

**O‘ZBEKISTON RESPUBLIKASI OLIY TA’LIM,  
FAN VA INNOVATSIYALAR VAZIRLIGI**

**SAMARQAND IQTISODIYOT VA SERVIS INSTITUTI**

**“TILLARNI O‘QITISH” KAFEDRASI**

**«XORIJIY TILLARNI O‘RGANISHDA ILG‘OR  
INNOVATSION YONDASHUVLAR: MILLIY VA  
XORIJIY TAJRIBALAR»**

**XALQARO ILMIY-AMALIY KONFERENSIYA**

**MATERIALLARI**

**2024 yil 19-20 aprel**

**SAMARQAND – 2024**

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**«XORIJIY TILLARNI O‘RGANISHDA ILG‘OR INNOVATSION  
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**«ПЕРЕДОВЫЕ ИННОВАЦИОННЫЕ ПОДХОДЫ К ИЗУЧЕНИЮ  
ИНОСТРАННЫХ ЯЗЫКОВ: НАЦИОНАЛЬНЫЙ И ЗАРУБЕЖНЫЙ  
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**«ADVANCED INNOVATIVE APPROACHES TO STUDYING  
FOREIGN LANGUAGES: NATIONAL AND FOREIGN EXPERIENCE»**

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**Maqolalar mualliflar tahririda bosilmoqda. Ularda keltirilgan raqamlar, faktlar, xulosa va tavsiyalarga mualliflar mas'ul. Ularning ayrim fikrlari tashkiliy guruh qarashlariga to'g'ri kelmasligi mumkin.**

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## XORIJIY TILLARNI O‘RGANISHDA ILG‘OR INNOVATSION YONDASHUVLAR: MILLIY VA XORIJIY TAJRIBALAR

**M.E.Po‘latov SamISI rektori, i.f.d., professor**

Mamlakatimizda bir qancha sohalarning rivojlanishida chet el davlatlari bilan o‘rnatilgan mustahkam aloqalar muhim ahamiyat kasb etmoqda. Ular bilan o‘zaro muloqotga kirishish uchun albatta o‘sha davlat tilini bilish muhimdir. Bu esa o‘z navbatida xalqaro miqiyosida chet tilini o‘rganishga bo‘lgan talabni ortishiga, jamoalar kundan – kunga ko‘p tilli va ko‘p madaniyatli bo‘lib borishiga va bu tillarni o‘rganishga innovatsion yechim muammollarini hal etishda muhim omil hisoblanib kelmoqda.

Bu borada “O‘zbekiston Respublikasi Oliy ta‘lim tizimini 2030 yilgacha rivojlantirish konsepsiyasini tasdiqlash to‘g‘risida”gi PF-5847-sonli farmonidagi, shuningdek, 2021 yil 19 maydagi PQ- 5117 O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatdan yangi bosqichga olib chiqish chora tadbirlarida belgilangan vazifalarni amalga oshirishda fundamental fanlar bilan birga tilshunoslik va adabiëtshunoslik fanlari bo‘yicha ilmiy tadqiqotlar natijalarini amaliëtgga tatbiq etish ko‘zda tutilganligi zimmamizdagi mas‘uliyatli vazifalardan biridir.

Axborot almashinuvi kengaygan davrda institutimizda taraqqiëtni yangicha idrok etadigan, millat g‘ururi uchun kurashadigan yangi avlod ta‘lim-tarbiya olib kamol topmoqda. Oliy ta‘lim tizimida amalga oshirilaëtgan keng qamrovli islohotlar, ta‘lim sifatini yuqori bosqichga ko‘tarish, xorijiy tillarni o‘qitishning kompleks tizimini yanada takomillashtirish hamda ilg‘or xorijiy tajribalarni milliy ta‘lim tizimida tatbiq etish, tizimli o‘rganish, tahlil etish dolzarb masalardan biridir.

O‘tkazilaëtgan ushbu Xalqaro ilmiy-amaliy anjuman O‘zbekiston Respublikasida Oliy, fan va innovatsiyalar vazirligiining 2023 yil 02 maydagi 118-sonli buyrug‘iga muvofiq — Xorijiy tillarni o‘rganishda innovatsiyalar hamda til, madaniyat va ularning uzviyligi **“Xorijiy tillarni o‘rganishda innovatsiyalar hamda til, madaniyat va ularning uzviyligi”** mavzusiga bag‘ishlanadi.

Mazkur xalqaro ilmiy-nazariy anjumanni o‘tkazishdan maqsad hukumatimizning ilm fanini rivojlantirish sohasidagi qaror hamda buyruqlari asosida xorijiy tilshunoslik va adabiyotshunoslikning qiësiy-tipologik tahlili xususida taniqli tilshunos va adabiyotshunos olimlarning fikrlarini umumlashtirish, ilm-fanga laëqatli èshlarni kashf etish, ularda ilm-fan va texnologiyalarga rag‘batni kuchaytirish kabilardan iborat. Anjumanda Tambov davlat universiteti, Koreya Gachon universiteti, Ipak yo‘li turizm va madaniy meros xalqaro universiteti, O‘zbekiston milliy universiteti, Farg‘ona davlat universiteti. Samarqand davlat chet tillari instituti

va boshqa bir qator oliy ta'lim muassasalarining yetuk olimlari hamda tadqiqotchilari ishtirok etishlari kutilmoqda.

O'ylaymizki, ishtirokchilar anjumanda soha ilm-fani va ta'limi samaradorligini oshirish yuzasidan muhim xulosalar ishlab chiqadilar hamda kelgusi rejalar belgilab olinadi va ilmiy izlanishlarda tadqiq qilinmagan dolzarb mavzular aniqlanib, yangi tadqiqotlar uchun zamin yaratiladi.

Bugungi Xalqaro ilmiy-nazariy anjuman ishiga muvaffaqiyatlar tilar ekanman, mazkur tadbirda ko'riladigan masalalar barcha olimlar, tadqiqotchilar va magistrantlarga o'z ilmiy faoliyatlarida muhim o'rin egallashiga ishonaman.

# I SHO‘BA. XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISH VA UNING ISTIQBOLLI YO‘LLARI

## 외국어 학습 불안: 가천대학교에서의 우즈베키스탄 학생들의 사례 연구

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### 초록

이 연구 논문은 외국의 경험과 혁신적인 기술을 채택하여 외국어 교육의 질을 향상시키기 위해 관련된 도전과 복잡성을 검토합니다. 가천대학교의 우즈베키스탄 학생들의 맥락을 바탕으로, 이 연구는 다양한 교수법 전략과 디지털 혁신을 언어 학습 과정에 통합하는 것의 미묘한 함의를 탐구합니다. 외국어 학습 불안(FLA)과 언어 습득에 미치는 영향에 대한 자세한 조사를 통해, 이 논문은 특정 문화적 및 교육적 환경에서 외국의 방법론과 기술을 구현하는 것과 관련된 더 넓은 문제에 대해 조명하려고 합니다.

### 서론

글로벌화된 교육의 맥락에서 외국의 교수법 전략과 혁신적인 기술을 외국어 교육에 통합하는 것이 점점 더 일반적이 되고 있습니다. 그러나 이러한 방법론을 다른 문화적 및 교육적 풍경에서 적용하는 것은 복잡한 도전을 제시합니다. 이 연구는 남한의 가천대학교에서 우즈베키스탄 학생들의 경험을 중심으로 하여, 특정 문화적 및 교육적 환경에서 외국어 교수법과 기술을 채택하는 다면적 동태를 탐구합니다. 디지털 기술의 확산과 교수법 전략의 국제 교환은 언어 학습 성과를 크게 향상시킬 잠재력을 가지고 있습니다. 그러나 이러한 혁신의 효과는 문화적 호환성, 기술 인프라, 교사 및 학습자의

준비성, 그리고 학생들에게 미치는 심리적 영향, 특히 외국어 학습 불안(FLA)과 같은 다양한 요소에 달려 있습니다. 이러한 요소들의 자세한 검토를 통해, 이 연구는 우즈베키스탄 학생들의 외국어 교육에 외국의 교수법 경험과 기술을 통합하는 복잡성에 대한 통찰력을 제공하고, 글로벌화된 언어 학습에서의 도전과 기회에 대한 더 넓은 이해를 기여하려고 합니다.

## 문헌 검토

연구에서는 언어 습득을 향상시키는 데 있어 의사소통 언어 교육(CLT)과 과제 기반 학습(TBL)의 효과가 지속적으로 강조되어 왔습니다 (Larsen-Freeman, 2000; Ellis, 2003). 이러한 방법론은 학습자의 상호 작용과 실제 상황에서 언어의 실제 사용을 강조합니다. 그러나 비서구적 맥락에서 이러한 전략을 실행하는 것은 문화적 적응성과 교육자와 학습자 모두가 이러한 접근 방식을 수용할 준비가 되어 있는지에 대한 의문을 제기합니다. Cho(2017) 등의 연구에서는 전통적인 교사 중심 교수법이 널리 퍼져 있는 문화에서 CLT 및 TBL 에 대한 저항이 확인되었으며, 이는 외국 교수법을 채택할 때 문화적 규범과 교육 전통을 신중하게 고려할 필요가 있음을 시사합니다.

언어 교육에서 기술의 역할은 극적으로 확대되어 참여를 위한 새로운 기회, 다양한 언어 자원에 대한 접근 및 맞춤형 학습 경로를 제공합니다(Godwin-Jones, 2019). 그럼에도 불구하고 이러한 기술의 통합에는 어려움이 따르지 않습니다. 디지털 활용 능력, 기술 자원에 대한 접근, 디지털 도구를 언어 학습 커리큘럼에 통합하는 등의 문제는 기술 강화 언어 학습(TELL)의 성공에 영향을 미치는 중요한 요소입니다. 또한 FLA 에 대한 기술의 영향은 언어 학습 참여 및 결과에 대한 잠재적 영향과 함께 여전히 관심 분야로 남아 있습니다.

FLA 는 언어 습득을 크게 방해할 수 있는 현상으로 잘 문서화되어 있습니다. 불안, 긴장, 언어 학습에 대한 부정적인 감정 반응으로 특징지어지는

FLA 는 부정적 평가에 대한 두려움, 의사소통 불안, 시험 불안과 관련이 있습니다(Horwitz, Horwitz, & Cope, 1986). FLA 와 외국의 교육학적 전략 및 기술 채택의 교차점은 복잡한 역동성을 나타내므로 이러한 교육 혁신이 학생들의 불안 수준과 전반적인 언어 학습 경험에 어떤 영향을 미치는지 탐구해야 합니다.

## **방법론**

본 연구는 특히 FLA 를 중심으로 가천대학교 우즈베키스탄 학생들의 언어 학습 경험에 대한 외국 교육학 전략과 혁신 기술의 영향을 종합적으로 조사하기 위해 혼합 방법 연구 설계를 사용했습니다.

정량적 분석에는 Horwitz et al.이 개발한 FLCAS(외국어 교실 불안 척도) 관리가 포함됩니다. (1986) 은 가천대학교 어학연수 과정에 등록된 우즈베크 학생들의 표본을 대상으로 했습니다. 이 도구는 학생들이 언어 학습과 관련하여 경험하는 불안의 수준을 측정합니다. FLA 와 외국 교육학 전략 및 기술 도입과 관련된 다양한 요인 간의 패턴 및 관계를 파악하기 위해 기술 통계 및 상관 분석을 포함한 통계 분석을 수행합니다.

연구의 질적 측면은 가천대학교 언어 강사 및 행정관과 함께 설문 조사 대상 학생의 하위 집합과의 반구조적 인터뷰로 구성됩니다. 이 인터뷰는 이러한 독특한 맥락에서 외국어 학습과 관련된 개인적인 경험, 인식 및 어려움을 더 깊이 탐구하는 것을 목표로 합니다. 인터뷰 데이터에 주제별 분석을 적용하여 해외 교육학 접근 방식 및 기술 구현의 복잡성과 FLA 와의 상호 작용에 대한 통찰력을 추출합니다.

본 연구는 정량적 분석과 정성적 분석의 결과를 통합함으로써 특히 한국에 있는 우즈베키스탄 학생들의 맥락에서 외국어 교육에 있어 외국 경험과 혁신적인 기술을 채택하는 데 내재된 도전과 기회에 대한 미묘한 이해를 제공하고자 합니다.



## 결론

외국 경험과 혁신적인 기술의 채택을 통해 외국어 교육을 향상시키려는 노력은 복잡하고 다면적인 과정입니다. 이 연구는 효과적인 언어 학습을 촉진하는 데 있어 문화적 감수성, 교사 훈련, 학습자 지원의 중요성을 강조합니다. FLA 를 다루는 것은 이 과정의 중요한 측면으로 나타나며, 교육적 혁신과 함께 학습자의 정서적, 심리적 안녕을 고려하는 포괄적인 전략의 필요성을 강조합니다.

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## ANALYSING LEXIS AND PHONOLOGY IN LEARNING ENGLISH

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**Annotation.** This article provides information about the role and importance of learning phonology in language teaching and learning. It discusses the use of the sound features used in a language to communicate meaning. The article also highlights the features include phonemes, word stress, sentence stress and intonation.

**Key words.** chart groups, sounds, vowels, diphthongs, phonemes, phonology, sound features, communicate meaning, word stress, sentence stress and intonation, phonemic symbols, connected speech, connected stream of sounds.

Phonology is the study of the sound features used in a language to communicate meaning. In English these features include phonemes, word stress, sentence stress and intonation. All these symbols represent phonemes. A phoneme is the smallest unit of sound that can make a difference to meaning in a language. For example, the s in books in English shows that something is plural, so the sound /s/ has meaning and is a phoneme. Different languages use a different range of sounds and not all of them have meaning in other languages. For example, the distinction between /s/ and /sh/ is an important one in English, where it helps distinguish (notice or understand the difference between two things) between words such as so and show, sock and shock, sore and shore, etc. But in Cantonese, you can use either the /s/ or /sh/ sound in words without changing their meaning,

The phonemes of a language are represented in writing by phonemic symbols, such as /i:/, /ai/ and /S/. Each phonemic symbol represents only one phoneme, unlike the letters of the alphabet in English where, for example, the letter a in written English can represent the // sound in hat, the /et/ sound in made and the /a/ sound in usually. Phonemic symbols help the reader know exactly what the correct pronunciation is. The phonemic script is a set of phonemic symbols which show in writing how words or sounds are pronounced, e.g. beautiful is written /bjutifl/, television is telivign/ and yellow is jelou. When the symbols are written one after the

other to represent a word or group of words they make a phonemic transcription. The phonemes of English are often shown in a chart, called the phonemic chart.

The chart groups the sounds into vowels (sounds made with the mouth partly open and where the air is not stopped by the tongue, lips or teeth. The vowel sound in make /meik/ or in to /sau/) in the top right-hand corner.

Dictionaries always give phonemic transcriptions or words to show their pronunciation. They usually have a list of all the phonemic symbols at the beginning or end of the book, together with an example of the sound each symbol represents.

In the transcription of the word you can see phonemic symbols and also another sign. Dictionary entries for words also use this symbol. The symbol is used to show word stress. Sometimes you see word stress marked in other ways. When we give word stress to a syllable we say it with greater energy and usually higher. We pronounce the other syllables with less energy. especially the unstressed or weak syllables, whose vowels get shortened or sometimes even disappear, e.g. the vowel sound in the last syllable of important, which is pronounced as a schwa /ə/. There are many languages which, like English. give especially strong stress to one syllable in a word, e.g. the Portuguese spoken in Portugal. Other languages give equal length to all the syllables.

Lexical stress is phonemic in English. For example, the noun *increase* and the verb *increase* are distinguished by the positioning of the stress on the first syllable in the former, and on the second syllable in the latter. (See initial-stress-derived noun.) Stressed syllables in English are louder than non-stressed syllables, as well as being longer and having a higher pitch.

In traditional approaches, in any English word consisting of more than one syllable, each syllable is ascribed one of three degrees of stress: *primary*, *secondary* or *unstressed*. Ordinarily, in each such word there will be exactly one syllable with primary stress, possibly one syllable having secondary stress, and the remainder are unstressed (unusually-long words may have multiple syllables with secondary stress). For example, the word *amazing* has primary stress on the second syllable, while the first and third syllables are unstressed, whereas the word *organization* has primary stress on the fourth syllable, secondary stress on the first, and the second, third, and fifth unstressed. This is often shown in pronunciation keys using the IPA symbols for primary and secondary stress (which are ' and ˈ respectively), placed before the syllables to which they apply. The two words just given may therefore be represented as /ə'meɪzɪŋ/ and /ˌɔ:gənəɪ'zeɪʃən/. Some analysts identify an additional level of stress (*tertiary* stress). This is generally ascribed to syllables that are pronounced with less force than those with secondary stress, but nonetheless contain a "full" or "unreduced" vowel (vowels that are considered to be reduced are listed under English phonology § Unstressed syllables above). Hence the third syllable of *organization*, if

pronounced with /aɪ/ as shown above (rather than being reduced to /ɪ/ or /ə/), might be said to have tertiary stress. (The precise identification of secondary and tertiary stress differs between analyses; dictionaries do not generally show tertiary stress, although some have taken the approach of marking all syllables with unreduced vowels as having at least secondary stress.)

In English, stress also influences how sentences and groups of words are pronounced. We say different parts of the sentence with more or less stress, i.e. slower and louder, or quicker and more softly. This is called sentence stress. Normally one word in the sentence has primary or main stress. This is the word which the speaker thinks are most important to the meaning of the sentence. Other words can have secondary stress. This is not so strong as main stress and falls on words which are not so important to the meaning of the sentence as the word with main stress. Other words in the sentence are unstressed. Content words are nouns, verbs, adverbs or adjectives, for example words that give information. Structural words are prepositions, articles, pronouns or determiners, for example words we use to build the grammar of the sentence. It is possible to stress any word in a sentence if the speaker thinks it is important. Putting the stress on an unexpected word in a sentence is called contrastive stress. For example, “The girl ran to the sea and jumped in quickly” This stress that she ran towards the sea and not, for example, away from it. Changing the stress of a sentence changes its meaning. Look at these examples:

The girl ran to the sea and jumped in quickly. (the girl, not another person)

The girl ran to the sea and jumped in quickly. (to the sea, not to any other place)

The girl ran to the sea and jumped in. (jumped in, not in any other way)

Sentence stress is a characteristic of connected speech, i.e. spoken language in which all the words join to make a connected stream of sounds. Some other characteristics of connected speech are contractions, e.g. don't, haven't.

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## ҚАРДОШ БЎЛМАГАН ТИЛЛАРДА ИДИОМА ВА ФРАЗЕОЛОГИЯЛАРНИНГ ЛЕКСИК-СЕМАНТИК ХУСУСИЯТЛАРИ

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**Аннотация:** Ушбу мақолада инглиз идиомаларини қардош бўлмаган тилларига ўгиришнинг лисоний хусусиятлари қиёсий-типологик аспектда тадқиқ этилди. Хусусан, идиомаларни хорижий тилларга ўгириш жараёнидаги адекватлик ва эквивалентлик, таржиманинг стилистик, ҳиссий-эмоционал, маданий-этник хусусиятлари ва лексик-семантик воситаларига доир қарашлар баён этилди. Идиоматик ибораларни ўгириш жараёнида таржиманинг лисоний ўзига хослиги, яъни синхрония, чоғиштириш каби хусусиятлар асосланди

**Калит сўзлар:** адекватлик, эквивалентлик, қиёсий-типологик, эмоционал, фразеологик, маданий, коммуникацион, структурал-функционал.

