опыта.

Интеграция лингвистической и культурной точек зрения обогащает литературные исследования, предлагая многогранные интерпретации текстов. Изучая язык и культуру в тандеме, исследователи могут распутать сложную взаимосвязь между формой и содержанием, текстом и контекстом. Более того, лингвистический и культурный анализ позволяет ученым выходить за традиционные дисциплинарные границы, способствуя междисциплинарному диалогу и сотрудничеству в области литературоведения.

Выводы и предложения

В заключение следует отметить, что сочетание лингвистических и культурологических методов улучшает наше понимание художественных текстов, раскрывая сложные взаимосвязи между языком, культурой и значением. Применяя многомерный подход к литературным исследованиям, ученые могут раскрыть скрытые уровни значимости, бросить вызов общепринятым интерпретациям и внести свой вклад в продолжающийся диалог, связанный с литературой и ее социокультурными последствиями. Двигаясь вперед, исследователям крайне важно продолжать изучать инновационные методологии, которые устраняют разрыв между лингвистическим анализом и культурной интерпретацией, тем самым обогащая ландшафт литературоведения.

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ЖАНР «ПАСХАЛЬНОГО РАССКАЗА» В ТВОРЧЕСТВЕ А.ЧЕХОВА И Л.АНДРЕЕВА

А. Евсеева ¹

Аннотация:

В данной статье рассматриваются истоки зарождения жанра пасхального рассказа в русской литературе, понятие пасхального рассказа в литературоведении и устанавливаются общие характерные черты и особенности пасхальных текстов на примере рассказа Андреева «Баргамот и Гараська». Научная новизна работы обусловлена как малой степенью изученности пасхальной литературы, так и запросами современной эпохи – эпохи возвращения к многовековым нравственным ценностям.

Ключевые слова: христианство, пасха, Андреев, рассказ, чудо, календарная литература

doi: <https://doi.org/10.2024/hqx1en74>

История пасхального текста тесно переплетается с утвердившейся православной культурой ещё в XI веке, а доказательством этого являются тексты в древнерусской литературе «Слово о Законе и Благодати» Иллариона и т.п.

Однако расцвет и оформление пасхального жанра приходится на XIX век. [7]. В это время как утверждают исследователи, уже были сформированы стилистические, сюжетные и тематические элементы.

Одним из первых кто внес вклад в формирование пасхального жанра был философ- славянофил, поэт и прозаик А. С. Хомяков по мнению В. А. Кошелева, в 1844 году А. С. Хомяков перевел «Рождественскую песнь в прозе» Чарльза Диккенса на русский язык и при этом издал анонимно и под новым заглавием «Светлое Христово Воскресенье. Повесть для детей», перевод был популярен и даже дважды был переиздан в следующем году.

«Рождественская песнь в прозе» Диккенса в английской литературе была известна как «рождественский рассказ». В русской же литературе возникли жанровые затруднения у переводчиков, одни дали название переводу «Святочные видения» в журнале «Репертуар и Пантеон», т.е. неизвестный ранее русской литературе жанр отнесли к святочным рассказам. А именно А. С. Хомяков нашел решение и создал новый жанр в русской литературе жанр пасхальной повести.

Хомяков из «Рождественской песни в прозе» английского варианта сделал нечто иное, но при этом сохранив многое от оригинала:

во-первых, он перенес место действия в Россию и дал героям русские имена;

во-вторых, он подробно разработал русский колорит;

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и самое главное заменил Рождество на Пасху, таким образом изменив смысл повести.

В пасхальных рассказах можно выделить ряд особенностей. Рассказы пасхального жанра сопровождаются символами и образами креста, пасхальный херувим, восходящая в небо лестница, вербы, Вербная суббота, кулич, Страстная неделя, яйцо, звон колоколов, храм, святая вода, свечи, «четверговая соль».