**Аннотация:** В данной статье в сравнительно-типологическом аспекте изучены лингвистические особенности перевода английских идиом на родственные языки. В частности, были описаны взгляды на адекватность и эквивалентность в процессе перевода идиом на иностранные языки, стилистические, эмоционально-эмоциональные, культурно-этнические особенности и лексико-семантические средства перевода. В процессе обращения идиоматических выражений проявляется языковая специфика перевода, т.е. такие особенности, как синхронность, сопоставление и т.п.

**Ключевые слова:** адекватность, эквивалентность, сравнительно-типологическая, эмоциональная, фразеологическая, культурологическая, коммуникативная, структурно-функциональная.

**Annotation:** This article examines the linguistic features of the translation of English idioms into related languages from a comparative typological aspect. In particular, views on adequacy and equivalence in the process of translating idioms into foreign languages, stylistic, emotional, cultural and ethnic features and lexical and semantic means of translation were described. In the process of converting idiomatic expressions, the linguistic specificity of translation is revealed, i.e. features such as synchronicity, matching, etc.

**Key words:** adequacy, equivalence, comparative-typological, emotional, phraseological, cultural, communicative, structural and functional.

Жаҳон лингвистикасида тил воқелигини тизимли ўрганиш унинг ижтимоий аҳамиятини англашда туб бурилиш ясади. Тил социолингвистик ва коммуникатив воқелик сифатида баҳоланди. Бир қатор янги йўналишлар, хусусан тилнинг структурал-функционал қатламларини чуқур ўрганишга оид назарий парадигмалар вужудга келиб, дунё тилларини қиёсий, типологик,

чоғиштирма ўрганиш бошланди. Халқлар ўртасидаги маданий муносабатларда тил ва таржималарнинг коммуникацион роли эътироф этилди. Бинобарин, Ўзбекистоннинг халқаро нуфузини мустақкамлашда «чет тиллар каби талаб юқори бўлган фанларни чуқурлаштирилган тарзда ўрганиш» муҳим аҳамият касб этади. Глобализация шароити мамлакатлар ўртасидаги интеграцион омилларни кучайтирди, шу тариқа цивилизациялар тарихидаги ноёб ёдгорликка айланган адабий ёзма манбаларни хорижий тилларга ўгириш заруратга айланди. XXI асрга келиб, мамлакатлараро маданий алоқаларнинг ривож топиши инглиз тилидан ўзбек тилига бевосита таржима қилиш муаммоларини ўрганишни долзарб вазифага айлантирди. Дунё лингвистикасида тил семантикаси борасида маълум изланишлар амалга оширилган бўлсада, семантик маънони ўзга тилларда бериш, таржиманинг лисоний ўзига хослиги муаммоси ҳозирги вақтга қадар етарли даражада ўрганилган эмас. Жумладан, идиоматик ибораларнинг семантик қурилиши ва имкониятлари, фразеологик бирликлар семантик типологияси, турғун ибораларни таржима қилишда тилнинг эмоционал, экспрессив, эмотив хусусиятлари ва уларни икки тилли луғатларда акс эттириш шулар жумласига киради. Инглиз тилидаги идиоматик иборалар табиатининг мураккаблиги боис, асосан фразеологик бирликларнинг ҳосил бўлиш йўллари ва классификацияси ўрганилгани ҳолда уларни хорижий тилларга ўгиришнинг лингвистик жиҳатлари тўла тадқиқ этилмаган. Мақолада инглиз тилидаги идиоматик ибораларни ўзбек тилига ўгиришнинг айнан лисоний ўзига хослиги кўриб чиқилади. Мустақиллик йилларида жаҳон адабиётининг ёрқин вакиллари асарларини ўрганишга бўлган қизиқиш кескин ортиб борди. Инглиз идиомаларини ўзбек тилига ўгиришнинг асослари, қатор идиомалар таржимаси муаммолари, инглиз тилидан ўзбек тилига таржима қилиш тарихига оид масалалар кўриб чиқилган. Дунё лингвистикасида ўтган асрнинг 40-йилларидан фразеология ривожланиб, турғун ибораларни ўрганишнинг идентификацион, комплекс, структурал-типологик, контекстологик, семантик сатҳ, апликацион, антонимия, синхрон-қиёсий, қиёсий-диахрон, методлари шаклланди. Инглиз идиомаларини француз, испан, немис, итальян, португал, грек, рус тилларига ўгиришнинг лисоний хусусиятлари қиёсий-типологик аспектда тадқиқ этилди. Хусусан, идиомаларни хорижий тилларга ўгириш жараёнидаги адекватлик ва эквивалентлик, таржиманинг стилистик, ҳиссий-эмоционал, маданий-этник хусусиятлари ва лексик-семантик воситаларига доир қарашлар баён этилди. Идиоматик ибораларни ўгириш жараёнида таржиманинг лисоний ўзига хослиги, яъни синхрония (турғун ибораларининг тузилиши қиёси), комплекслик (турғун иборалар умумийлигини белгилаш), чоғиштириш (турғун иборалар функционаллиги қиёси) каби хусусиятлар асосланди. Инглиз идиомаларини

тадқиқ этиш ва уларни хорижий тилларга таржима қилишнинг ўзига хос назарий ҳамда амалий жиҳатлари мавжуд бўлиб, идиома тушунчаси билан боғлиқ равишда қатор муаммолар, хусусан фразеологизм ўзи нима, «идиома» ва «идиоматика», идиоматиклик спецификаси, идиомаларнинг бир сўзга муқобилдорлиги, турғун сўз бирикмалар метафориклиги ва образлилиги, семантик мотивлашмаганлик ва аномалия, идиомада «маънолар кўчиши» ёки «семантик янгиланиш», баъзи идиомаларни ўзга тилларга ўгириб бўлмаслик ёки ўгиришнинг жуда қийин кечиши, идиомалардаги экспрессивлик, сўзларнинг эквивалентлиги каби масалалар илмий ечимини топиш долзарблик касб этади[1.59]. Идиома (idioma) грекча сўз бўлиб, хусусият, ўзига хослик, ўзгаларга ўхшамаслик, бетакрор хислат маъноларини билдиради. Лингвистик жиҳатдан идиома – тил бирлигига тенг бўлган турғун сўзлар мажмуидир. Идиома лингвосоциал тарихий ҳодиса бўлиб, тил эгалари тафаккурида кечган лисоний ва нолисоний жараёнда вужудга келган миллий характердаги образли-экспрессив ифода маҳсулидир. Идиома, фразеологик бирлик сифатида турғун структурага эга, унинг семантик мазмуни ҳам ягона, турғун ва қатъийдир. Идиомалар шаклланиши тилнинг ички тизими унсуридир [1.95]. Масалан, «Between you and me and the bed-post» идиомасининг сўзма-сўз маъноси – «Сиз, мен ва кровать оёғи ўртасида» бўлади. Аслида идиоманинг мазмуни «Гап ўртамизда қолсин. Ҳеч ким билмасин» маъносига тенгдир. Идиомалар маъносидаги ушбу ўзгачалик уларни ташкил қилувчи сўзлар семантикасининг ўзгариши ва янги маъно касб этиши асосига қурилади: Маматов А.Э. Ўзбек тилида фразеологик шаклланиш. Филол.фан. доктор. ... дисс. – Т., 1999. - Б.12-13. Гаманко Р.С. Структурно-семантические и функциональные свойства идиоматичных слов английского языка. Дисс. ... канд. филол. наук. – Самара, 2008. – 157 с. Балли Ш. Французская стилистика. – М., 1961. – С. 98 .

Инглиз тилидаги идиома Сўзлар мажмуаси мазмуни Идиома мазмуни - Not for all the tea in China -Ҳеч бир нарсага, ҳатто Хитойнинг чойига ҳам Ҳеч бир нарсага сотилмайдиган. *Умуман алмаштирилмайдиган.*

- No way, Jose! Йўл йўқ, Хосе! Ҳеч қачон!

- Bob's your uncle Боб, сенинг амакинг. *Ҳаммаси зўр бўлади!*

- Make a bee-line for Асалари йўлини шакллантириш. *Тўғри йўлдан кетиш.*

Олимлар фразеологизмлар лисоний моҳиятини белгилашда хилма-хил фикрлар билдирадилар. Идиома борасида қийинчилик билан фарқланадиган, компонентлари ўзаро турғун бирлашган, мураккаб, кўп аспектли, мунозарали, мақоми етарли белгиланмаган, икки ёки ундан ортиқ лексик негиздан ташкил топган, тузилиши жиҳатидан лингвистик бирикма, ёки гапга тенг, мазмунан сўзга муқобил, тилда тайёр ҳолда яхлит мавжуд бўлган, такрор қўлланувчи, қурилиши жиҳатидан бир маъноли идиоманинг турли шаклларни олиб келиши

мумкинлиги, тузилиши жиҳатидан баъзан ўзгарувчан, сўзга эквивалент, сўзлар мажмуаси, турғун ибора, турғун сўзлардан иборат комплекс, умумлашган маъно англатувчи, турғун лексик-семантик бирлик, кўп компонентли, яхлит семантик хусусиятга эга бўлган коммуникатив бирлик, тил элементларининг комбинацияси, таржима қилиб бўлмайдиган тил ҳодисаси каби таърифлар таклиф этилган (Ш.Балли, В.Виноградов, Н.Шанский, А.Реформатский, А.Кунин, Н.Амосова, Ш.Раҳматуллаев, Б.Йўлдошев, А.Маматов, А.Э.Маматов в.б.). Фразеологизмларни тил бирлиги сифатида илмий таърифлаш учун ҳам турли терминлар қўлланилади, улар: фразеологик ибора, фразеологик бирлик, фразеологик нутқ обороти, турғун ибора, турғун жумла, сўзларнинг турғун мажмуаси, идиоматик мажмуа, фразеологизм, идиома, идиоматизм, фразема кабилар. Фразеологизмларнинг кўпчилигига хос сифатлар бу – сўзлар мажмуаси ва турғунликдир. Инглиз тилидаги фразеологизмларга нисбатан қўлланилган норматив хусусиятлар ичида идиомага қуйидаги сифат кўрсаткичлари тааллуқли деб ҳисоблаймиз: барқарорлик; турғунлик; яхлитлик; образлилик; такрорийлик; лингвистик бирлик; контекстлилик; семантик-лексик бирлик. Идиомани бошқа тилга ўгиришда семантик мотивлашмаганлик аҳамият касб этади: мотивлашмаганлик ва аномалия, яъни семантик нормадан четга чиқиш; маъноларнинг мотивлашмаганлиги, бошқа тилларга таржима қилиб бўлмаслик ёки таржима қилишнинг жуда қийинлиги; идиомаларга экспрессивлик белгиси хослиги; идиомаларга сўзларнинг муқобилдорлиги хослиги. Яъни, «Фразеологизмлар тилнинг алоҳида расмийлашган бирлиги бўлиб, тузилишига кўра, эркин боғланмаган сўз ёки гапга тенг, компонентлари тўлиқ ёки қисман семантик қайта шаклланган, образли турғун сўз бирикмаларини ўз ичига олади». Тадқиқотларда идиоманинг лисоний таърифи айнан таржимашунослик нуқтаи назаридан ишлаб чиқилди. Ўзбекистонда хорижий тиллардан, хусусан инглиз тилидан ўзбек тилига таржима қилиш ўтган асрнинг 30-йилларидан бошланган бўлишига қарамай, бевосита таржима сўнгги ўн йилликда кескин тарзда тараққий эта бошлади. Ўзбек таржима мактабининг ривожланишидаги даврланиши қуйидагича белгиланди: (1) Шарқ мамлакатлари тилларидан қилинган таржималарнинг Ўрта асрлардаёқ кенг ривожланганлиги; (2) Ғарб давлатлари тилларидан қилинган таржималар XIX асрнинг иккинчи ярмидан тараққий эта бошлаганлиги; (3) рус тилидан, ёки рус тили воситасида дунё маданияти дурдоналаридан қилинган таржималарининг XX асрда жуда кенг тарқалганлиги; (4) ҳозирги даврда барча тиллардан бевосита ўзбек тилига таржима қилиш амалиёти жадаллашганлиги. XX асрда Роберт Бернс ва Байрон асарлари, Шекспир сонетлари, Чарльз Диккенс, Жонатан Свифт, Теодор Драйзер, Жон Стейнбек, Эрнест Хэмингуэй ва бошқа адиблар асарлари ўзбекчага ўгирилади. 1980-1990 йилларда инглиз ва америка



адабиётининг ўттизга яқин намоёндалари, ёзувчи, тарихчи, шоирлари асарлари ўзбек тилига таржима қилинади. Сўнги ўн йил давомида Теодор Драйзернинг «Финансист», Фридрих Ницшенинг «Заратуштра сўзлагандек», Жеймс Жойснинг «Рассомнинг ёшликдаги расми» «Улисс», Паоло Коэльонинг «Алкимёгар», Жейн Остиннинг «Ғурур ва сохта фикрлар», Орхан Памукнинг «Истамбул. Хотиралар шахри», Мо Яннинг «Май мамлақати», А.С.Пушкиннинг «Қуръонга тақлид», Н.В.Гоголнинг «Ақлдан озганнинг ёзувлари», Ф.М.Достоевскийнинг «Иблислар» асарлари ўзбек тилига таржима қилинди. Хорижий тиллардан қилинган таржима асарлар ичида Ўзбекистон, унинг тарихи ва маданиятига алоқадор бўлган манбалар катта қизиқиш уйғотмоқда. Масалан, рус тилидан Георг Генделнинг «Амир Темур» асари, Луи Гонзалес де Клавихонинг «Буюк Амир Темур тарихи» китоби таржима қилинди. Ойбекнинг «Навоий» романи инглиз тилида нашр қилинди. А.Қодирий, Чўлпон, Ғ.Ғулом, О.Ёқубов, П.Қодиров, Муҳаммад Али, Ўткир Ҳошимов, Т.Малик, Т.Ҳайит кабиларнинг асарлари ўзбек тилидан инглиз тилига таржима қилинди. Алишер Навоий, Заҳириддин Муҳаммад Бобур шеърлари, Чўлпон, Тоғай Мурод, Эркин Аъзам прозаси француз тилига, Ўткир Ҳошимов асарлари эса турк тилига таржима қилинди. Озарбайжон тилига таржима қилиш бошланди. XX аср ўзбек шеърляти намуналари корейс, инглиз тилларига таржима қилинди. Бинобарин, мустақиллик йилларида ўзбек таржима мактабида туб сифат ўзгаришлари рўй берди. Одатда, бадий таржимага нисбатан ранг-баранг, баъзан эса ўзаро қарамақарши талаблар қўйилади. Уларни америкалик олим Т. Сейвори ўзининг «Таржима санъати» китобида умумлаштирган. Маматов А. Ўзбек тилида фразеологик шаклланиш. Филол.фан. доктор. ... дисс. – Т., 1999. – Б. 18. Savory T.H. The Art of Translation. Published by Johnattan Cape: Better world books (Mishawaka, IN, USA). 1959. – 191 p.; Бархударов Л.С. Язык и перевод. таржима учун муҳим бўлган қарама-қарши ғоялар ва қарашларини тизимлаштирсак, улар қуйидагича тақсимланади: Биринчи фикр Унга қарама-қарши, иккинчи фикр Таржима аслиятнинг сўзларини бера олиши керак. Таржима аслиятнинг маъносини бера олиши керак. Таржима айнан таржима қилинган асар сифатида ўқилиши керак. Таржима мустақил бадий асар сифатида ўқилиши керак. Таржима аслият, яъни асар муаллифи услубиятини бера олиши керак. Таржима аслият, яъни асар муаллифи услубиятини эмас, балки таржимон услубиятини акс эттириши керак. Таржима асар муаллифига замондош бўлган матн (тил) сифатида берилиши керак. Таржима таржимонга замондош матн (тил) сифатида берилиши керак. Таржимон аслият матнига бирор нарса қўшиши ёки айириши мумкин эмас. Таржимон аслият матнига бирор нарса қўшиши ёки айириши мумкин. Шеърлий таржимани прозада ҳам амалга ошириш мумкин. Шеърлий таржимани фақат

шеърий таржимада амалга ошириш лозим каби фикрлар кетма-кетлиги соҳани янада чуқурроқ ўрганишга хизмат қилади.

Хулоса қилиб айтганда идиома ва фразеологик бирликларни қардош бўлмаган тиллар ўртасида таржима қилиш бу аслида катта машақат, санъат кабидир. Хусусан, идиомаларни хорижий тилларга ўгириш жараёнидаги адекватлик ва эквивалентлик, таржиманинг стилистик, ҳиссий-эмоционал, маданий-этник хусусиятлари ва лексик-семантик воситаларига доир қарашлар баён этилди.

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### НАПРАВЛЕНИЯ РАЗВИТИЯ ЯЗЫКОЗНАНИЯ В УЗБЕКИСТАНЕ В НАЧАЛЕ XX ВЕКА

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**Аннотация:** Данная статья посвящена идеям и направлениям джадидов, их поиску совершенной системы образования и алфавит основанной на национальной лингвистике, а также основным разделам теоритической лингвистики.

**Ключевые слова:** язык, лингвистика, образование, реформа, правописание

**Annotation:** This article is devoted to the idea and direction of the djadids, the search for a perfect system of education and the alphabet based on national linguistics, as well as the basic sections of theoretical linguistics

**Key words:** language, linguistics, education, reform, spelling

**Введение.** В мировой лингвистике серьёзное внимание уделяется таким вопросам, как историческое развитие языка, возникновение новых теорий, их развитие и совершенствование под влиянием других языков.

В современном процессе глобальной интеграции важной задачей является глубокое изучение истории языкознания, особенно для того, чтобы осветить его неисследованные аспекты и лежащие в их основе лингвистические и обнаружение, описание и объяснение экстралингвистических закономерностей.

Просвещенные джадиды, как и другие народы, мечтали создать совершенную систему образования, алфавит, отражающий звуки, существующие в национальном языке, литературный язык, сформированный на основе определенных законов и правил, и направляли всю свою деятельность на достижение этой цели. В результате их благородных целей сформировалась и национальная Лингвистика. В этот период, ограничившись созданием первых узбекских учебников для удовлетворения потребностей в обучении родному языку, с 40-х годов узбекский язык стал изучаться с научной точки зрения всесторонне и глубоко", в деятельности джадидов наряду с практической лингвистикой были заложены первые краеугольные камни теоретической лингвистики.<sup>1</sup> [3]. Первые учебники, предназначенные главным образом для выпуска грамотных, давали предварительную научную информацию о теоретической лингвистике, ее разделах, хотя следование турецкой, татарской лингвистике было заметно. Можно наблюдать, что в деятельности джадидов основное внимание уделяется следующим основным разделам теоретической лингвистики:

**Графика.** В результате открытия джадидами школ нового образца, налаживания в них образования, стали очевидны недостатки арабского алфавита, который использовался в качестве основного письма более тысячи лет. Основными препятствиями для образования были такие проблемы, как неполное представление гласных национального языка в арабском языке, не являющемся родственником узбекского языка, выпадение в письме коротких гласных, характерных для арабского языка, избыток иноязычных букв, характерных только для этого языка. Именно поэтому они в первую очередь серьезно отнеслись к реформе письменности. Алфавит был реформирован, в него были введены буквы, представляющие гласные узбекского языка, из алфавита были исключены буквы, характерные для арабского языка. После того, как реформа письменности не дала ожидаемого результата, начинаются

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<sup>1</sup> Нурмонов А. Избранные произведения. Том III. Том III. - Ташкент: Академнашр, 2012. - Б.10.

попытки перехода на латиницу, как и у других тюркских народов. В процессе работы над алфавитными проектами они руководствовались внутренними особенностями узбекского языка, зарубежным опытом в выборе букв (знаков), принципами критического освоения положительных моментов в практике братских тюркских народов, участвовали в дискуссиях на различных собраниях, страницах печати. В результате было разработано проекты, которые отличались друг от друга.

**Орфография.** После реформы письма джадиды сосредоточились на разработке правил правописания, поскольку, как утверждало большинство интеллектуалов, арабское письмо не имело правил. После утверждения реформированного алфавита “чигатой гурунги” во главе с Фитратом разрабатывают краткие, хотя и простые, правила правописания. Правда, это еще не вполне соответствует требованиям орфографических правил, но может быть положительно оценено как первоначальный опыт, первая попытка. В 1926 году будет сформулировано относительно более совершенное правило правописания, но оно также намного проще, в основном с упором на то, что слова в глагольном, именном ряду слов пишутся по принципу толщины-толщины. На конференции в Самарканде в 1929 году были утверждены более совершенные правила правописания, чем предыдущие. Причина, по которой мы говорим идеально, заключается в том, что в этих правилах были учтены особенности узбекского языка.

**Лексикография.** Особое место в деятельности джадидов занимает вопрос о лексике. А.Нурмонов основное внимание в эти периоды уделял толковым и переводным словарям, 40 из которых были опубликованы с разрешения комиссариата просвещения в 1919 году (1337 г. по Хиджре). [3]<sup>2</sup> Составители написали “Чигатой гурунги”. Авраам Тахири. Споры о языке, терминах и орфографии. Вопросы языка, алфавита и письма (арабским шрифтом).

Исследовал словарную деятельность джадидских просветителей. В связи с этим нормаматов высказывает следующие соображения: “на фоне этой деятельности в истории узбекской лексикографии выдвигались новые принципы словообразования, в связи с социально-культурным развитием того времени на арену вышли новые виды словарей, созданные словари не только давали информацию о слове или разъясняли его значения, но и устанавливали литературные нормы того времени., известно, что он направлен на удовлетворение научных потребностей, таких как повышение культуры речи”. В этот период были изданы “узбекский словарь формальных слов” Эльбека,

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<sup>2</sup> Нурмонов А. Рекомендуемые произведения искусства. - Б.406.

“русско-узбекский совершенный словарь” Ашурали Захири, “словарь Ситта Альсина” Исхак-Хана Ибрата (“Шестязычный словарь”), “толковый словарь арабских, персидских слов, использованных в произведениях Ибн Сины” Ибрагима Даврона, “Краткий словарь персидских слов” Гази Юнуса. Русско-узбекский политико-правовой словарь” были созданы словари типа. Таким образом, джадиды заложил краеугольный камень джадидской интеллигенции и в современную узбекскую лексикографию. Созданные ими словари явились необходимостью общественной жизни этого периода. Переводные, учебные словари, созданные джадидскими интеллектуалами – лингвистами, писателями, поэтами, учеными, педагогами, являются примерами ранней лингвистической лексики”.

1. Арабская письменность была основной письменностью тюркских народов более тысячи лет, используется как письменность и оставалась неизменной на протяжении веков. Просветители джадидов по появлению школ нового типа, в процессе обучения в ней происходит

недостатки письма стали очевидны. В результате реформа письма начал свои действия.

2. Джадиды основаны на внутреннем потенциале национального языка через реформу письма пытались создать фонетику. Гласные узбекского языка в арабском алфавите из-за отсутствия репрезентативных букв для них были назначены дополнительные буквы. Типичный для арабского языка из алфавита были исключены инопланетные буквы. Все это является частью национальной лингвистики это были первые шаги к его созданию.

3. Джадиды считают, что закон сингармонизма, существующий в других тюркских языках, что в узбекском тоже есть, что гласные имеют толстый и тонкий вариант в установлении их величины, допуская неопределенность в их количественном определении.

**Заключение.** Просветители джадиды, с их научной деятельностью основали грамматику узбекского языка. Особенно внесли достойный вклад в развитие лингвистики, графики, фонетики, фонологии, лексикографии, морфологии, синтаксиса и формирование разделов пунктуации. Очень много применялось джадидами и тот факт, что лингвистические термины используются до сих пор, является свидетельством нашего мнения.

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## **СОЦИАЛЬНЫЕ И НАУЧНЫЕ ОСНОВЫ ПЕРЕХОДА НА УЗБЕКСКИЙ АЛФАВИТ НА ОСНОВЕ ЛАТИНИЦЫ**

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**Аннотация:** Данная статья посвящена этапам перехода арабского алфавита на латинскую графику и проблемам, возникшим во время формирования письменности основанная на латинском шрифте.

**Ключевые слова:** алфавит, дискуссия, письмо, грамотность, шрифт

**Annotation:** This article is devoted to the stages of the transition of the Arabic alphabet to the Latin script and the problems that arose during this transition.

**Key words:** alphabet, discussion, writing, literacy, font

После того, как встал вопрос о переходе с арабского алфавита на латиницу интеллектуалы, ученые тюркских народов разделились на два течения: арабов и латинян. Сравнение двух записей между сторонниками обоих потоков показывает, что дискуссии в прессе, на различных собраниях о достоинствах, недостатках начинается с того, что сторонники обоих течений подтверждают правильность своего мнения и пытаются его доказать. Такие дискуссии происходят между Г.Бройдо, Н.Туракуловым и З.Навширавоновым. Г. Бройдо акцентирует внимание на негативных последствиях письменного обмена, на какие факторы следует обратить внимание, чтобы его предотвратить.

Он считает, что трудность арабского письма в обеспечении грамотности связана с его обучение методами. Если учитель выберет хороший метод, качество обучения возможно будет хорошим. Как у арабского письма есть свои преимущества и недостатки, так и у латинского письма есть плюсы и минусы.

Он говорит, что не все так, как должно быть в самом Азербайджане, где родилась и внедрена идея внедрения латинского шрифта, и чтобы можно было говорить о ее конкретной реализации в жизни, необходимо провести объединительную работу лабораторным путем в Туркестане, Азербайджане и других странах, посредством научных исследований и конференций.

С большинством мнений ученого можно согласиться, не принимая во внимание его идеологические взгляды. Особенно при переходе на незнакомую письменность важно учитывать общественно-историческое положение каждого народа, соотношение социальных сил в нем, необходимость проведения научных исследований и организации научных конференций.

В процессе перехода на новый алфавит, ориентируясь на молодое поколение, педагоги полагают, что параллельное использование двух алфавитов до определенного периода обеспечит безболезненный переход на новую письменность в будущем. По его мнению, попытки адаптировать арабский алфавит к пишущей машинке и книгопечатанию не могут быть полным решением проблемы.

З.Навшравонов в своих выводах из 10 пунктов перечисляет недостатки арабской графики и преимущества латиницы.<sup>3</sup>

Его мнение о том, что арабский алфавит не соответствует значению и особенностям используемого языка, а потому не может быть международным алфавитом отдельно от арабского языка, является обоснованным, поскольку арабская письменность не может полностью раскрыть грамматические законы тюркских языков. особенно узбекского языка, и проблемы с выражением системы гласных упоминались многими лингвистами. Однако мнение об ограниченности использования арабской письменности в стенографии, полиграфии и медицине является спорным, поскольку мы являемся свидетелями того, что арабские страны не отстают от других письменностей в указанных областях.

Бройдо заявляет, что он не является категорическим противником латинского алфавита, что этого быть не может, и в то же время выражает свое отношение к мнениям, высказанным по поводу обоих произведений.<sup>4</sup>

В частности, говоря об арабском письме, количество символов в арабском алфавите является латинским не больше, не меньше, чем в алфавите, что именно система точек уменьшает их, отсутствие отдельных знаков для надписи и издания, отсутствие прописных и прописных букв, что делает принципы арабского письма намного выше, благодаря арабскому алфавиту из него

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<sup>3</sup> З.Навшраванов. Почему мы стремимся перейти к латинскому алфавиту. / В борьбе за новый тюркский алфавит. Сборник статей. – Москва, 1926. – С.47-50.

<sup>4</sup> Г.Бройдо. Моим оппонентам. В борьбе за новый тюркский алфавит (сборник статей). – Москва, 1926. – С.51.

утверждение о том, что сокращение невозможно для народов-пользователей, Совершенно неверно что стенография не имеет ничего общего с алфавитом, что стенография – является системой записи звуковых сочетаний языка, а не звуков, тем самым говорит, что он отличается от алфавита. Высказывая свое мнение по вопросу перехода на латиницу проходит. Этот вопрос рассматривается с точки зрения абсолютных недостатков или преимуществ того или иного алфавита.

Фитрат также говорит, что существующая письменность нерегулярна, а орфография испорчена, и говорит, что если другие народы производят грамотность за полмесяца, то мы создадим ее за полтора года.<sup>5</sup>

Следует отметить, что, как и другим народам, в Узбекистане было очень трудно отказаться от арабской графики и перейти на латиницу, поскольку огромной силой были религиозные учёные и муллы, ревностно защищавшие арабскую графику. Поэтому была создана правительственная комиссия по переходу на латиницу — Комитет нового узбекского алфавита, в которую вошли известные интеллектуалы. Председателем комитета назначен Ю.Охунбобоев, заместителем - Р.Иномов. На различных собраниях и в печати ведутся дебаты между сторонниками двух сочинений.

Классовое положение данной нации и ее международное положение говорит, что нужно решить с точки зрения. Как мы видим, у тюркских народов. Сравнение двух записей между собой больше в обосновании превосходства латинского письма уделено внимание политическим, идеологическим аспектам, научным аспектам проблемы менее затронутый. Только новое от "чигатайского гурунги" во главе с Фитратом затронуты научные аспекты перехода к письменности (о чем было сказано выше).

Процесс латинизации осуществляется в форме упорядочения сверху вниз увеличено. В частности, узбекским Центральным комитетом нового алфавита все округа филиалы, централизованные учебные курсы комиссариата просвещения включают содержание было отправлено письмо с заданием: “как долго мы хотим изменить старый арабский алфавит?” несмотря на то, что они имеют большой вес для образования, они не могут обеспечить грамотность детей из-за их огромного веса для образования. В выпуске отмечено, что наши учителя остаются очень тяжелыми, трудными. Готово Латинская основа, принятая всеми тюркскими народами вместо старого арабского алфавита новый алфавит в Узбекистане также адаптирован к особенностям узбекского диалекта прошло много времени с тех пор, как это было принято. Это узбекский новый

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<sup>5</sup> Imla haqida birinchi kengash o'ltirishi. // Qizil bayraq, 1921-yil 1-yanvar. – № 10 (arab yozuvida). / Жамолхонов Х., Умаров А. Ko'rsatilgan asar. – B.55.



алфавит рабочий в Узбекистане, он становится все более распространенным и привлекающим внимание среди своей тети и трудолюбивой интеллигенции.

Поэтому в данное в учреждениях образования, культуры полностью возникает вопрос о переносе нового алфавита. Если некоторые товарищи до этого времени если вы не учились хорошо, то выучите хорошо в течение трех недель (срок) алиби, с этого дня они должны переместить свои классы в новый алфавит, чтобы выполнить эту задачу об успехах и недостатках нового алфавита Центральному комитету и читает лекции в комиссариате просвещения.

**Заключение.** В разработке проектов узбекско-латинского алфавита принимали участие представители всех слоев интеллигенции. При переходе на новый алфавит основное внимание уделяется молодому поколению и учителям.

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## KONTRASTIVE PHRASEOLOGIE

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**Anmerkung:** Das Hauptaugenmerk liegt auf den Kriterien zur Auswahl von Redewendungen, den Methoden der Datenerhebung und -analyse sowie dem Vergleich des HSG-Wörterbuchs mit anderen Redewendungen. Die Ergebnisse der Analyse ermöglichten es, Alleinstellungsmerkmale der HSG-Methodik zu identifizieren und Empfehlungen für verbesserte Ansätze bei der Erstellung idiomatischer Wörterbücher zu geben. Abschließend werden die Grenzen der aktuellen Studie und die Aussichten für zukünftige Forschung in diesem Bereich diskutiert.

**Stichworte:** kulturelle Unterschiede, zweisprachige Wörterbücher,

Idiomatisches Wörterbuch, Methodik, HSG, Kriterien für die Auswahl von Redewendungen, Korpusanalyse.

**Annotatsiya:** Asosiy e'tibor idiomalarni tanlash mezonlariga, ma'lumotlarni yig'ish va tahlil qilish usullariga, shuningdek, HSG lug'atini boshqa idiomatik lug'atlar bilan taqqoslashga qaratilgan. Tahlil natijalari HSG metodologiyasining o'ziga xos xususiyatlarini aniqlash va idiomatik lug'atlarni tuzishga yondashuvlarni takomillashtirish bo'yicha tavsiyalar berish imkonini berdi. Xulosa hozirgi tadqiqotning cheklovlari va ushbu sohadagi keyingi tadqiqotlar istiqbollarini muhokama qiladi.

**Kalit so'zlar:** madaniy farqlar, ikki bis lug'atlar idiomatik lug'at, methodologie, HSG, idiom tanlash mezonlari, korpus tahlili.

Die kontrastive Phraseologie befasst sich mit dem Vergleich zweier oder mehrerer Sprachen. Studien, die drei oder mehr Sprachen abdecken, sind selten. Zu den Sprachen, die in den letzten zehn Jahren am häufigsten dem Deutschen gegenübergestellt wurden, gehören Russisch, Polnisch, Französisch, Ungarisch und Finnisch (Palm 1995, 113-114). Schwedisch wiederum wird auch oft mit Deutsch verglichen (Skoldberg 2004, 9).

Fleischer (1982, 30) betont, dass das Hauptziel der kontrastiven Phraseologie die vergleichende Analyse der Phraseologiesysteme zweier oder mehrerer Sprachen ist, um Ähnlichkeiten und Unterschiede zu identifizieren. Diese Ergebnisse können in der Praxis in Übersetzung, Lehre und Lexikographie angewendet werden. Foldes (1996) stellt fest, dass vergleichende Sprachanalysen in verschiedenen Dimensionen durchgeführt werden können: interlingual und intralingual. Der interlinguale Vergleich konzentriert sich auf Gemeinsamkeiten, Ähnlichkeiten und Unterschiede zwischen Sprachen. Der intralinguale Vergleich beeinflusst die Multivarianz innerhalb einer Sprache, beispielsweise Deutsch. Dies kann einen Vergleich der Phraseologie von Dialekten, regionalen Varianten und der Standardsprache umfassen. Ein Beispiel wäre der Vergleich der Ausdrucksmerkmale verschiedener Varianten des Deutschen, wie etwa „drehe jeden Pfennig/jeden Schilling zweimal um“, oder der Vergleich der Ausdrucksweise der deutschen Diaspora, etwa Ungarisch-Deutsch, mit der Ausdrucksweise des Standarddeutschen (Foldes 1996), 17-19; Korhonen Wotjak 2001, 227).

Dieser Artikel konzentriert sich auf die sprachübergreifende Dimension durch einen Vergleich von Schwedisch und Deutsch.

Seit den späten 1960er Jahren wird auf dem Gebiet der Phraseologie aktiv vergleichende Forschung betrieben (Hessky 1987, 43). In den 1960er und 1970er Jahren wurde Deutsch am häufigsten mit Russisch, Polnisch, Tschechisch, Ukrainisch, Französisch und Englisch verglichen. In den frühen 1980er Jahren erlebte die kontrastive Phraseologie einen Aufschwung, der bis heute anhält. In ihrer Arbeit aus dem Jahr 2001 führten Korhonen und Wotjak weitere Sprachen auf, die seit den 1980er Jahren mit dem Deutschen verglichen wurden. Darunter sind die germanischen Sprachen: Niederländisch, Schwedisch, Dänisch und Isländisch; Romanische Sprachen: Spanisch und Portugiesisch; Slowenische Sprachen: Kroatisch, Slowakisch und Bulgarisch; und Finnisch aus der finno-ugrischen Gruppe (Korhonen und Wotjak, 2001, S. 228-230).

Trotz vieler Studien gibt es nur wenige widersprüchliche Werke, die Schwedisch und Deutsch vergleichen. In den 1990er Jahren beschäftigten sich Forscher wie Kron (1994) und Lund (1992, 1993) mit dieser Frage, die deutsche und schwedische Somatismen analysierten. Skog-Sodersved (1992) untersuchte die Häufigkeit von Redewendungen in redaktionellen Artikeln deutscher und schwedischer Tageszeitungen.

Der nächste Abschnitt befasst sich mit den Schlüsselbegriffen der Phraseologie: Phraseologie, Phraseologieeinheiten und Redewendungen. Der Schwerpunkt liegt auf den Hauptmerkmalen von Phraseologieeinheiten: Polylexikalität, Persistenz, Idiomatizität und Motivation. Bei der Betrachtung von Resilienz werden drei Aspekte berücksichtigt: psycholinguistische, strukturelle und pragmatische Merkmale.

Gemäß der Definition von Palm (1995, 1) wird Phraseologie als die Wissenschaft oder Forschungsdisziplin betrachtet, die sich mit der Untersuchung von Wortkombinationen innerhalb eines Sprachsystems befasst. Diese Phrasen in einem Satz können als Untersuchungsgegenstand dienen.

**Der Begriff „Phraseologie“ hat eine doppelte Bedeutung:**

1. Linguistische Unterdisziplin, die Phraseologieeinheiten untersucht (das Studium von Phraseologieeinheiten).
2. Die Gesamtheit aller Phraseologieeinheiten einer bestimmten Sprache, wenn man beispielsweise von der Phraseologie der deutschen Sprache spricht (Burger 2003, 11; Fleischer 1982, 9).

Phraseologismen weisen bestimmte Merkmale auf:

1. Eine Ausdruckseinheit besteht aus mindestens zwei Wörtern.
2. Wörter innerhalb einer Ausdruckseinheit bilden eine bestimmte stabile Kombination, die nicht immer leicht zu verstehen ist, wenn man nur die Bedeutung jedes Wortes einzeln betrachtet.

*Die lexikalischen Komponenten einer Ausdruckseinheit werden oft als „Komponenten einer Ausdruckseinheit“ bezeichnet.* (Burger 2003,11).

Burger et al. (1982) definieren Phraseologieeinheiten wie folgt: Es handelt sich um Phrasen, die aus zwei oder mehr Wörtern bestehen, die:

- können nicht vollständig durch ihre syntaktischen und semantischen Eigenschaften erklärt werden.
- Sie werden in der Sprachgemeinschaft genauso verwendet wie gewöhnliche Wörter.

Zwischen diesen beiden Merkmalen besteht eine einseitige Beziehung: Wenn das erste zutrifft, dann gilt auch das zweite, aber nicht umgekehrt (Burger et al. 1982,1).