Символичны и цвета в пасхальных рассказах, особенно красный, голубой, зелёный, белый, золотой. Главный цвет красный представлен в виде свеч, одеяния священнослужителей, красные цветы, вино, красные ленты, украшающие храм. Красный цвет символизирует кровь Христа, которая была пролита во время распятия. Вся Пасха красная символизирует цвет победы и вечной жизни. Так же красный цвет дуалистический символизирует смерть и любовь.

Действительно, белый цвет в пасхальных рассказах символизирует чистоту души, невинность, радость, святость и любовь, а также воскресение Иисуса Христа. Он используется для изображения белоснежной скатерти, глазури на куличе, платков на головах и цветов. Особенно важным символом белого цвета являются белые лилии, которые выросли в Эдемском саду после распятия, поливаемые слезами Евы. Это подчеркивает прекрасный образ воскресения и надежды, что воскресение принесло мир и спасение.

Светлая гамма «созвучна не столько покою и свободе, но одновременно является ритуальным выражением Божественного в мире и человеке».[13]

Признаки пасхального рассказа:

- душеспасительное содержание;
- приуроченность к Пасхальному циклу (Пасхальный цикл, в восточно - православном христианстве, является циклом подвижных праздников, построенных вокруг пасхи. Цикл состоит примерно из десяти недель до и семи недель после Пасхи. Десять недель до Пасхи известны как период Триодиума (имеется в виду литургическая книга, содержащая службы для этого периода литургии). В этот период входят три недели, предшествующие Великому посту («предпостный период»), сорок дней Великого поста и Страстная неделя 50 дней после Пасхи называются Пятидесятницей.);

- притче образность;
- духовное перерождение героя;
- документальность (описание обычаев и ритуалов);
- счастливый конец.

По форме пасхальный рассказ напоминает сказку.

Система образов в пасхальных рассказах включает наличие героев: грешника и образ праведника, присутствует образ Христа (возможно и в подтексте).

Принципы развития сюжета — это пасхальное ожидание и вера в чудо Воскресения. Главного героя обывателя помещают в ситуацию, где обнаруживается, готова ли его душа восстать, преобразиться от греха.

Основные элементы пасхального текста:

- пространственная дихотомия: мир реальный и мир идеализированный, указывающий путь к нравственному спасению и духовному возрождению;

- функция пасхального чуда: в момент его свершения человек переосмысливает свою жизнь и вольно или невольно духовно перерождается;

- пасхальный сон (как способ отражения объективной действительности);

- принцип зеркальности на образном уровне: праведник // грешник; Христос // Иуда (иногда герой сам становится своим двойником, переходя в диаметрально противоположное состояние);

- элементы мистики и сверхъестественного сведены до минимума: «на первый план выступает «преображение» и «возрождение» человека, которое наполнено глубоким философским содержанием». [1]

Особое место в творчестве Л. Андреева занимает пасхальные рассказы. Первый пасхальный рассказ Л. Андреева «Баргамот и Гараська» был опубликован 5 апреля 1898 года. Предложение написать пасхальный рассказ для «Курьера» Андреев получил от секретаря газеты И.Т. Новикова. В своем дневнике Андреев вспоминал: Что рассказ им был написан и «после некоторого утешения, отнявшего от рассказа значительную долю его силы, был принят, но без всякого восторга, что казалось мне вполне естественным, ибо сам я был о рассказе мнения среднего Нельзя поэтому передать моего удивления, когда я являюсь в понедельник на Фоминой в Суд в редакцию и там только слышишь «Баргамот и Гараська». Говорят, что рассказ украшение всего пасхального номера. Там-то его читали вслух и восхищались. Поздравляют меня с удачным дебютом, сравнивают с Чеховым. В три-четыре дня я поднялся на вершину славы». [3]

В забытом уголке города властвовал звероподобный городской Иван Акидыч Бергамотов, именуемый среди жителей Баргамотом. Его толстое тело и маленькие глазки придавали ему сходство с бегемотом, а изнутри казалось, что в его сердце исчезла искра праздника и веры. В то время как вторая душа, пьяница и буян, звали Гараська, томился в нищете и забвении, теряясь в бездне своего собственного отчаяния. Две потерянные души, каждая со своим бременем и страданиями, бродили по улицам, нося с собой тень пустоты и утраты, жаждущие обрести смысл и исцеление.