Definition von Ausdruckseinheiten nach Burger et al. (1982) scheint strenger zu sein:

1. **Opazität von Syntax und Semantik:** Eine Phrase kann nicht vollständig durch ihre syntaktischen und semantischen Eigenschaften erklärt werden.
2. **Nachhaltige Nutzung:** Wird in der Sprachgemeinschaft ähnlich wie das Wort verwendet.

Gleichzeitig haben Burger et al. (1982) argumentieren, dass, wenn eine Phrase mit dem ersten Merkmal übereinstimmt, sie automatisch mit dem zweiten übereinstimmt, aber nicht umgekehrt.

Vergleich der Definitionen

Es ist erwähnenswert, dass die Definitionen von Burger (2003) und Burger et al. (1982) sind unterschiedlich: Die Definition von Burger et al. ist strenger.

Definition von Burger et al. entspricht dem, was Burger (2003) Phraseologie im engeren Sinne nennt.

Beispiele für Phraseologieeinheiten nach Burger (2003)

1. **Guten Appetit!** - Höfliche Form, ein gemeinsames Essen zu beginnen; Formel für Verlangen beim Anblick von Essen.
2. **Verschiebe nicht auf morgen, was du heute besorgen kannst-** Verschieben Sie nicht auf morgen, was Sie heute tun können.
3. **an jmdm einen Narren gefressen haben-** Jemanden sehr lieben oder sich von jemandem mitreißen lassen.
4. **hin und sie-** Hin und her; ständiger Richtungswechsel.
5. **sich die Zähne putzen-** Zähne putzen.
6. **das Rote Kreuz-** Rotes Kreuz.

Phraseologismen sind ein besonderes sprachliches Objekt, das eine Reihe charakteristischer Eigenschaften aufweist. Die Hauptkriterien, die eine Ausdruckseinheit bestimmen, sind:

1. **Polylexikalität:** Phraseologismen bestehen aus mehr als einem Wort.
2. **Härte:** Sie werden in der Sprachgemeinschaft ähnlich wie ein einzelnes Wort verwendet.

Beispiele und Analyse

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## ЎЗБЕК ТИЛИНИНГ ТАРИХДАН БОШҚА ТИЛЛАР БИЛАН АЛОҚАСИ

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**Аннотация:** Ушбу мақолада биз ўзбек тилининг қадимдан бошқа қардош бўлган ва қардош бўлмаган тиллар билан уйғунлашиб борганлигини кузатамиз. Қадимда Ўрта Осиёда яшаган халқлар ва уларнинг маданияти билан биргаликда, уларнинг тилларида ҳам ўхшашлик ҳолатлари тез-тез учраб турган. Шу боис халқлар ўртасида алоқа воситаси бўлган тил доим ривожланиб баъзан айрим сўзлар эскириб, мулоқатдан чиқиб бораверади. Буни биз ушбу мақолада келтирилган мисоллар орқали кузатишимиз мумкин.

**Калит сўзлар:** алоқа воситаси, қардош бўлмаган, маданияти, уруғ ва қабилалар, милоддан аввалги, топонимикаси, шевалар.

**Аннотация:** В данной статье мы наблюдаем, что узбекский язык с древних времен гармонирует с другими родственными и неродственными языками. В древности народы, проживавшие в Средней Азии, и их культура часто имели сходство в языках. Поэтому язык, являющийся средством общения между народами, постоянно развивается, а иногда некоторые слова устаревают и выходят из общения. Мы можем наблюдать это на примерах, представленных в этой статье.

**Ключевые слова:** средства общения, неродственный, культура, роды и племена, до нашей эры, топонимика, диалекты.

**Annotation:** In this article we observe that the Uzbek language has been in harmony with other related and unrelated languages since ancient times. In ancient times, the peoples living in Central Asia and their culture often had similarities in languages. Therefore, language, which is a means of communication between peoples, is constantly evolving, and sometimes some words become outdated and go out of communication. We can see this in the examples presented in this article.

**Key words:** means of communication, unrelated, culture, clans and tribes, BC, toponymy, dialects.

**Кириш.** Ҳозирги ўзбек тили тарихан мураккаб ривожланиш ва шаклланиш босқичларини бошидан кечирган. Ўзбек тили уруғ ва қабила тиллари, халқ тили, миллий тил ва бир қатор қардош тиллар, шунингдек чет тиллар билан алоқада бўлиб келган. Туркий уруғ ва қабилалар тили жуда қадимий даврларда Ўрта Осиёда азалдан яшаб келган «эроний тиллар» билан алоқада бўлган. Ўрта Осиёда, жумладан ҳозирги Ўзбекистон территориясида яшовчи халқ эроний тиллар группасига кирувчи маҳаллий тил лаҳжаларида гаплашган. Бу эроний уруғ-қабилалар, халқлар — сўғдлар, саклар, массагетлар, бактрияликлар, папфияилап, париканийлар, хоразмийлар ва бошқаларнинг тили

бўлган. Шунингдек қадимий Бактрия подшолигида грек тилидан, шунингдек грек ва эроний тиллар қоришмасидан иборат бўлган тилдан ҳам фойдаланилган. Ҳозирги Ўрта Осиё ва Ўзбекистон территориясида туркий тилда гаплашувчи аҳоли ҳам қадимдан яшаган. Чунончи, туркий тиллар оиласига кирувчи тилда гаплашган хунларнинг милоддан аввалги II асрлардаёқ ҳозирги Ўрта Осиё территориясида яшагани маълум. Милоддан аввалги II—I асрларга келиб, Еттисув ва Сирдарё бўйларида хунлар кўпайган ва улар маҳаллийлашган эроний аҳоли скиф — массагетларга қўшилиб кетган. Мана шу даврларда туркий уруғ ва қабилалар билан эроний этник группалар ва уларнинг тиллари ўртасида алоқа ва қўшилиб кетиш ҳоллари юз берган. Ҳозирги туркий тиллар ва ўзбек тилида учровчи сўғд элементлари қадимий даврларда юз берган тиллар контакти натижасидир [1,69]. Чунончи, ўзбек тилидаги хом, кўп, калта, ғитта сўзлари сўғдчадир. Қадимий сўғд элементлари Ўзбекистон топонимикасида ҳам қисман сақланиб қолган: Кат, Новқат, Ватанзи, Варданзи, Истамзи, Жакардиз, Малакдиза, Шакардизм, Арвак, Карвак, Пишканак, Рафонак, Хивак, Испанза, Самарқанд, Лангар\Лангор ва бошқалар. Топонимик тадқиқотлар таркибида кент, -он\ён, -канд\қанд, -кан\қан, -кат-қат, -канда-ғанда, -диз-диза, -жон (канал, сув, маъносида), -ак-ик, лангар, -вар\вор, -за\зи, митан, арна элементлари бор топонимлар аслида сўғдча эканини кўрсатган. Ўрта Осиё, жумладан ҳозирги Ўзбекистон территориясида эроний тил характерига эга бўлган қадимий хоразм тили ҳам мавжуд эди. Бу тил билан ўша давр маҳаллий туркий тиллар орасида маълум алоқа бўлган. Тарихий манбалардан VII—VIII асрларда ва ундан олдин хоразм ёзуви кенг тарқалганлигини кўрсатувчи далиллар мавжуд. Бу ёзув Тупроқ қалъадаги архив ҳужжатларида қайд қилинган. Бу ёзув текстлари тери, ёғоч, тангалар, муҳрларга ва металларга битилган. XIII—XIV асрларда Хоразм аҳолиси. икки тилда — туркий тилда ва қадимий хоразм тилида гаплашгани маълум. Қадимги хоразм тили XIV асрларга келиб ўзбек тилига сингиб кетди. Натижада қадимги хоразм тилига оид баъзи сўзлар ҳозирги ўзбек тилида сақланиб қолган: хўп (хўб), боғ, почча (пиччоми-дадам), осмон (Туркий уруғ-қабилла тилларининг, кейинчалик ўзбек халқи тилининг эроний тиллар билан алоқаси уч даврий хусусият билан характерланади: 1. Туркий уруғ, қабилла тилларининг қадимий эроний қабилла ва уруғ тиллари билан алоқаси ва қўшилиши (қадимий даврларда). 2. Ўзбек тилининг форс-тожик адабий тили (IX—X, XI—XV асрлар) билан алоқаси. 3. Ўзбек тилининг маҳаллий тожик шевалари ва тожик халқ тили билан алоқаси (қадимдан то ҳозиргача) [5,65-787]. Қадимий эроний тиллар, тожик халқ тили, тожик адабий тили ва тожик халқ шевалари билан ўзбек тилининг тарихий алоқалари ўзбек тилига эроний ва тожик тилидан кўпгина сўзларнинг кириб келишига асос бўлди. Ўзбек тили

қадимий туркий қабила ва уруғ тиллари даврида олтой-мўғул тиллари билан ҳам алоқада бўлган. Ўзбек тилининг мўғул тили билан алоқаси қадимий даврларда, қадимий олтой тиллари билан муносабатларда ва XIII асрда мўғулларнинг Ўрта Осиёни истило қилиши даврларида юз берди. Ҳозирги ўзбек тили лексикасида учровчи бир қатор асли мўғулча сўзлар ёки турк ва мўғул тиллари учун умумий бўлган лексик қатлам шу адоқалар натижасидир. А. Навоий ёзган адабий тилда, умумтуркий ва маҳаллий шева элементларидан ташқари, қадимий уйғур, туркман, озарбайжон, араб, форс-тожик сўзлари учрайди. Чунончи қадимий уйғур тили элементларидан амуғ (барча, ҳамма), ариғ (то- за, соф), осиг (фойда, наф), ўгон (худо), укуш (кўп), уксук (камлик, озлик), қаю (қайси), битик (хат, ёзув) сўзларини кўрсатиш мумкин. А. Навоий тилида туркий лексиканинг ўғуз гуруҳи, яъни ғарбий тил элементлари ҳам учрайди. Эски ўзбек тили лексикаси қуйидаги ўғузча элементлар «оқими» («огузская струя») уч хил мураккаб манба натижасидир: 1) эски ўзбек тили лексик системасига сингиб кетган, унга диалектал компонент бўлиб кирган ўғуз диалект ва шеваларининг маҳсули; 2) ўша даврдаги маҳаллий ўғуз шеваларининг адабий тилга таъсири; 3) ўзбек тилига ўша давр туркман ва классик озарбайжон тилининг таъсири [5,78]. Шундай қилиб, ўзбек тили ўтмишда, қардош уйғур, озарбайжон, туркман тиллари билан алоқада бўлган ва улардан таъсирланган. Ўзбек тили ўтмишда бир қатор қардош бўлмаган, бошқа тизимдаги тиллар билан ҳам алоқада бўлган. Бундай тиллар форс-тожик ва араб тилларидир. Шунингдек ўзбек тили ўз ри- вожининг миллий тил ва рус тили билан алоқада ва ҳамкорликда бўлди ва бу ҳол давом этмоқда. Ўзбек тилининг чет тиллар билан алоқаси турли даража ва сифатий кўринишларга эга. Ўзбек тили контактда бўлган баъзи тиллар ўзбек тили лексикасида унчалик сезиларли из қолдирмади. Жумладан, хитой, ҳинд, қадимги грек тилларидан ўзбек тилига санокли сўзларгина кирган. Масалан: ҳинд тилидан бут, кўтвол, лак-лок (ранг), нил, нилуфал-нилупол (нилуфар), барақман, барча, биби, пайса, чандан-чандол (сандал), товус, чақмоқ чит (мато) ва бошқа хитой тилидан: чой, лағмон, шийпон, жамбул қабила кириб келган.

Ўзбек тили ўзаро контактда бўлган ва таъсирланган форс-тожик тили, араб тили, рус тили унинг луғат таркибида сезиларли из қолдирди. Бунинг ўзига хос сабаблари бор. Бундай сабабларнинг муҳимларидан бири ўзбек тилининг форс-тожик, араб ва рус тиллари билан алоқасида ўзбек тилининг эгаси бўлган халқда икки тиллиликнинг юзага келганлигидир. Тилларнинг ўзаро алоқаси ва ҳамкорлиги кўп ҳолда бу тиллар орасида сўз алмашишга, бир тилдан иккинчи тилга сўз олишга боис бўлади. Бир тилдан иккинчи тилга сўз ўтиши учун шароит лозим. Бу шароит икки тилнинг шунчаки алоқаси, ёнма-ён яшаши, территориал яқинлашиши эмас, балки ўзаро таъсири, ҳамкорлиги, бу асосда



юзага келувчи икки тиллилик ҳодисасидир. Сўз ўзлашиши учун қабул қилувчи тил эгалари ёки уларнинг маълум қисми қабул қилинувчи элемент мансуб тилни маълум даражада билиши лозим. Ўзбек тили тарихда туркий тиллар оиласига мансуб қардош тиллар билан, чунончи, қозоқ, қирғиз, уйғур, қорақалпоқ, туркман, озарбайжон тиллари билан алоқада бўлган. Бундай муносабат ўзоқ ўтмишдан тортиқ ҳозирга қадар ҳам шаклланиб келмоқда. Мана шундай алоқа туфайли Ўзбекистоннинг кўпгина районларида ўзбек ва қирғиз тилида, ўзбек ва қозоқ тилида, туркман ва ўзбек тилида, татар ва ўзбек тилида, қорақалпоқ ва ўзбек тилида параллел гаплаша олувчи икки тилли аҳоли мавжуд. Бундай диглоссия, яъни генетик жиҳатдан алоқадор бўлган икки қардош тилда гаплашиш Ўзбекистонда яшовчи аҳоли орасида қадимдан мавжуддир. Ўзбекистон территориясида яшовчи халқлар, жумладан ўзбеклар орасида билингвизм ҳодисаси ҳам қадимдан мавжуддир. Ўз она тилидан ташқари, ўз тили учун қардош бўлмаган бошқа бир чет тилда ҳам гаплашиш ўзбеклар орасида анчадан бери мавжуд. Икки тил — ўзбек ва тожик тилларида гаплаша олувчи аҳоли Моварауннаҳр (Амударё ва Сирдарё ўрталарида) VI асрда ва ундан илгари ҳам истиқомат қилган. VI аср ва ундан кейинги даврларда туркий ва тожик тилларда параллел гаплаша олувчи аҳоли Шош вилояти (қадимги Бинкент — ҳозирги Тошкент атрофлари)да кўп учрар эди. Ўзбек-тожик икки тиллилиги ўзбек аҳолиси орасида ҳозирда ҳам мавжуд. Самарқанд, Бухоро шаҳри, Самарқанд ва Бухоро вилоятларининг, шунингдек Фарғона водийсининг баъзи районлари аҳолиси ҳозирда ҳам ўзбек ва тожик тилларида бемалол гаплаша олади. Навоий даврида ўзбек-тожик икки тиллилиги кенг тарқалган ҳодиса эди. Бу даврда икки тилда ижод қилган сермахзул шоирлар анчагина бўлган. Адабий ижод соҳасидаги икки тиллилик анъаналари Навоийдан кейинги шоирлар Махмур, Гулханий, Фазлий, Нодиралар ижодида ҳам давом этди. Ўрта Осиёда араблар ҳукмронлиги даврида ўзбек-араб тиллари алоқаси юзага келди. Бу даврда араб тили давлат ва дин тили, фан ва расмий ёзишмалар тили сифатида кенг тарқалди. Ўзбек тилига араб тилидан сўз олиш, асосан, ўзбек-араб билингвизми даврида (VII—IX асрлар) кучли бўлди. Кейинги даврларда ўзбек тилига янги сўзлар сезиларли даражада қабул қилинмади, балки ўзбек тилига кирган кўпгина арабча элементлардан бир қисмининг эскириши ва ўзбек тилидан чиқиш жараёни юз берди. Алишер Навоий тилида ишлатилган кўпгина араб сўзлари XIX аср ўзбек тилида, шунингдек ҳозирги ўзбек адабий тилида учрамайди. Араб тилининг ўзидан бевосита сўз олиш XI асрлардаёқ деярли тўхтаган эди. Аммо турли даврларда арабча ёзма манбаларда, шунингдек эски ўзбек тили ёзма ёдгорликларида сақланган арабча сўз гуруҳлари у ёки бу даврларда активлашиб турди. Масалан, XX аср бошларида ва 20-йиллар ўзбек тилида илмий

терминлар сифатида активлашган арабча сўзлар ана шу кейинги манбалардан олинган эди.

Хулоса қилиб айтганда тил чегара билмас уммонга ўхшайди. Унидан фойдаланувчилар барча замонларда унинг кўламини кенгайтириб боришган. Ҳалқлар ўртасидаги алоқа воситаси бўлган тил доим ривожланиб баъзан айрим сўзлар эскириб, мулоқатдан чиқиб бораверади. Буни биз ушбу мақолада келтирилган мисоллар орқали кузатишимиз мумкин.

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## APPLIKATIV MODEL LINGVISTIK TAHLIL USULI SIFATIDA

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**Аннотация.** Mazkur maqolada tilshunoslikda modellashtirish, xususan applikativ model, uning o'ziga xos xususiyatlari haqida so'z yuritilgan. Shuningdek, ishda applikativ modelning transformatsiya va derivatsiya jarayonlari bilan bog'liqlik hamda farqli jihatlari tahlil qilingan. Shu bilan birga, maqolada yasama so'zlarning applikativ usul bilan hosil bo'lishi, leksik derivatsiyada operand, operator hamda applikator atamallari misollar asosida tavsiflangan.

**Калит so'zlar.** Applikatsiya, applikator, relyator, operand, operator, genotip, fenotip.

**Аннотация.** В данной статье мы поговорим о моделировании в лингвистике, в частности о аппликативной модели, ее специфических особенностях. В исследовании также анализировалась взаимосвязь и различные аспекты аппликативной модели с процессами трансформации и деривации. В то же время в статье на основе примеров рассматривается образование производных слов аппликативным методом, операнд, оператор и аппликаторные термины в лексической деривации.

**Ключевые слова:** Апликация, аппликатор, релятор, операнд, оператор, генотип, фенотип.

**Annotation.** In this article, we will talk about modeling in linguistics, in particular about the applicative model, its specific features. The study also analyzed the relationship and various aspects of the applicative model with the processes of transformation and derivation. At the same time, the article considers the formation of derived words by the applicative method, operand, operator and applicator terms in lexical derivation on the basis of examples.

**Keywords:** Application, applicator, relator, operand, operator, genotype, phenotype.

Modellashtirish, ko'pgina tilshunoslarning fikricha, lingvistik matn tadqiqotining eng samarali usullaridan biridir. "Ob'yektni bilish - deb yozadi I.B. Novik, - uni modellashtirish demakdir". Keng, umumiy kognitiv ma'noda modellashtirish "bilish jarayonining ma'lum bir umuminsoniy jihatini"<sup>6</sup> ifodalaydi. Shunga ko'ra, hozirda tilshunoslikda transformasion model, bevosita ishtirokchilar modeli, shuningdek, distributiv modelga tayanib amalga oshirilgan ishlar talaygina. Shu bilan birga, transformasion model singari yaratuvchanlik hamda sinergetik kuchga ega bo'lgan applikativ model doirasida olib borilgan ishlar tilshunos olimlarimiz tomonidan kun tartibiga endigina qo'yilmoqda.

Aplikativ model bir qator psixolingvistik xususiyatlarga ham ega. Ayrim olimlarning fikricha, applikativ model zanjirsimon bog'lanishga tayanadi. Ammo, bizningcha, shunday bo'lsa-da, applikativ ham bog'lanib keluvchi zanjirlar bilan, ham kompleks birliklar bilan ish ko'radi. Bunda zanjirlarning tuzilishi fenotip (tashqi ko'rinish), majmualarning strukturasi esa - genotip (birliklarning qurilishi, konstruksiyasi)ni hosil qiladi. Bunday qarashlar S.K.Shaumyan va P.A.Sobolevalar applikativ yaratuvchi modelda berilgan material tahlilida uchraydi<sup>7</sup>.

Bu singari fikrlarni A.A.Leontevda ham uchratamiz. Olim ikki turdagi ob'yektlarni - lingvistik (genotipik) va nutqiy (fenotipik) yaratuvchanlikni qayd etadi<sup>8</sup>. Shulardan birinchisi kompleks deb ataladi. "Kompleks - bu tartibga solingan elementlarning to'plamidir"<sup>9</sup>.

Aplikativ modelning asosiy vazifasi to'g'ri komplekslarni va komplekslarning to'g'ri transformatsiyasini yaratishdir. Ushbu model doirasidagi o'zgarishlar Chomskiydagidek belgilanmaydi<sup>10</sup>, balki hisoblab chiqiladi. Hisob ikki bosqichda olingan jumlar to'plamlariga asoslanadi: birinchisi, sinflar to'plamini olish va ikkinchisi, ushbu to'plamga ma'lum cheklovlar qoidalarini qo'llash.

Shuni ham aytish kerakki, universal xarakterli genotipik tilning abstrakt materialiga tatbiq etilgan applikativ model biror bir konkret tilni nazarda tutmaydi, balki barcha tillar uchun umumiydir. Mazkur qoidalarni konkret til materialida qo'llash lozim bo'lganda, yarim abstrakt holatdagi alohida genotiplarga murojaat

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<sup>6</sup>. Qarang: Новик И.Б. О моделировании сложных систем. – М., 1965. – С.300.

<sup>7</sup>. Qarang: Шаумян С.К., Соболева П.А. Аппликативная порождающая модель и исчисление трансформаций в русском языке. – М., 1963, – С. 35.

<sup>8</sup>. Qarang: Леонтьев А.А. Психолингвистические единицы и порождение речевого высказывания / А.А. Леонтьев. - Изд. 3-е. - М., 2005. С.116.

<sup>9</sup>. Qarang: Шаумян С.К. Структурная лингвистика / С.К. Шаумян - М. 1965. С.184.

<sup>10</sup> Qarang: Chomsky N. Language and mind / N. Chomsky. – Enlarged ed-n. – N.Y. etc.: Harcourt Brace Jovanovich, 1972. – XII. - 194 p.

etishga to'g'ri keladi. Masalan, o'zbek tili genotipi, rus tili genotipi, ingliz tili genotipi va h.k<sup>11</sup>.

Applikativ modelning muayyan tillar materialida qo'llaninishi har bir tilning ichki qonun - qoidalariga, ularda qo'llanuvchi applikatorlar xarakteriga bog'liq bo'ladi. Jumladan, agglyutinativ tillarda affikslar, ko'makchi va bog'lovchilar muhim ahamiyat kasb etsa, analitik tillarda fe'l shakllari, bog'lovchi, predlog, yordamchi fe'llar kabi morfologik vositalar katta mavqega ega bo'ladi.

Ta'kidlash joizki, qurilmalar ikki xil yo'l bilan hosil bo'ladi: 1. qurilmalarning applikatsiyasi; 2. qurilmalarning transformatsiyasi.

Applikativ model to'rtta o'zaro bog'langan modellarni (generatorlarni) o'z ichiga oladi:

- 1) mavhum generator;
- 2) so'z generatori;
- 3) jumla generatori;
- 4) transformasion generator;

Applikativ modelning yaratuvchanlik (porojdayushaya) kuchi sodda ob'yektlardan murakkab ob'yektlarning shakllanishida namoyon bo'ladi. Aynan ana shu narsa uni mustaqil lingvistik nazariya tarzida belgilashga imkon yaratadi. Mazkur modelning tavsifi uchun P.A.Sobolevaning so'z yasalişini modellashtirishga bag'ishlangan ilmiy ishi ham muhim ahamiyat kasb etadi. Muallif mazkur ishida applikativ model mohiyatini imkon qadar sodda tilda izohlab berishga harakat qilgan.

Shuni ta'kidlash lozimki, applikativ model qo'llanilgan har qanday ob'yekt derivatsiya mahsulini taqozo etadi. Jumladan, so'z yasalişini ham ana shunday xususiyat kasb etadi: *ishchi, qalamdon, bog'bon va h.k.*

Keltirilgan misollarni biz derivasion nuqtai nazardan tahlil qiladigan bo'lsak, *ish* – operand, *-chi* – operator, hosil bo'lgan struktura esa (*ishchi*) derivat sanaladi.

Bunda shunisi xarakterliki, o'zak dastlabki operand (derivatsiya xom-ashyosi), relyatorlar esa (affikslar) operator vazifasini bajaradi. Ayni paytda derivatsiyani voqelantiruvchi birdan - bir vosita applikatsiya sanaladi. Applikatsiya deganda, bu o'rinda relyatorlarning asosga bog'lanishi tushuniladi.

Lingvistik jihatdan applikativ generativ model transformasion va BI modellardan ayrim jihatlarga ko'ra farq qiladi. Unda ikki xil operatsiyalardan foydalaniladi-applikatsiya va transformatsiya. Applikatsiya obektlarni shakllantirish uchun, transformatsiya esa ularning invariant o'zgarishi uchun uchun yagona qoidadir. Quyida aplikativ apparatni batafsil ko'rib chiqaylik. Ushbu modelda ishlatiladigan belgilar alifbosi ideal asoslarning to'rtta sinfining ramzlaridan iborat:

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<sup>11</sup>. Qarang: Шаумян С.К., Соболева П.А. Кўрсатилган асар, 10-11бетлар.

	N	V	A	D
N	O	-	-	O
V	VN	O	O	-
A	AN	O	O	-
D	O	DV	DA	O

N - (uy, baliq, oyna kabi tub otlarning tayanch sinfi sifatida talqin etilgan),

V- (bormoq, o'tirmoq kabi fe'llarning asos sinfi sifatida talqin qilingan),

A- (oq, katta kabi sifatlarning tayanch sinfi sifatida talqin etilgan) va

B- D - (ortda, oldinda kabi ravishlarning tayanch sinfi sifatida talqin etilgan).

Buni misollarda quyidagicha ko'rsatish mumkin:

1) *tinch*  $R_3V$  – fe'l sifatning pozitsiyasida ( $R_3O$  – tub sifatni taqozo etadi);

2) *gulli*  $R_3N$  – ot sifatning pozitsiyasida;

3) *oshpaz*  $R_2N$  – otning pozitsiyasida ( $R_2O$  – tub otni taqozo etadi).

Kompozision yo'l bilan yasalgan so'zlarda bu quyidagicha ifodalanadi:

1) *muzyorar*  $R_3NV$  – ot va fe'l sifat pozitsiyasida;

2) *oybolta*  $R_2NN$  - ot va ot otning pozitsiyasida;

3) *ko'ksulton*  $R_2AN$  sifat va ot otning pozitsiyasida.

Ko'rinadiki ayni paytda applikativ modelda ikki operatsiya faollik ko'rsatadi: applikatsiya va derivatsiya. So'z yasalishi hodisasi ham derivasion jarayon doirasida vujudga keladi va shu bois applikativ model qo'llanilishini leksik derivatsiya nazariyasining ham asosiy usullaridan biri sifatida o'rganamiz.

Shu o'rinda ta'kidlash joizki, leksik derivatsiyasda affikslarning mavqei katta ekanligi izoh talab qilmaydi, zero, affikslar so'z o'zagi yoki negiziga qo'shib kelib, uni ikkinchi so'z bilan bog'laydi va natijada derivasion jarayon kelib chiqadi. Biroq, shuni ham aytish kerakki, har qanday affiks ham bunday xususiyatga ega bo'la olmaydi. Ayrim affikslar har doim ham applikator vazifasini bajaravermaydi. Bu haqda mulohaza yuritganida *to'satdan* so'ziga murojaat qilsak, so'zning *to'sat-* qismi ham, *-dan* affiks qismi ham ayni paytda hech qanday ma'no anglatayotgani yo'q. Shu bois mazkur so'zni faqat yaxlit holda olganimizdagina holat ravishi ma'nosini his etishimiz mumkin. Ana shundan kelib chiqib, bu o'rinda *-dan* affiksini applikator tarzida izohlay olmaymiz. Chunki *-dan* affiksi o'zi tirkalib kelayotgan so'zni keyingi so'z bilan bog'lash uchun xizmat qila olmaydi. Applikator maqomida keluvchi affikslar esa bu jihatdan ancha faol hisoblanadi. Fikrimiz dalilini quyidagi misollarda ko'ramiz: *to'satdan* (applikator nolga teng); *smerunum* (ser- applikator).

Applikativ modelning mantiqiy tuzilishining o'ziga xosligi shundaki, unda yaratuvchanlik jarayoni ikki xil darajada — konstruksiyalar darajasi va kuzatish darajasida yuzaga kelishida namoyon bo'ladi.

Yaratuvchanlik jarayoni ideal ob'yektlarni (so'z va jumalarning konstruktiv analoglarini) ajratishdan boshlanadi. Ular yaratuvchanlik jarayonining ikkinchi bosqichida muayyan interpretasion qoidalar yordamida tom ma'noda muayyan tilning so'zlari va jumalariga aylanadi. Xom ashyosi ideal ob'yektlar bo'lgan yaratuvchanlik mexanizmi interpretatsiya qoidalariga bo'ysunmagan holda ishlaydi. Ideal ob'yektlar o'zida muayyan tilning rod, son, kelishik, egalik, shaxs-son, zamon va boshqa grammatik kategoriyalarini aks ettirmaydi. Bu va shunga o'xshash kategoriyalar faqat modelni interpretatsiya qilish jarayonida paydo bo'ladi. Shuning uchun, ideal jumalarni shakllantirish uchun ideal so'zlar va qoidalar bilan mexanizmning o'zi yoki u tomonidan yaratilgan ideal ob'yektlar to'plami ideal til sifatida qaralishi mumkin, bu, xususan, tipologik taqqoslashlar uchun vositachi til sifatida ishlatilishi mumkin.

Yuqoridagilardan kelib chiqib shuni aytish mumkinki, derivatsiya hodisasi voqelanishining asosiy mexanizmlaridan ikkinchisini transformasion model tashkil etadi. Biroq applikativ va transformasion modellar o'rtasida jiddiy farq mavjud bo'lishiga qaramay, ular muayyan nutq muhitida o'zaro kesishishlari ham mumkin. Bunday vaziyatda applikativ model o'zining yuqori cho'qqisiga ko'tarilgan bo'ladi. Shu bilan birga, applikativ modelning transformatsion model bilan kesishuvi jarayonida hali izohtalab, tadqiqatalab masalalar mavjudligi ko'zga tashlanadi. Ayniqsa, applikativ modelning sinergetik kuchini ilmiy o'rganish masalasi, nazarimizda, g'oyat muhim ahamiyat kasb etadi.

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## ҚАЛБ КОНЦЕПТИНИНГ ЎЗБЕК ТИЛИДАГИ СЕМАНТИК ТОМОНЛАРИ

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**Аннотация:** Мақолада инсон туйғуларидан бири бўлган қалб концептнинг ўзбек тилидага этимологик ва семантик томонлари мавжуд адабиётлар орқали таҳлил қилинган. Шунингдек, мақолада қалб концептнинг метофорик ва физиологик томонлари тўғрисида ҳам қисман фикрлар баён этилган.

**Калит сўзлар:** туйғу, этимологик, семантик, нафис, психик, ментал, кўнгил, дил, илиқ, эмоционал.

**Аннотация:** В статье анализируются этимологические и семантические аспекты понятия сердце, которое является одной из эмоций человека, в узбекском языке на основе доступной литературы. Также в статье высказаны некоторые мысли о метафорическом и физиологическом аспектах понятия души.

**Ключевые слова:** чувство, этимологическое, смысловое, нарядное, психическое, душевное, сердечное, теплое, эмоциональное.

**Annotation:** The article analyzes the etymological and semantic aspects of the concept of heart, which is one of the human emotions, in the Uzbek language based on available literature. The article also expresses some thoughts about the metaphorical and physiological aspects of the concept of soul.

**Key words:** feeling, etymological, semantic, elegant, mental, spiritual, heartfelt, warm, emotional.

**Кириш.** Маълумки, инсон ҳис-туйғулари ичида қалб концепти энг олий, азиз ва нафис ички кечинмалардан бири ҳисобланади. Ушбу туйғунинг қанчалик эътиборили эканлиги тўғрисида нафақат ўзбек бадий, шеърый қолаверса диний манбаларда ҳам етарлича маълумотлар берилган. Биз мазкур мақоламизда ушбу тушунчанинг семантик томонларини бироз бўлсада очиб беришга ҳаракат қиламиз. Шу билан биргаликда асосий мавзунинг бир қисми бўлган концепт тўғрисида ҳам қуйидаги фикрларимизни баён қилишни мақул топдик. Хусусан, таниқли олима Е.С.Кубрякованинг “Когнитив терминларнинг қисқача луғати”да концепт атамасига қуйидагича таъриф берилади. “Концепт – инсоннинг билим тажрибаси, хотиранинг амалий мазмунли бирлиги, ментал лексикон, концептуал тизим ва тил, инсон психикасида акс этган оламнинг барча тасвирини бизнинг онгимизга сингган ва информацион тузилишлардаги ментал бирликлар ёки психик ресурсларни тушунтириш учун хизмат қилади” [2,8]. Концепт – ментал тузилма бўлиб, у турли таркибдаги ва кўринишдаги билимлар кванти ёки умумлашмасидир.

Шунингдек концепт тушунчаси тўғрисида “Oxford” изоҳли луғатида қуйидагича маълумотлар берилди. Чунончи, “Concept” атамасидаги маъно XVI асрнинг ўрталарида латин тилидаги *Conceired, Concipere* – *англамоқ, тушунмоқ* деган сўзнинг семантикасини ифодаловчи тушунча сифатида кириб келди [4,16]. Инглизча изоҳли луғатлардан яна бири “Webster”да “концепт” тушунчасига қуйидагича таъриф берилган. “Concept” - (*Conceire*) гоё ёки тушунча, асосан бирор бир нарса ёки бир гуруҳга кирувчи объектларнинг умумий тушунчасидир [3,288]. Умуман концепт тўғрисида қатор хориж ва ўзбек олимлари кенг фикрларини бериб ўтишган. Ушбу муаммо бўйича фикрларни Ў.Қ.Юсупов, Д.У.Ашурова, А. Абдуазизов, Ш.Сафаров, Н.М.Джусупов, А.Э.Маматов каби бир қатор ўзбек олимларининг ишларида ҳам кузатишимиз мумкин. Концепт тўғридан-тўғри тилдаги инсон омилига боғлиқ муносабатда бўлади. У инсон дунёқарашининг интеллектуал, эмоционал, баҳоловчи ва образли маҳсулидир. Концептнинг мазмуни бир умумий маъно билан бирлашган лексик birlikлар орқали ифода қилинади ва улар лексик-семантик майдонни ташкил этади. Тадқиқотчининг фикрича, “Семантик майдон” термини биринчи марта Г.Ипсен томонидан қўлланилган ва ҳозирги тилшуносликда лексик-семантик birlikлар йиғиндисини ифодалашда “майдон”, “гуруҳ”, “парадигма” каби терминлар билан бирга концепт “маданий концепт” атамалари кенг тилга олинади. Бунда майдон тушунчасида моҳияти бўйича бир-бири билан бевосита семантик жиҳатдан боғлиқ бўлган маълум бир тилдаги сўзлар майдони назарда тутилган [3,13-17]. Энди мавзунинг асосий қисми тўғрисида ҳам бироз фикрларни баён этамиз.

Қалб концептининг асл луғавий маъноси ўзбек тилида икки хил маънода қўлланилади: *юрак* шакли асосан организм; *қалб* эса кўчма маънода, шу каби *кўнгил, дил* каби маъноларни ҳам англатади. Ўзбек тилида ҳам кишининг ички физиологик органларидан бири сифатида *юрак* сўзи қўлланилади.

Қалб (*юрак*) лексемасининг кўчма маънодаги вербаллашуви ўзига хос хусусиятларга эга.

1. Эмоционал марказ, яъни, ҳис-туйғуларини бошдан кечириш жойи, жумладан, муҳаббатнинг илиқ ҳис-туйғулар жойлашган ўрни шаклида бўлади;

2. Инсонга хос бўлган мойиллик, жиҳатдаги характер каби асосий хусусиятлар;

3. Ҳамдардлик билдириш, қайғуга шерик бўлиш каби туйғулар;

4. Матонат, жасурликка хос туйғулар;

5. Ҳаётий муҳим ёки ундан ҳам қимматлироқ туйғуларга эга бўлиш кабилар. Кўриниб турибдики, қалб (*юрак*) концептининг инсонга хос туйғу – ҳиссиёт концептуал белгилари кўп бўлиб, шундан тўрттаси кенг қўлланилади:



1. Юракнинг физиологик орган сифатида тушунилиши (кўкрак қафаси соҳасидаги ички физиологик орган);
2. Инсон туйғулари ва эмоциясининг жамланиши;
3. Инсон туйғусининг бу соҳадаги муҳим марказий қисми;
4. Юракнинг символик (рамзий) тасвири.

Луғатлар маълумотлари бўйича концептуал белгиларнинг аниқланиши, юрак лексемаларининг семантикаси ўзбек тилида рус тилидаги *сердце* сўзига қараганда кенгроқ таснифланган. *Юрак* лексемалари семантикасида қуйидаги тасаввурлар умумий ҳисобланади: юрак – қонни ҳайдайдиган ва ҳис-туйғуларни туғдирувчи органи сифатида тасаввур қилиниши.

Таъкидлаш керакки, ўзбек тилида қалб ва юрак бир хил маъно англатса-да, барибир бу икки шакл маъносида фарқ бор. Умуман олганда, қалб инсоннинг ички ҳаёти ва эмоция-туйғуларга жавоб беради. Юрак асосан физиологик орган сифатда қўлланилса-да, унда ҳам баъзан кўчма маънода эмоция-туйғулар англашилади.

Мисолларни талқин қилишда юрак сўзи концептлашувининг икки асосий йўлини ажратиб кўрсатиш имконини беради: анатомик ва физиологик, яъни юракнинг орган ёки соматик сифатидаги хусусиятларга эгаллиги маълум бўлади.

Юрак ҳақидаги анатомик талқинларга кўра унинг қуйидаги маъно-хусусиятлари маълум бўлади:

1. Географик марказ, мамлакатнинг (шаҳар)нинг марказий қисмини англатади. *Юрак* сўзи инсон танасидаги марказ органлардан бири ҳисобланади. Шу жиҳатдан юракни мамлакатнинг маркази, яъни, географик марказни, марказий қисмини ифодалаш ўзбек тилига хос хусусиятдир.

2. Юракни эмоционал ҳаёт маркази сифатида тасвирлаш бошқа тиллар каби ўзбек тилига хос хусусиятдир.