И вот, в неосторожном мгновении, Баргамот разбивает яйцо Гараськи, которое тот собирался использовать что бы похристоваться с ним. Внезапно окутанный чувством вины, Баргамот решает искупить свое деяние и приглашает Гараську на семейный ужин. Атмосфера, царившая в доме, заставляет Гараську замереть в изумлении, словно он оказался на чужбине среди обитателей другого мира. И когда жена Баргамота обращается к Гараське по имени и отчеству, он внезапно начинает выть, словно в его душе пробуждается давно забытое чувство принадлежности и связи. В этот момент Баргамот осознает, что в Гараське он обрел не просто случайного знакомого, а родную душу, долгое время забытую и утраченную.

В вечер пасхальной ночи, когда тени улиц города слились с ночным мраком, городской Баргамот ощутил, как его совесть и сочувствие пробуждаются из глубин души. Вспомнив о своей вере и христианских убеждениях, он понял, что быть человеком — значит быть добрым и милосердным всегда, а не только во время праздника. Пригласив Гараську в свой дом, Баргамот стремился не только загладить вину за разбитое яйцо, но и выразить свое искреннее желание примирения и всепрощения. Однако, когда супруга обратилась к Гараське по имени и отчеству, он внезапно почувствовал себя уязвленным и забытым, словно вспомнил о своем

бесправном положении в обществе. Этот неожиданный поворот событий показал, что быть истинным христианином — это не только внешний облик, но и внутреннее отношение к окружающим. Произведение было написано в направлении реализм. Это направление было основным в творчестве Андреева.

Жанр –рассказ, он небольшой и имеет все признаки композиции, относящихся к роду эпоса.

Андреев в данном рассказе учит, что не стоит относиться к человеку предвзято, ведь у человека душа многогранна. Нужно помогать друг другу и быть добрее. Пасхальный рассказ преподносит нам урок примирения и всепрощения, напоминая, что каждому из нас нужно проявлять доброту и милосердие не только в праздничные дни, но и в повседневной жизни, чтобы наше существование было наполнено истинным смыслом и светом.

Итак, в ходе исследования было рассмотрено понятие пасхального рассказа в литературоведении, установили его общие характерные черты и особенности, изучили возникновение и развитие пасхального жанра и проанализировали пасхальные тексты.

В центре пасхальных рассказов находится чудо Воскресенье Христова. А события происходят в течении Пасхального цикла, т.е в Великий пост, Страстную неделю, Пасху Вознесения, Троицу и Духов день. Пасхальные рассказы они ни только назидательны, но и призывают людей вспомнить евангельские истины.

Жанр пасхального рассказа един, но каждый автор мог выразить в рассказе свое виденье. И каждый из них проявил в пасхальном жанре свой литературный талант и мастерство.

Нами была достигнута цель исследования, было проанализирована несколько пасхальных рассказов Андреева «Баргамот и Гараська» Андреев рассматривает в рассказах темы нравственного выбора и ответственности за свои слова и обещания. Автор показывает, что возможно духовное очищение в том случаи, если человек признает свою вину. И только тогда сможет продолжить жить с чистой совестью и избавиться от странного чувства вины.

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ФУНКЦИИ ОБРАЗОВ СЛУГ В ПРОИЗВЕДЕНИЯХ РУССКОЙ ЛИТЕРАТУРЫ

Б. Амонова ¹

Аннотация:

Актуальность исследования определяется тем, что слуги в литературе неразрывно связаны с их хозяевами, формируя уникальные отношения, прослеживаемые через века. Эта тема находит отражение в зарубежной и русской литературе. Санчо Пансо из «Дон Кихота», Труффальдино, шекспировские слуги, и, конечно, Фигаро – все они являются яркими примерами таких отношений. В творчестве русских классиков, таких как Пушкин, Гончаров, Гоголь, Достоевский, Чехов, Л. Толстой, эта тема также остается актуальной. Хотя персонажи-слуги демонстрируют определенные сходства, каждый из них внес свой неповторимый вклад в литературное наследие, что предоставляет обширную базу для исследования этой темы.