Юракни қалбга ўхшатадилар, яъни, бу икки лексема синоним тарзида инсон туйғулари ва ички кечинмаларини ифодалашда қўлланилади: Ким учундир юраги ачийди; кўчма маъно эса *юрак оғрийди – қалб қийноқлари* маъноси англашилади. Шунини таъкидлаш муҳимки, қалб концепт сифатида инсон тилида қўлланилгани ҳолда хилма-хил психик жараёнларга жавоб беради. Бунда *юрак* моддий субстанция сифатида, *қалб* учун ва у билан боғлиқ бўлган ҳодисалар учун ҳам “платформа” деб тушунилади: *юрак қаттиқ уряпти, юрак қонга тўлаяпти, юрак қувнаяпти, юракка, қалбга оғриқ, юракда тош бордек туюлади* кабилар.

Бундай тушунчаларда инсоннинг юрак соҳасини синондан ўтказадиган, қалб қийноқлари, кечинмалари билан синайдиган физик (жисмоний) бўлмаган туйғулар ҳақида сўз боради. Кимнингдир *юраги уриб турибди* дейилганда, *юрак уряпти, пульс бераяпти* маъносини беради. Афтидан, бундай хулосалар

пульсни ўлчаш асосида чиқарилади. Шафқатсиз одам ҳақида гапирганда, у юраксиз сўзи ишлатилади, бунда унинг юраги жисмоний орган сифатида йўқлигини билдирмайди; балки қалбдаги оғриқлар ҳақида гапирилиб, раҳм-шафқатсиз маъносида лексемаси қўлланади.

3. Бирликнинг муҳим функционал қисми ҳам англашилади. Бирор бир мавжудликнинг маркази, муҳим қисми ҳақидаги тасаввур қилинганда юрак компонентли ибораларда унинг анатомик ва физиологик орган сифатида ўзига хосликлари билан ифодаланади: *юрак жуда чуқурда жойлашган, ҳаёт учун жуда муҳим, у уриб турибди ва пульс бераяпти* каби.

Физик дискрет жонсиз предметда ҳам юрак бўлиши мумкин, масалан, двигатель машинанинг юраги ҳисобланади. Масалан, *Машинанинг юраги (двигатели) бир текисда ишляпти*. Юрак-марказ метафораси функционал аспектда юракнинг физиологик тушунишга асосланади. Юрак қонни ҳайдовчи двигател механизмига ўхшатилади ва бунда юрак маъноси қўчма ҳолда метафора сифатида қўлланилади.

4. Юрак физик (жисмоний) предмет сифатида. Ўзбек тилларида юрак етарли даражада аниқлик билан физик хусусиятлари инсоннинг шахсий сифатлари ва эмоционал ҳолатига мос келадиган предмет сифатида таърифланган.

а). Юрак куйидаги терминларда ифодаланади: Масса – енгил бўлиш хусусияти, кўкрак (юрак)дан отилиб чиққудек, учишга ҳаракат қилиш ёки оғир бўлиш хусусияти – тошюрак бўлиш, юракда тош бордек, енгил юрак билан, тоза қалб билан, эркинлик ва бурчни бажарганлик ҳисси билан маъноларини билдиради.

б). Юракни тошга ўхшатиш, кўпинча инсоннинг салбий хусусиятларига нисбатан қиёс қилинади: тош қаттиқ ва совуқ бўлади. *Тош юрак, қаттиқ юрак, мустаҳкам юрак* маъносида баъзан яхши одамга нисбатан ҳам қўлланилади [1,374].

Хуллас, ўзбек тилида қалб-юрак лексемаларининг концептуал ва семантик таҳлили жараёнида тасдиқландики, қалб-юрак сўзлари ўзига хос этимологияга эга, аммо уларнинг семантикаси кўп жиҳатдан ўхшашдир. Шундай қилиб, ўзбек тилларида *қалб-юрак* лексемалари метафорик маъноларга эга.

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## **STUDYING ENGLISH AS A FOREIGN LANGUAGE IN COMPARISON WITH THE MOTHER TONGUE**

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**Annotation.** The article discusses the importance of learning foreign languages in comparison with mother tongue and improving the language learning process. It is also highlighted the further improvement of learning English grammar and language skills.

**Key words.** reinforcement tasks, faced challenges, ways of assessment, increasing, growing tendency, fluent, developments and issues, reading comprehension exercises, better integrate vocabulary learning, comprehensive approach.

**Аннотация.** В статье рассматривается важность изучения иностранных языков по сравнению с родным языком и совершенствование процесса изучения языка. Также подчеркивается дальнейшее совершенствование изучения английской грамматики и языковых навыков.

**Ключевые слова.** задачи подкрепления, стоящие перед нами проблемы, способы оценки, увеличение, тенденция роста, свободное владение языком, упражнения на понимание прочитанного, лучшая интеграция изучения словарного запаса, комплексный подход.

Students are encouraged to work on the grammar topics of the diagnostic exercise by taking an assessed test in the second half of semester. We suggest that they make a revision plan, which they show to their language tutor. They work on these topics autonomously with the help of their grammar book and its accompanying workbook (Hawkins *et al.*, 1997) as well as online exercises on WebCT. The latter may need to be reinforced to enable those who, despite their good A Level results, are now coming to university with very little knowledge of grammar and limited grammatical terminology.

In the first year we also have a weekly lecture on key grammatical topics. These

lectures comprise a series of explanations given by the tutor which alternate with exercises that the students complete and that are corrected immediately. Students can ask questions, although some cohorts avail themselves of this opportunity more than others. The language of delivery of the lecture has gone full circle, from predominantly English to almost all French and back again, both as a result of student feedback and tutor experience. Reinforcement tasks are provided for students in their study pack to complete in their own time. Fair copies are available on WebCT.

Speaking and listening. Our old language course did not include any language laboratory component, but one oral and one written exercise linked to the lectures on Modern France which were given in French. When the language module was first revised, we introduced five laboratory sessions initially as part of the Modern France module. We subsequently felt that students needed more hours in the language laboratory and that these should form part of the language module – their number was increased up to their current frequency. These sessions take place in new digital laboratories and are used to foster both accurate pronunciation and good comprehension skills. In addition, through their study pack and WebCT, students are provided with exercises to complete autonomously (comprehension, pronunciation, vocabulary tasks). This year, for the first time, students were required to buy a vocabulary book (Lamy, 1998). At the end of each exercise it is suggested that students learn the vocabulary in the sections corresponding to the exercise.

WebCT is largely used to support guided autonomous work. However, we also use it as part of our assessed coursework. Students are required to complete a number of gap-filling exercises on verb forms in a variety of tenses and other key grammatical topics. We believe that such topics require regular practice and that WebCT is particularly appropriate for this type of practice. However, we also know that few students would do them regularly were it not for the fact that they contribute to the module mark.

Challenges faced. Several of the new challenges facing us seem to stem from the way assessments are undertaken in schools. Students now expect us more and more to coach them for their exams. Increasingly, they think classes should prepare them directly for particular assessments and they have a growing tendency to view as irrelevant exercises that do not seem to do this. Although they all say they want to become fluent in French, they would like us to provide them with a very clearly defined list of words to learn for each exam. In addition, students now think they should be allowed to retake particular assignments to improve on their grades, not realising that at university one can only retake (in the resit period) a module that has been failed overall, not individual components.

Another challenge is students' diminishing ability to read in French, which colleagues now notice in non-language modules, as growing numbers of students struggle to keep up with the reading they are given. There is undoubtedly a shift in culture as we move increasingly into an audiovisual world. However, reading remains a necessary skill, not only from a cultural or literary angle, but also because when students read more, they learn more vocabulary, become more aware of grammatical structures and avoid confusing basic words.

These developments and issues mean we need to review our course again, to incorporate reading comprehension exercises and better integrate vocabulary learning within the whole module, finding ways to foster more independent learning and make students realise that learning a language is about having a comprehensive approach, not one limited to passing a few tests.

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### UNLOCKING THE POWER OF LANGUAGE: EXPLORING ITS INFLUENCE, EVOLUTION, AND IMPACT ON SOCIETY

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**Annotatsiya:** Ushbu maqola tilning dinamik sohasini o'rganadi, uning chuqur ta'sirini, evolyutsion sayohatini va jamiyatga keng qamrovli ta'sirini ochib beradi. Keng qamrovli tadqiqot orqali u tilning inson munosabatlarini qanday shakllantirishini, o'ziga xoslikni yaratishini va turli madaniyatlar va kontekstlarda muloqotni osonlashtirishini o'rganadi. Maqola tilning eng qadimgi kelib chiqishidan to hozirgi kungacha namoyon bo'lish evolyutsiyasini o'rganib, til taraqqiyoti va jamiyat taraqqiyoti o'rtasidagi murakkab o'zaro bog'liqlikni yoritib beradi.

**Аннотация:** Эта статья исследует динамичную сферу языка, раскрывая его глубокое влияние, эволюционный путь и далеко идущее воздействие на общество. Благодаря обширному исследованию он изучает, как язык формирует человеческие отношения, создает идентичность и облегчает

коммуникацию между культурами и контекстами. В статье рассматривается эволюция языка от самых ранних истоков до наших дней, подчеркивается сложная взаимосвязь между развитием языка и развитием общества.

**Abstract:** This article explores the dynamic realm of language, revealing its profound influence, evolutionary journey, and far-reaching impact on society. Through extensive research, he explores how language shapes human relationships, creates identity, and facilitates communication across cultures and contexts. The article explores the evolution of language from its earliest origins to the present day, highlighting the complex interrelationship between language development and societal development.

**Kalit so'zlar:** aloqa, dunyoqarash, sharhlash, akademiya, dinamika, diskriminatsiya, madaniyatlar, vokalizatsiya.

**Ключевые слова:** коммуникация, мировоззрение, интерпретация, академия, динамика, дискриминация, культуры, вокализации.

As the world becomes increasingly interconnected, languages are crossing geographical and cultural boundaries at an unprecedented rate. Globalization has facilitated the spread of dominant languages like English, which has become the lingua franca of international business, diplomacy, and academia. However, this linguistic hegemony has also raised concerns about linguistic diversity and the preservation of minority languages and indigenous cultures. Efforts to promote multilingualism and preserve endangered languages are underway around the world, driven by recognition of the cultural richness and knowledge embedded in linguistic diversity. Organizations and initiatives advocating for language revitalization and preservation play a vital role in safeguarding linguistic heritage and promoting cultural exchange in an increasingly globalized world. Language is a multifaceted phenomenon with profound implications for individuals, societies, and the world at large. From its evolutionary origins to its role in shaping thought, perception, and social change, language permeates every aspect of human existence. As we continue to unlock the power of language, we must recognize its potential to unite or divide, to empower or oppress. By fostering linguistic diversity, promoting inclusive communication, and harnessing the transformative power of words, we can build a more equitable, interconnected, and harmonious society for future generations. Language is a cornerstone of human civilization, serving as a tool for communication, expression, and cultural transmission. This essay delves into the profound influence, evolutionary dynamics, and far-reaching impact of language on society. From its origins in prehistoric times to its contemporary manifestations in the digital age, language continues to shape our thoughts, behaviors, and interactions in profound ways. The evolution of language traces back to the earliest hominid species, with evidence suggesting that Homo sapiens developed complex linguistic abilities

around 50,000 to 100,000 years ago. This section explores the cognitive, social, and biological factors that contributed to the emergence of language, highlighting the role of communication in human survival, cooperation, and cultural development. It examines theories of language origins, including the gestural hypothesis and the vocalization theory, shedding light on the gradual transition from primitive communication systems to fully developed languages. Language plays a pivotal role in shaping individual and collective identities, as well as in defining cultural, ethnic, and national boundaries. This section delves into the complex interplay between language and identity formation, exploring how language varieties, dialects, and accents reflect social hierarchies, power dynamics, and historical legacies. It examines the role of language policy, linguistic imperialism, and language revitalization efforts in shaping linguistic landscapes and preserving linguistic diversity. Language is a potent instrument of power, influence, and social control, wielded by governments, institutions, and dominant social groups. This section analyzes the dynamics of language power, exploring how linguistic ideologies, linguistic discrimination, and language hegemony shape access to resources, opportunities, and social mobility.

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### **INGLIZ VA O‘ZBEK TILLARIDA ASPEKTUALLIK DOIRASIDAGI YONDASHUVLAR**

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**Annotatsiya:** Ushbu maqolada aspektuallikni aniqlashda va uning xususiyatlarini shakllantirishda zamonga aloqador bo‘lgan fe‘l ma’nosini shu kabi komponentlarni o‘z ichiga olishi tahlil qilingan. Hozirgi zamon tilshunoslikda fe‘lga xos bo‘lgan zamon va aspekt kategoriyalari ba’zi aspekt tushunchalari misollar yordamida yoritib berilgan.

**Kalit so‘zlar:** aspekt, temporallik, aspektuallik, aspektual ma’no, kuzatuv nuqta, perfektiv, imperativ, perfektiv, imperfektiv

**Annotation:** In this article analyzes the inclusion of such components in the meaning of tense-related verbs in determining aspectuality and forming its characteristics. In modern linguistics, the categories of tense and aspect characteristic of verbs are explained with the help of examples of some aspect concepts.

**Key Words:** aspect, temporality, aspectuality, aspectual meaning, observation point, perfective, imperative, perfective, imperfective.

**Аннотация:** В данной статье анализируется включение таких компонентов в значение грамматических глаголов при определении аспектуальности и формировании ее характеристик. В современном языкознании категории времени и вида, характерные для глаголов, объясняются с помощью примеров некоторых видовых понятий.

**Ключевые слова:** аспект, временность, аспектуальность, видовое значение, точка наблюдения, совершенный, императивный, совершенный, несовершенный.

Tilshunoslikda aspekt keng ma'noda bir qator tillarda fe'lga xos xususiyatlarning grammatik shaklga yoki leksik vositalar orqali o'sha grammatik mazmuni belgilaydigan semantik ifodalarni tavsiflaydigan atama sifatida qaraladi. Soddaroq qilib aytadigan bulsak aspektni aniqlashda va uning xususiyatlarini shakllantirishda zamonga aloqador bo'lgan fe'l ma'nosini ikki qarama-qarshi guruhga ajratish mumkin. Fe'lga xos bo'lgan zamon va aspekt kategoriyalari ba'zi tillarda bir-biriga bog'liq hodisa sifatida qaralsa, boshqa tillarda bir birini to'ldiruvchi kategoriya sifatida qaraladi.

Zamon, ko'plab tillarda fe'lning asosiy grammatik kategoriyalaridan biri bo'lib voqea-hodisani vaqt kechimini anglatadi. B. Komrining ta'kidlashicha zamon vaqt kechimida aniq yo'nalish yoki nuqtaga ega bo'lgan va grammatik ko'rsatkichlardan iborat ega kategoriya hisoblanadi. Shunga o'xshash fikrni K.Smit ishlarida ham uchratish mumkin (B.Comrie 1985:9), (C.Smith 1991:136). Takidlash joizki ko'pgina tillarda hozirgi o'tgan va kelasi zamonlar tan olinadi. Lekin hamma tillarda ham ushbu uch zamoni ajrata oladigan yoki umuman olganda, hamma zamoni farqlovchi grammatik vositalar mavjud emas. Shuning uchun ham mazkur tillardagi fe'l sistemasini qiyosiy o'rganishda zamon va aspekt tahlili uzviylikda amalga oshiriladi. Bundan tashqari, zamon yoki aspekt tahlili temporal hodisalar doirasida ko'rib chiqiladi. Aslini olganda, har bir kategoriyani belgilovchi ham grammatik ham leksik vositalar umumlashtirilgan holda amalga oshirilishi maqsadga muvofiq bo'ladi. Bevosita aspektga tegishli bo'lgan ta'riflarga e'tibor qaratadigan bo'lsak, bu sohaga tegishli ta'rif va tavsiyalarda ham turlicha yondashuvlarni o'rganishimiz mumkin. Jumladan, B. Komri (1976:3) aspektni "vaziyatni ichki vaqtinchalik ko'rishning turli usullari" deb ta'riflaydi.



Ko'plab Yevropa tillarida aspekt ma'nosini qiyosiy o'rgangan O.Dahl qo'yidagi fikrni bildirdi. Aspekt bilan bog'liq tahlillarni temporallikdan ajratib bo'lmaydi: ikkala hodisa ma'lum voqega tegishli voqea-hodisalarni ifodalovchi lisoniy sathlar sanaladi. Ammo ular orasidagi farq grammatik jihatdan butunlay boshqacha. Aspekt vaqt bilan bog'liq ammo u zamondan farq qiladi. Muallif fikricha, zamon kategoriyasi diektik kategoriya bo'lib, ular voqea-hodisalarni nutq momentiga bog'laydi. Aspekt diektik bo'lmagan kategoriyalar sirasiga kiradi (O.Dahl, 1985). Zeno Vendler aspekt va zamoni farqlashning qo'yidagi usullarini taklif qiladi: Aspekt vaziyatini, vaqtini hech nimaga bog'lash bilan bog'liq bo'lmagan hodisa yoki bir vaziyatning harakat tanlovi bilan bog'liq. Vaziyatda ichki vaqt (aspect) va tashqi vaqt (zamon) orasidagi farqni aytish mumkin (Z. Vendler, 1967).

Qardosh bo'lmagan tillarda qiyosiy tadqiqotlarni leksik grammatik kategoriyalar jumladan zamon yoki aspektuallik nuqtai nazaridan o'rganish olamni temporallik bilan bog'liq lisoniy xaritasini chuqurroq tushunish imkonini beradi. Bu orqali biz qardosh bo'lmagan tillardagi grammatik yoki leksik vositalarning turli sathlariga xosligi, ularning ifodalanishi aspectual ma'nolarini shakillantiruvchi leksik grammatik vositalarini taqqoslash imkonini beradi. Xususan predikat ifodalaydigan ma'nolarni turli tipdagi ravishlar bilan grammatik shakillar o'rtasidagi bog'liqlikni o'rganish aspektual munosabatlarni aniqlash imkonini beradi. Bu grammatik shakillar hamda leksik vositalar turli tillar tizimida turlicha ifodalanishiga aniqlik kiritadi. Shu jumladan ushbu tillardagi zamon shakillari yoki aspektual ma'nolarning o'xshash jihatlarini ham aniqlash imkonini beradi. Jumladan ingliz va o'zbek tillaridagi aspektuallik ma'nolarini taqqoslashda birinchi navbatda ushbu tillarning fe'l sestimasiga xos bo'lgan kategorial belgilarini qiyoslash bundan tashqari fe'l bilan ifodalanadigan ma'nolarga ta'sir qiladigan etadigan turli tipdagi ravishlar temporal vositalarni taqqoslash imkonini yaratadi. G'arb tilshunosligida aspektual ma'nolarni ifodalanishi borasida yetuk olimlar o'z tadqiqotlarini olib borgan. Jumladan, Bernard Komrie, A. Freed, J.L. Bybee, Osten Dahl, C. Bache, L.Brinton va boshqalar. O'zbek tilshunosligida esa bu borada ham qator ishlar amalga oshirilgan bo'lib aspektuallik semantikasi rus tilshunoslari W.Maslov, A.Bandarko, Shelyakin, E.Padichuva, B.Pavlov kabi tilshunoslarni qarashlari asosida shakillandi. Jumladan, bu borada Dmitriy Nasilov, G'aniyev kabi tilshunoslar turkey tillarda aspektuallik borasida qator ishlarni amalga oshirdi. Xususan, o'zbek tilida aspektual semantika borasida ham Dmitriy Nasilovning qator maqolalari va monografiyasini keltirish mumkin. Bundan tashqari B. Rizayev, G'. Mirsanov, O.Shukurov, Nurmuxammedov, Mingliyeva, Muminova kabi tilshunoslar ham o'zbek, ingliz, rus, nemis tillarida aspektual semantikani ifodalanishini tadqiqini amalga oshirgan. Jumladan, G'. Mirsanov hamda Muminova ingliz-o'zbek, nemis-o'zbek tillaridagi "yurish" harakati fe'llarini aspektual semantikasini taqqoslagan. O. Shukurov hamda Mingliyeva

o‘zbek tilidagi yetakchi, kumakchi fe‘llar birikmasini harakat tarzi kategoriyasi sifatida o‘rganishga harakat qilgan. Takidlash joizki ingliz va o‘zbek tillarida fe‘l sestimasi predikat ifodalaydigan aspektual ma‘nolarga ta‘sir qiladigan temporal ravishlar yoki adverbial konstruksiyalar qiyosiy tahlili shu davrgacha amalga oshirilmagan.