Ключевые слова: персонаж-слуга, слуга-отец, слуга-плут, слуга-плут, слуга - утешитель

doi: <https://doi.org/10.2024/frscve20>

Пушкинский Савельич из «Капитанской дочки» - яркий пример слуги в русской литературе. Выведенный в ряды главных героев, он служит не только для раскрытия своего собственного образа, но и для подчеркивания важности темы служения и верности в повести. Савельич появляется на страницах повести с самого начала, и его первое описание вызывает интерес. Рассказчик, Петр Андреич Гринев, описывает его так «С пятилетнего возраста отдан я был на руки стремянному Савельичу, за трезвое поведение пожалованному мне в дядьки. Под его надзором на двенадцатом году выучился я русской грамоте и мог очень здраво судить о свойствах борзого кобеля.» (4; 251) Данный образ сочетает в себе черты простого крестьянина с элементами образованности и житейской мудрости. Он становится не просто слугой, но и неким наставником для Петра, играя важную роль в его жизни и в сюжете повести в целом.

Другой фрагмент демонстрирует, что Савельич, несмотря на свою крепостную зависимость, обладает собственным мнением и не стесняется его высказывать, «Делать было нечего. Я взял на себя вид равнодушный и, обратясь к Савельичу, который был и денег, и белья, и дел моих рачитель, приказал отдать мальчику сто рублей. "Как! зачем?" – спросил изумленный Савельич. "Я их ему должен", – отвечал я со всевозможной холодностью. "Должен! – возразил Савельич, час от часу, приведенный в большее изумление; – да когда же, сударь, успел ты ему задолжать? Дело что-то не ладно. Воля твоя, сударь, а денег я не выдам"». (4; 257)

В седьмой главе Савельич продемонстрировал отеческие качества по отношению к своему хозяину, Петру Гриневу, когда Пугачев приказал

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казнить Петра. Савельич умолял Пугачева, чтобы тот не казнил его барина; «Постойте, окаянные! Погодите!..» Палачи остановились. Гляжу: Савельич лежит в ногах у Пугачева. «Отец родной! — говорил бедный дядька. — Что тебе в смерти барского дитяти? Отпусти его; за него тебе выкуп дадут; а для примера и страха ради вели повесить хоть меня старика!» (4; 299)

Из сказанного следует, что по своему характеру и функции пушкинского героя, Савельича можно отнести к типу слуги-отца. Он заботливо оберегает своего барина, воспитывает его, и даже готов пойти на самопожертвование, ложа свою голову на плаху за своего юного барина.

Осип, слуга Хлестакова в комедии «Ревизор» Н. В. Гоголя, играет значительную роль в произведении. Он, подобно пушкинскому Савельичу, является одним из ключевых персонажей. Такое положение не случайно — только такой слуга, как Осип, мог бы быть у барина вроде Хлестакова. Осип, как и Фигаро у Бомарше, оказывается умнее своего хозяина. Он — человек со здоровым юмором и сообразительностью, который презрительно относится к своему барину. Развратившись паразитическим образом жизни, он стал плутом из-за того, что вынужден жить среди бесчестных людей, взяточников, мошенников и плутов; «Наскучило идти — берешь извозчика и сидишь себе, как барин, а не хочешь заплатить ему — изволь: у каждого дома есть сквозные ворота...» (1; 24) Монолог Осипа в комедии играет важную роль, поскольку через него раскрываются некоторые аспекты петербургской жизни, порождением которой послужил Хлестаков; «С проезжающим знакомится, а потом в картишки — вот тебе и доигрался! Деньги бы только были, а жизнь тонкая и политичная: кеатры, собаки тебе танцуют, и все что хочешь. Иной раз все до последней рубашки спустит, так что на нем всего останется сертучишка да шинелишка... А отчего? — оттого, что делом не занимается: вместо того чтобы в должность, а он идет гулять по прешпекту, в картишки играет.» (1; 23-24)

Осип сообщает, что Хлестаков не ревизор: «Добро бы было в самом деле что-нибудь путное, а то ведь елистратишка простой!» (1; 23) И это придаёт всему дальнейшему действию остро комическую окраску.