Imperfektiv kuzatuv nuqtali aspekt vaziyatning bir qismiga shu jumladan boshlang‘ich yoki yakuniy nuqtalarga emas voqea-hodisalar kechimiga qo‘llaniladi.

Perfektivlik va Imperativlik farqiga kelsak unga perfektivlik muddatning yo‘qligi yoki chegaralangan xususiyatli xarakterini o‘z ichiga oladi. Xolbuki imperfektiv aniqlovchi xususiyatga nisbatan aniqlanmagan xodisa sifatida tavsiflash kerak. Aksincha, imperfektiv vaziyatning kechimidagi harakatning vaqtinchalik tuzilishiga ishora qiladi. Vaziyat jihati an‘anaviy ravishda leksik jihat deb ataladigan narsaga mos keladi; u ham ichki jihat (H. Verkuyl, 1972, 1993) yoki Aktionsart sifatida tanilgan. Bu voqea-xodisalarning ichki turini tasvirlovchi leksik-grammatik kategoriya bo‘lib, hodisaning vaqtinchalik tuzilishi yoki hodisa turi, ya‘ni ular o‘rtasidagi munosabat fe‘l, unga birikadigan boshqa til vositalari birgalikda ifodalanadigan hodisa turidir. Vaziyatni ifodalovchi leksik bo‘laklarga xos bo‘lgan belgilarga ishora qiladi va u turli hodisa turlarini farqlaydi.

1. Mary ate a banana in 5 minutes. Marya bananni 5 daqiqa yedi.

2. Mary ate banana for 5 minutes. Marya bananni 5 daqiqada yedi.

Bu davomiy va yakunlovchi jumla o‘rtasidagi qaraqma-qarshilikni ko‘rsatadi. Bunda “eat” fe‘li doimiy bo‘lsa, bu jumlalardagi aspektual farqlar to‘ldiruvchi (banan, bananlar) orasidagi farq bilan bog‘liq bo‘lishi takidlanadi. Bundan tashqari in 5 minutes tugallanganlikni bildiruvchi temporal adverbial sanalsa, *for 5 minutes* birikmasi durativlik aspektual semantikani anglatadi.

Takidlash joizki, fe‘l vaziyatni vaqtinchalik chegara yoki yakuniy natija sifatida tavsiflaydi. Bu vaziyatning jihati, gap esa vaziyatni davom etayotgan (progress/davomli) yoki tugallanmagan sifatida taqdim etadi va bu fe‘l bilan ifodalanadigan kuzatuv nuqta aspekti bilan bog‘liqlikni namoish etadi. Aspekt morfologik, semantik va sintaktik realizatsiyaga ega. Uning morfologik, semantik va sintaktik xususiyatlari ko‘plab tilshunoslar tomonidan keltirilgan. Shuni takidlash kerakki, ko‘pincha morfologik va semantik komponentlarning ba‘zilari chalkashtirib yuborishadi. Lekin ularni aniq ajratib ko‘rsatish kerak bo‘ladi. Chunki, ikkala komponent ham aspekt turini aniqlashda muhim ahamiyat kasb etadi. Morfologik komponent voqea-hodisani bir butunligicha ifodalovchi hodisa sifatida baholansa, semantik component voqea-hodisani kechishi va uning ichki tabiatini belgilashga, aniqlashtirishga xizmat qiladi.

K. Smit fikriga ko‘ra, perfekt anglatadigan vaziyatning yakuniy nuqtasidan tashqarida bo‘lgan harakat yoki vaziyatning ta‘siri ham kuzatiladi (C.Smith, 1991).

Mazkur hol kontekst semantikasi sanaladi. Ko‘rinadiki morfologik jihatdan faqat perfekt va imperfektni ajrata olamiz. Xidopolus aspektni Grammatik shakillar bilan bog‘laydi. U perfekt f‘el harakatning tutgan nuqtasini ifodalovchi ko‘makchi fe‘l (have) va fe‘lning shaxssiz shakli bilan yasaladigan perfektiv tushunchaga nisbatan qo‘llaniladi (Xydopolus 1995;130), deb tushuntiradi.

Perfektning morfologik xususiyati kuzatuv nuqta aspektida anglashiladigan perfektiv ma‘nodan farq qiladi. Vaziyat turi “fe‘l va fe‘l” iboralarini o‘ziga xos aspektual xususiyatlariga ko‘ra tasniflash bilan bog‘liq (Xydopolus, 1995;118). Bu borada Z. Vendler (1957,1967) ingliz tili uchun eng maqbul tasnifni taqdim etgan. U tomonidan amalga oshirilgan fe‘llarning aspektual tasnifi ular bildiradigan hodisa turiga asoslanadi. U fe‘llarning ichki tuzilishini tekshiradi. Quyi hodisalar, ketma-ket bosqichlar va uni tashkil etuvchi boshlang‘ich va oxir tugagan nuqtalar e‘tiborga olinadi. Ular vaqt bilan o‘zaro bog‘liq bo‘lib, fazalar ketma-ketligida o‘zgarishlarni tasvirlashda foydalaniladi. Bunda usha o‘zgarishlarni belgilovchi vaqt ko‘rsatgichlarga e‘tibor qaratiladi. Z. Vendlarning fe‘llarining faoliyat, tugallanish natija tasnifi va holat quyidagicha ta‘riflanadi.

a) (activity) faoliyat fe‘llari vaziyatlarni vaqt o‘tishi bilan ketma-ket bosqichlardan iborat bo‘lgan holda kodlaydi.

b) (accomplishment) tugallanish fe‘llari ham vaziyatlarni ketma-ket bosqichlarga ega bo‘lishini tavsiflaydi, lekin ular faoliyatdan o‘ziga xos yakuniy nuqtani kodlashi bilan farq qiladi (Masalan: to build a house bunda terminal nuqtasi va natija turi ma‘lum vaqt davomida o‘zgarish orqali erishiladigan natija.

c) (achievement) natijaga erishish fe‘llari (ozgina, fe‘l frazalari) xuddi (recognize a friend, do‘stni tanimoq), (reach the top, yuqoriga chiqish) kabi muvofaqqiyatga erishish fe‘llari vaziyatni o‘z vaqtida va bir zumda kodlashini bildiradi. Ular shunday qisqa vaqt ichida sodir bo‘ladiki, ular bir lahzalik sifatida qaraladi.

d) (state) holat fe‘llari xuddi (know- bilmoq, wont-istamoq, be sleep- uyquda bo‘lmoq) kodlangan fe‘llari bir xil holatlarni o‘z ichiga olgan va tugallanmagan yakuniy nuqtaga ega bo‘lmagan holatlardir (Z.Vendler, 1967). Holat fe‘llari vaqt o‘tishi bilan o‘zgarmaydigan va aniq yoki ko‘rsatmaydigan vaziyatlarni tasvirlash bilvosita, vaziyatning boshlanishi yoki tugallanishi hisoblanadi. Haqiqat shundaki, ularning o‘zgarmasligi ularning boshqa turdagi vaziyatlardan asosiy farqidir. Ko‘rinib turganidek, ularning barchasi o‘zgarishlarga ishora qiladi, lekin atamalar jihatdan bir biridan farq qiladi.

Holat aspekti va “ajralmas yakuniy nuqta” tushunchasiga ishora qiladigan bo‘lsak, faoliyat va holat fe‘llari tugallanganlik emas tugallanmaganlik hisoblanadi, chunki ular hech qanday yakuniy nuqtani kodlamaydi, bajarish va muvofaqqiyatga erishish fe‘llari esa tugallanganlikdir, chunki ular oxirgi nuqta hisoblanadi.

Shuningdek, tilshunoslar tugallangan va tugallanmagan aspekt farqini bildirish uchun tez-tez perfektiv va imperfektiv atamalardan foydalanadilar (Berntsen va Nimbkar 1982 yoki Borg va Azzopardi-aleksand 1997). Ammo perfektiv atamasi biroz boshqacha tushunchani, ya'ni natijasi ma'lum bir vaqtda saqlanib qoladigan tugallangan hodisani bildirish uchun ham qo'llaniladi. Perfektivlikni tugallanganlikdan farqlash kerak bo'ladi, chunki uga bogliq hodisa yoki harakatning natijasi yoki uning hozirgi vaqtga aloqadorligi bilan bog'liq. Shuning uchun keltirib o'tilgan perfektiv atamasi ushbu oxirgi u bilan chegaralanishi mumkin shuning uchun perfektiv atamasini faqat ushbu tushunchaga ishora qilish uchun ishlatilishi mumkin.

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#### **ADVANTAGES OF SUBJECT TEACHING**

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**Annotation:** A specialist instructor oversees all work in the same subject across multiple classes. He may have a designated room where he takes his classes. A class instructor is in charge of all or most of a class's work during the course of the year. No hard and fast standards can be established to determine the basis on which the head of an institution should distribute work among the various members of the staff. Arguments can be made both for and against each form of organization.

**Key words:** teacher, specialist, standardized, math, primary school, special classes.

The advantages are pretty strong, given that it's probably the number one type of curriculum design used. For one thing, the curriculum developer only needs to be subject matter expert in one field, as does the teacher. It makes licensure/endorsement simple, too; if you're teaching math in a math class, you need to be licensed/endorsed as a math teacher, but don't have to worry about, say, history. You can build your lesson plans, which will change only rarely because the subjects we're teaching change rarely, once and then merely enter a continuous improvement cycle every year, if you're even that motivated.

There are several disadvantages too, though. One is that it's not learner-centered, which means that the curriculum by itself doesn't really care what the learner's needs are. We do have substantial research done on learning styles and preferences, and while that's been used too often to categorize students unfairly, it really can lead to lack of engagement on the student's part. It's just harder to engage students in an everyday or every other day lesson when it's just, say, math.

It's also not project-centered, which is my own personal preference. Projects, real-world experiences and applications are much more likely to engage today's students than lectures and worksheets. But projects tend to be interdisciplinary activities, bringing in ELA, science, math, and sometimes other standard subjects. So, while subject-centered curriculum silos the learning, project-centered breaks those down and bring subjects together.

A subject based curriculum is one that is divided into different subjects like maths or history. Each subject is distinct and there is little focus on making cross-curricular links. This type of learning focuses on the subject, rather than the individual.

A curriculum is designed with a specific educational purpose in mind. The goal is to improve students' knowledge base and overall learning. One of the main reasons for designing a curriculum is to ensure that education is standardized and that all institutions are aligned with each other in their goals.

For example, primary schools work to deliver a particular curriculum so that the students are ready for what they will learn at secondary school level.

A subject based curriculum is based on learning the details of a subject. Usually there is a predetermined list of standardized knowledge that all students are meant to acquire before the end of the course. This will then be examined in timed conditions to see if students have met the minimum required standards. If they fail to meet this standard they will either repeat the course or have to drop out of the institution.

There is a lot of focus on teacher instruction through lectures and questions, answers, and teacher-student discussions.

The overall goal of this kind of curriculum is to teach students information that they will use later, either in study or in their adult lives.

Progress is measured by how much of a subject a student has learned. For example, this resource outlines the fine motor skills that an EYFS student should have acquired throughout their year.

Each subject has its own rules and internal logic and is taught according to these. There is limited effort to make cross-curricular links between subjects.

A spiral curriculum has a lot in common with a subject based curriculum but has a lot of in-built repetition so that students are given multiple chances to get to grips with the important details in a subject. Typically, English is taught as a spiral curriculum in British schools.

This means that students will learn about poetry at all levels of their school career. They will first encounter rhyming poetry and acrostic style poetry in their early primary years, and by the time they leave secondary school, they will have spent time analyzing complex poetic structures like ballads and sonnets.

The purpose of a spiral curriculum is to introduce students to a concept and to delve a little deeper into the study of it as time passes.

Most primary schools in Britain use topic-based learning to meet the national curriculum's requirements. This means that they cover the subjects of maths, history, geography, and science. But they include them in overarching topics like the Ancient Egyptians or studying the environment.

The reason for studying subjects within topics is to bring the subjects to life for the children and to help teachers deliver engaging and exciting lessons that inspire the students in their study. In practice, this type of learning can sometimes be a little confusing if not well planned, and students can find it difficult to remember the particular features of studying the different subjects.

There is also the learner-centered curriculum that focuses on individual's needs, interests, and goals. Learner-centered curriculum design is meant to empower learners and allow them to make their own decisions about learning.

Differentiation is key in a learner-centered curriculum, as is giving students the opportunity to choose their own assignments. The thinking behind this is that it recognizes that all students are individuals and will have different needs and that this will help them stay motivated and engaged. The major drawback is that in practice it is incredibly labor intensive, and impractical with the large class sizes that many schools have.

A problem-centered curriculum similar in that it focuses on the students. The practice involves asking students to consider a problem and come up with a solution to the problem. These are typically drawn from real-life scenarios, so it enables students to become truly prepared for real life and to learn to be creative, and develop their independent thinking skills. Some companies and charities make visits to schools to involve students in exactly these types of projects.

A subject based curriculum is a logical way of subdividing the scheme of learning that students will have to follow.

It is easily standardized and helps students to move between institutions and to progress from primary school to secondary school without too many problems.

The subject based curriculum also allows students to recognize their own skills and weaknesses making them feel more in charge of their learning journey.

It is possible and desirable to determine in advance what all children will learn in various subjects and grades (classes). For instance, syllabus for all schools in Kenya are prepared and approved centrally at the K.I.E for Ministry of Education Science and Technology – The Kenya National Examinations Council is also involved. All the syllabuses are then sent to all the schools in the country irrespective of geographical position, status, resources, manpower available and cultural variations. It is expected that teachers prepare students based on the same syllabus. Students in all the schools cover the same amount of content in various subjects at the end of every level of education (primary, secondary levels). Students sit for the same examination to determine whether they have covered the amount of content expected of them.

It is feasible and necessary to determine minimum standards of performance and achievement for the knowledge specified in the subject area.

Almost all textbooks and support materials present on the educational market are organized on subject-by-subject format.

Also, tradition seems to give the design greater support. People have become familiar and more comfortable with this design and seem to view it as part of the system of the school and education as whole.

The subject centered curriculum is better understood by teachers because their training was based on this method as specialization.

The advocates of the subject-centered design have argued that intellectual powers of individual learners can be developed through this approach.

Curriculum planning is easier and simpler in the subject centered curriculum design. Imagine the period of planning, developing and implementing the curriculum. Also imagine what goes in your first staff meeting when every teacher is to be allocated his/her teaching load for the year and how this should be plotted on the daily school time-table. It is simply and easily achieved at a short time.

For some time, we have wondered if schools might help their teachers accomplish more by allowing them to focus more narrowly on what they do. This idea isn't new to education. Middle and high school teachers already specialize by subject so they can hone deep expertise in teaching particular content areas. But what if schools took this idea a step further by having teachers specialize not just by subject, but by the roles they fulfill in the classroom?

Teaching is a multifaceted job that might benefit from some streamlining. In addition to being content instructors (often in multiple content areas), we also expect teachers to be curriculum designers, assessment creators, and experts at evaluating student work and analyzing student learning data, not to mention experts in classroom management and culture, coaching students on self-management, providing students with social and emotional support, and being the primary school connection with parents and families. Add all these tasks to a teacher's pack of responsibility, and the burden becomes exhausting, if not crushing. Not only is it hard to get really good at any particular area of responsibility when juggling so much, but teachers likely lose a lot of time and energy switching between different tasks and trying to plan and prioritize all the things they need to do.

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# UNLOCKING THE POWER OF LANGUAGE: EXPLORING ITS INFLUENCE, EVOLUTION, AND IMPACT ON SOCIETY

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**Annotatsiya:** Ushbu maqola tilning dinamik sohasini o'rganadi, uning chuqur ta'sirini, evolyutsion sayohatini va jamiyatga keng qamrovli ta'sirini ochib beradi. Keng qamrovli tadqiqot orqali u tilning inson munosabatlarini qanday shakllantirishini, o'ziga xoslikni yaratishini va turli madaniyatlar va kontekstlarda mulqotni osonlashtirishini o'rganadi. Maqola tilning eng qadimgi kelib chiqishidan to hozirgi kungacha namoyon bo'lish evolyutsiyasini o'rganib, til taraqqiyoti va jamiyat taraqqiyoti o'rtasidagi murakkab o'zaro bog'liqlikni yoritib beradi.

**Kalit so'zlar:** aloqa, dunyoqarash, sharhlash, akademiya, dinamika, diskriminatsiya, madaniyatlar, vokalizatsiya.

**Аннотация:** Эта статья исследует динамичную сферу языка, раскрывая его глубокое влияние, эволюционный путь и далеко идущее воздействие на общество. Благодаря обширному исследованию он изучает, как язык формирует человеческие отношения, создает идентичность и облегчает коммуникацию между культурами и контекстами. В статье рассматривается эволюция языка от самых ранних истоков до наших дней, подчеркивается сложная взаимосвязь между развитием языка и развитием общества.

**Ключевые слова:** коммуникация, мировоззрение, интерпретация, академия, динамика, дискриминация, культуры, вокализации.

**Annotation:** This article explores the dynamic realm of language, revealing its profound influence, evolutionary journey, and far-reaching impact on society. Through extensive research, he explores how language shapes human relationships, creates identity, and facilitates communication across cultures and contexts. The article explores the evolution of language from its earliest origins to the present day, highlighting the complex interrelationship between language development and societal development.