В. Г. Белинский писал об Осипе так: «В истинно художественном произведении всегда видно, как взаимные отношения персонажей действуют на самый их характер, и потому вам тотчас станет ясно, что Осип грубиян столько же по натуре, сколько и по презрению к своему барину, которого глупость он понимает по-своему.» (6; 30)

В романе И. А. Гончарова «Обломов» слуга Захар предстает как еще один запоминающийся образ, дополняющий образ Обломова и иллюстрирующий черты обломовщины. Захар — это образ-двойник своего хозяина. Эта параллель между ними подчеркивает, что они, как барин и раб, выросли на одной почве и чувствовали на себе «обояние обломовской атмосферы». Захар является своеобразной пародией на своего хозяина, отражая его манеры поведения и портретные характеристики, что делает образ слуги более уязвимыми и интересными для читателя.

В романе «Обломов» романист подчеркивает неотъемлемую связь между Обломовым и Захаром, отмечая, что их судьбы тесно переплетены. Жизнь одного из них немыслима без другого; «Он был уже не прямой потомок тех русских Калёбов, рыцарей лакейской, без страха и упрека, исполненных преданности к господам до самозабвения, которые отличались всеми добродетелями и не имели никаких пороков. Этот рыцарь был и со страхом

и с упреком. Он принадлежал двум эпохам, и обе положили на него печать свою. От одной перешла к нему по наследству безграничная преданность к дому Обломовых, а от другой, позднейшей, утонченность и развращение нравов.» (3; 70)

Обломов и Захар можно рассматривать через призму принципа дополнительности. Обломов не умеет жить самостоятельно: его и его предков всю жизнь обхаживают чужие руки; «Старинная связь была неистребима между ними. Как Илья Ильич не умел ни встать, ни лечь спать, ни быть причесанным и обутом, ни отобедать без помощи Захара, так Захар не умел представить себе другого барина, кроме Ильи Ильича, другого существования, как одевать, кормить его, грубить ему, лукавить, лгать и в то же время внутренне благоговеть перед ним». (3;77)

Исследуя русскую литературу XIX века, нельзя не обратить внимание на образ слуги, который иногда кажется второстепенным, но на самом деле может быть ключевым для понимания произведения. Для более глубокого анализа авторских замыслов важно определить функции и характер роли слуги в тексте.

Слуга – это многогранный персонаж. Чтобы точнее понять, какую роль он играет, нужно выделить типы слуг, их функции и значение для сюжета и образов героев. В литературе часто встречаются такие типы слуг, как слуга-отец, слуга-шут, слуга-плут, слуга-двойник и слуга-утешитель.

Эти типы слуг часто являются обобщением черт разных людей, представленных одним персонажем. Исследуя произведения А. С. Пушкина, Л. Н. Толстого, Н. В. Гоголя, И. А. Гончарова, можно увидеть, как эти типы слуг отражают разные аспекты общества и человеческой природы. Характеры литературных персонажей не являются случайным сочетанием черт характера. Они представляют собой определенные индивидуальности, где каждый персонаж обладает живым единством черт, объединенных ведущим качеством. Писатели, раскрывая это ведущее качество, создают живые, неповторимые образы. Это позволяет иметь особое значение в литературных произведениях, так как через ведущее качество читатель понимает общественный смысл и нравственные уроки, которые несут персонажи.

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JA Inkwell Publishing

Humanistic Role of Language and Literature in the Contemporary Globalization. Conference Proceedings. JA Inkwell Publishing. April 19-20, 2024, Tucson, Arizona, USA. 643 pp.

PQN 100

DOI prefix: 10.2024