**Keywords:** communication, worldview, interpret, academia, dynamics, discrimination, cultures, vocalizations.

Language is one of the most remarkable abilities that humans possess. It is the cornerstone of communication, enabling us to express thoughts, share ideas, and build connections with others. Beyond mere communication, language plays a pivotal

role in shaping societies, influencing cultures, and driving progress. In this article, we delve deep into the power of language, exploring its influence, evolution, and profound impact on society. Language, in its most primitive form, likely began as simple vocalizations and gestures used by early humans to convey basic needs and emotions. Over millennia, it evolved into complex systems of communication, with grammar, syntax, and semantics enabling the expression of increasingly abstract concepts. The study of linguistics provides insights into the historical development of languages, tracing their roots and documenting their transformations over time. One of the most fascinating aspects of language evolution is its adaptability. Languages constantly evolve, absorbing new words, expressions, and grammatical structures from other languages through processes like borrowing, assimilation, and innovation. This evolutionary dynamic reflects the interconnectedness of cultures and the fluid nature of human interaction. Language is not just a tool for communication; it also shapes the way we think and perceive the world around us. The Sapir-Whorf hypothesis, also known as linguistic relativity, suggests that the structure and vocabulary of a language influence its speakers' cognitive processes and worldview. For example, languages that have rich vocabularies for describing colors may lead speakers to perceive and categorize colors differently than speakers of languages with more limited color terms. Moreover, language can influence our attitudes, beliefs, and social identities. The words we use to describe ourselves and others carry connotations and implications that can shape our self-perception and social interactions. Language also serves as a medium for transmitting cultural norms, values, and ideologies, reinforcing social hierarchies and power dynamics. Throughout history, language has been a potent tool for advocating social change and challenging established norms. From political speeches and literary works to social media campaigns and protest chants, language has been instrumental in mobilizing communities, raising awareness about social issues, and rallying support for causes. One notable example is the Civil Rights Movement in the United States, where leaders like Martin Luther King Jr. used the power of language to articulate a vision of equality and justice, inspiring millions to join the struggle against racial discrimination. Similarly, the feminist movement has employed language to challenge gender stereotypes, promote gender equality, and empower women to assert their rights and agency. In the digital age, language intersects with technology in profound ways, shaping the tools and platforms we use for communication and information exchange. Natural language processing (NLP) technologies, powered by artificial intelligence, enable machines to understand, interpret, and generate human language, revolutionizing fields such as translation, virtual assistants, and sentiment analysis. Moreover, language plays a crucial role in the development and adoption of new technologies. The success of innovations depends not only on their technical

merits but also on how effectively they are communicated to users. Clever branding, persuasive marketing messages, and intuitive user interfaces rely on language to convey value propositions, build trust, and drive adoption.

As the world becomes increasingly interconnected, languages are crossing geographical and cultural boundaries at an unprecedented rate. Globalization has facilitated the spread of dominant languages like English, which has become the lingua franca of international business, diplomacy, and academia. However, this linguistic hegemony has also raised concerns about linguistic diversity and the preservation of minority languages and indigenous cultures. Efforts to promote multilingualism and preserve endangered languages are underway around the world, driven by recognition of the cultural richness and knowledge embedded in linguistic diversity. Organizations and initiatives advocating for language revitalization and preservation play a vital role in safeguarding linguistic heritage and promoting cultural exchange in an increasingly globalized world. Language is a multifaceted phenomenon with profound implications for individuals, societies, and the world at large. From its evolutionary origins to its role in shaping thought, perception, and social change, language permeates every aspect of human existence. As we continue to unlock the power of language, we must recognize its potential to unite or divide, to empower or oppress. By fostering linguistic diversity, promoting inclusive communication, and harnessing the transformative power of words, we can build a more equitable, interconnected, and harmonious society for future generations. Language is a cornerstone of human civilization, serving as a tool for communication, expression, and cultural transmission. This essay delves into the profound influence, evolutionary dynamics, and far-reaching impact of language on society. From its origins in prehistoric times to its contemporary manifestations in the digital age, language continues to shape our thoughts, behaviors, and interactions in profound ways. The evolution of language traces back to the earliest hominid species, with evidence suggesting that *Homo sapiens* developed complex linguistic abilities around 50,000 to 100,000 years ago. This section explores the cognitive, social, and biological factors that contributed to the emergence of language, highlighting the role of communication in human survival, cooperation, and cultural development. It examines theories of language origins, including the gestural hypothesis and the vocalization theory, shedding light on the gradual transition from primitive communication systems to fully developed languages. Language plays a pivotal role in shaping individual and collective identities, as well as in defining cultural, ethnic, and national boundaries. This section delves into the complex interplay between language and identity formation, exploring how language varieties, dialects, and accents reflect social hierarchies, power dynamics, and historical legacies. It examines the role of language policy, linguistic imperialism, and language

revitalization efforts in shaping linguistic landscapes and preserving linguistic diversity. Language is a potent instrument of power, influence, and social control, wielded by governments, institutions, and dominant social groups. This section analyzes the dynamics of language power, exploring how linguistic ideologies, linguistic discrimination, and language hegemony shape access to resources, opportunities, and social mobility.

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### КЛЮЧ К МЕТОДИКЕ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ

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**Аннотация:** В данной статье рассматривается совершенствование методики обучения иностранным языкам, которая в настоящее время считается актуальной. Язык является необходимым инструментом для эффективного взаимодействия между людьми и обеспечивает более глубокое понимание собственного языка и культуры. Иностранная педагогика относится к преподаванию неродного языка вне атмосферы, в которой на нем обычно говорят. Обычно проводится различие между преподаванием «иностранного» и «второго» языков.

**Ключевые слова:** Язык, общение, методы, изучающие язык, обучение.

**Annotation:** This article discusses the improvement of the methodology of teaching foreign languages, which is currently considered relevant. Language is a necessary tool for effective human-to-human interaction and provides a stronger understanding of one's own language and culture. Foreign pedagogy refers to the teaching of a non-native language outside the atmosphere where it is normally spoken. A distinction is usually made between teaching "foreign" and "second" languages.

**Keywords:** Language, communication, methods, language learning, learning.

**Аннотация:** ушбу мақолада ҳозирги кунда долзарб ҳисобланган чет тилларини ўқитиш методикасини такомиллаштириш масалалари муҳокама қилинади. Тил инсондан одамга самарали таъсир ўтказиш учун зарур восита бўлиб, ўз тили ва маданиятини янада мустаҳкам тушунишни таъминлайди. Чет эл педагогикаси деганда она тили бўлмаган тилни одатдаги атмосферадан ташқарида ўқитиш тушунилади. Одатда "чет ел" ва "иккинчи" тилларни ўқитиш ўртасида фарқ бор.

**Калит сўзлар:** тил, алоқа, усуллар, тил ўрганиш, ўрганиш.

Основная цель этого информационного бюллетеня - предложить различные стратегии обучения иностранному языку, которые используются сегодня. Теоретически, студенты колледжей могли бы изучать иностранный язык естественным образом, поскольку они открыли для себя свой местный язык в детстве, и автоматические ответы на вопросы могли бы оказаться инстинктивными. Обычно внимание уделялось языку трав, и формирование зависимости превратилось в важный элемент обучения. Когда студенты колледжа допускали ошибки, преподаватели могли легко исправить их. Когда они правильно использовали язык, их хвалили. Таким образом, студенты колледжа были созданы для того, чтобы вы могли сами определить грамматическое правило.

Различные методики преподавания иностранных языков. Все стратегии представляют собой предварительно упакованный набор спецификаций того, как учитель должен преподавать и каким образом ученик должен учиться, основанных на выбранной теории языка и теории изучения языка в целом. Для учителя методы определяют, какие материалы и виды деятельности следует использовать, как они должны использоваться и какова должна быть роль учителя. Для учащихся методы предписывают, какой подход к обучению должен выбрать учащийся и какие роли он должен адаптировать в классе. В основе каждого метода может лежать теория о природе языка и теория о характере усвоения, каждая из которых включает в себя подход. Эти теории заимствованы из областей лингвистики, социолингвистики и когнитивной психологии и являются источником принципов и практик преподавания языка.

**Аудиолингвистика.** Идея аудиобилингвизма заключается в том, что изучение языка требует привычек. Повторение - мать всего обучения. в этой технике особое внимание уделяется отработке с целью создания ответов на запросы спонтанно и автоматически. Новые формы учащиеся обнаруживают первыми, а письменные формы возвращаются только один раз после углубленного изучения. Язык, используемый для этих упражнений, зависит от того, что необходимо для отработки точной формы; он может быть естественным, а может и не быть. Примером аудиоязыкового

времяпрепровождения является упражнением на замещение. Тренер может начать с простого предложения, такого как “Я люблю бутерброды”, а затем показать последовательность изображений, с помощью которых студенты колледжа заменяют слово “бутерброд” на каждую новую картинку. Другая возможность - упражнение на перемену, в ходе которого тренер говорит: “Я пишу письмо”, а ученики выдают себя: “Я не пишу письма”.

**Погружение.** Полное погружение трудно получить в классе иностранного языка, за исключением случаев, когда вы преподаете этот иностранный язык в Соединенных Штатах Америки, на котором говорят на этом языке, и студенты вашего колледжа читают все предметы на целевом языке. Это может свидетельствовать о том, что студенты вашего колледжа практически погружены в язык в дополнение к субкультуре на двадцать четыре часа в сутки.

**Общая физическая реакция (TPR).** Общая телесная реакция, или TPR, подчеркивает понимание на слух. Например, студенты колледжа умеют реагировать на простые команды: встань, сядь поудобнее, поближе к двери, открой книгу и т.д. Этот первый шаг позже может быть ускорен до рассказывания историй, в ходе которого студенты колледжа разыгрывают движения, определенные в устном повествовании, демонстрируя таким образом свое понимание языка.

**Общительный.** Коммуникативный метод сегодня является максимально широко используемым и максимально универсальным методом обучения иностранному языку, основанным в основном на занятиях в классе, и во многих отношениях является плодом этих стратегий и методологий, которые казались ранее. Это подчеркивает способность учащегося выполнять разнообразные функции, состоящие в том, чтобы задавать вопросы и отвечать на них, обращаться с просьбами, описывать, повествовать и сравнивать. Постановка задач и решение проблем - ключевые составляющие эссенциального мышления — это способ, с помощью которого работает коммуникативный метод. В отличие от прямого метода, грамматика не всегда преподается изолированно. Обучение происходит в контексте; исправление обозначенных ошибок не акцентируется в пользу принципа, согласно которому ученые, безусловно, улучшают правильность речи за счет общего использования. Учащиеся повышают беглость речи, разговаривая на языке, а не читая его.

Тотальное обучение, основанное в первую очередь на задачах. Тотальное освоение, основанное в первую очередь на задачах, является усовершенствованием коммуникативного подхода и специализируется на выполнении конкретных обязанностей, с помощью которых преподается язык. Новички в изучении языка используют тот язык, который они знают, для выполнения множества заданий, получения новых структур, оформления

документов и словарного запаса по мере необходимости. Предусмотрено исправление небольших ошибок. В этой форме освоения окружающей среды трех-четырёхнедельные сегменты посвящены определенной теме: экология, безопасность, медицина, религия, детская культура и т.д. Учащиеся узнают о конкретной теме шаг за шагом, используя множество ресурсов, причем кульминацией каждого блока является самое последнее задание, которое включает в себя письменный файл или презентацию. Занятия во многом похожи на те, что проводятся в кабинете коммуникативного обучения, однако они могут быть постоянно сосредоточены исключительно на одной конкретной теме.

**Другие методы** - Компьютерное изучение языка (CALL) - Существуют некоторые промышленные товары и онлайн-товары, которые могут быть широко использованы беспристрастными изучающими язык. Они не относятся к методу вызова, хотя некоторые - при тщательной подготовке - использовались в сочетании с обычными инструкциями в учебной комнате.

**Метод чтения** - Иногда аспирантам колледжей или исследователям лучше всего найти способы изучения научных статей на иностранном языке, чтобы они учились с помощью метода чтения, при котором изучается достаточное количество грамматики, чтобы сделать это с помощью модной статьи в своей области. Студенты теперь больше не работают над разговорной речью или пониманием на слух; скорее, они сосредотачиваются на создании огромного запаса специализированной лексики.

Вы когда-нибудь многократно тренировали грамматические окончания, или числа, или месяцы, возможно, перед тем, как показать их своим студентам? Тогда вы использовали метод общения. вы когда-нибудь оспаривали слова Саймона? Или предлагали своим ученикам команды открыть учебник на определенной странице? Тогда вы использовали общий метод физического реагирования. вы когда-нибудь писали тематический блок по предмету, не предусмотренному учебником, включающий все четыре навыка и завершающийся исключительно итоговым заданием? Тогда вы использовали обучение, основанное на задачах.

**Выводы.** Некоторые из основных процессов и стратегий обучения иностранному языку могут быть приняты во внимание как устаревшие с системной точки зрения, несколько других кажутся более актуальными, однако, на самом деле, все они на данный момент имеют дополнительные улучшения. Однако у всех стратегий есть, по крайней мере, несколько общих черт: 1) их представление о том, что они являются лучшими, и 2) набор предписаний, которым инструкторы должны обязательно следовать. К преподаванию не следует подходить, следуя определенной методике, как к фиксированному

рецепту, однако, наоборот, как к динамичному и рефлексивному процессу, это означает постоянное взаимодействие нескольких элементов учебной программы, преподавателей, студентов, видов деятельности, методологии и учебных материалов. То, что, безусловно, происходит в классной комнате, наряду с тщательным составлением планов и оценкой, станет максимально важным фактором, который преподаватели должны повторить, после чего обратиться к идеям или другому опыту. Активная позиция для инструкторов, которые разрабатывают свой личный контент, материалы и задания, взаимодействие в школьной комнате, материалы, методологию, оценку и т.д., предлагается в противовес пассивной позиции, что означает зависимость от замыслов и стратегий разных людей. Это отличный способ обучения, развития преподавателя и учащихся.

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## **SHET TILLARINING TURIZMNING RIVOJIDAGI ROLI VA TA`SIRI.**

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**Annotasiya:** Turizm - bu mamlakat rivoji uchun juda katta iqtisodiy yordam beruvchi muhim yo`nalishlardan biri hisoblanadi. Shunday ekan turizm haqida izlanish olib borish va u haqida barchaga yetkazish foydalidir.

**Kalit so`zlar:** turizm, turizm maskanlari, sayohlik agentligi, turizm tashkilotlari.

So`nggi yillarda davlatlarning mavqeyining va byudjetining keskin oshishiga bevosita sabab bulayotgan omillardan biri turizm sohasidagi o`zgarishlar bilan bog`liqdir. Shu bilan birga bizning yurtimizda ham qadimiy va tarixiy yodgorliklar



sabab turizm sifati yaxshilanmoqda. Ayniqsa bu soxaga ta'sir ko'rsatayotgan xorijiy tillarni o'rganish, bilish darajasi bu jarayonga ijobiy ta'siri sezilarli darajada oshdi. O'zbek xalqining mehmondo'stligi, intellektual qobiliyati, qiziquvchanligi va xorijiy tillarni o'rganishga bo'lgan ishtiyoqi turizm sohasi rivojiga yanada kengroq yo'l ochib bermoqda.

Xorijiy tillarni o'rganish chet el sayyohlariga vatanimiz tarixini kengroq ochib berishda ahamiyatlidir bu jarayon esa shubhasiz o'zbek xalqining buyuk tarixini butun dunyoga tanitib mashxur qiladi. O'zbekistonda 2023-yilgi turizm ko'rsatgichlariga ko'ra Toshkent shahri yetakchi o'rinni egallagan bundan tashqari Samarqand, Xiva, Buxoro, Qo'qon kabi viloyatlarimiz ham turizm sohasida maftunkor, tarixiy joylarga boy va qadimiy shaharlar sirasiga kiradi.

Ota bobolarimiz qoldirgan madaniy va ma'naviy boylar, zamonamiz yoshlarimiz o'qib izlanishlari tufayli mamlakatimiz doimo chet el sayyohlarini o'ziga jalb qilib kelaveradi. Mamlakatimizda turizm sohasi davlat siyosati darajasiga ko'tarilib, ichki va tashqi turizmni rivojlantirishga berilayotgan yuksak e'tibor natijasida O'zbekistonda turizm yildan-yilga rivojlanmoqda.

Davlatimiz rahbarining joriy yil 26 apreldagi "Respublikaning turizm salohiyatini jadal rivojlantirish hamda mahalliy va xorijiy turistlar sonini yanada oshirishga doir qo'shimcha chora-tadbirlar to'g'risida"gi qarori soha rivojida muhim dasturilamal bo'ldi. Joriy yilda vatanimiz turizm salohiyatini yanada rivojlantirish bo'yicha rejalar aniq belgilandi.

Jizzax viloyatida ham bu sohaga juda katta e'tibor berilmoqda. Xususan joriy yilning birinchi choragi davomida 10 mingdan ortiq xorijiy sayyohlar Jizzax viloyatining turli hududlarida bo'lib, u yerdagi tabiat va ziyoratgohlardan bahra oldi. U yerda joylashgan osma dor yo'li va zamonaviy mehmonxonalar bunyod etilib, o'z faoliyatini boshlagach, xorijlik sayyohlarning kelishi keskin ortishi kutilmoqda. Joriy yil davomida viloyatga keluvchi sayyohlar soni 140 mingdan ziyod xorijiy sayyohlarni jalb etilishi ko'zda tutilgan. Chet el sayyohlariga manzur bulgan yana bir omillardan biri viloyatliklar ingliz va boshqa chet tillarida bemalol muloqot qilib ular bilan hamsuhbat bo'layotgani va mezbonlar viloyat tarixi, hozirgi hayoti bilan yaqindan tanishtirayotganidir.

Turizmni rivojlantirishda xorijiy tajribadan foydalanish ham yanada ko'proq samara bermoqda. Xalqaro turizmning hozirgi holati va rivojlanish istiqbollari O'zbekistonga ham ta'sir ko'rsatmoqda. Turizm tushunchasini talqin qilish xususiyatlari va uni milliy va xalqaro miqyosda tashkil etish shakllari borgan sari kengaymoqda.

So'nggi yillarda dunyoning barcha mamlakatlarida turizm biznesi jadal rivojlana boshladi. Turli xorijiy mamlakatlar tajribasi bilan tanishar ekanmiz, turizm biznesining muvaffaqiyati ko'p jihatdan ushbu sohaning davlat darajasida qanday

qabul qilinishiga bog'liqligini ko'rish mumkin. Davlat muassasalari ushbu sohani qo'llab-quvvatlaydi. Har qanday sivilizatsiyalashgan davlat turizm biznesidan daromad olish uchun turizm salohiyatini baholash uchun o'z hududlarini o'rganishga katta mablag' sarflashi kerak. Davlat dasturlari turizm biznesini rivojlantirishga, turistik markazlarni rivojlantirishga, zarur infratuzilmani yaratish va rivojlantirishga, shuningdek, reklama va axborot ta'minotini ta'minlashga xizmat qilishi kerak.

Amaliyot shuni ko'rsatadiki, xususiy sektor hech qachon kurort turizmi korxonalarini, shuningdek, turizm infratuzilmasining asosiy elementlarini rivojlantirish uchun yirik sarmoyalar kirita olmaydi. Turizm biznesi rivojlangan mamlakatlarda, qoida tariqasida, turizmni rivojlantirish bo'yicha milliy dasturlarni ishlab chiqish bilan shug'ullanuvchi vazirliklarga bo'ysunuvchi tashkilotlar mavjud. Bunday tashkilotlar tomonidan quyidagi turli nomlar, shuning uchun Buyuk Britaniyada bu BTA (Britaniya Nourist Authority), Italiyada - ENIT, Irlandiyada - Irlandiya kengashi, Ispaniyada - Turespana, Norvegiyada - NOTRA. Bunday tashkilotlarning boshqa mamlakatlarda o'z turizm ofislari mavjud. Ushbu tashkilotlar turistik oqimlarni jalb qiladigan va turistik ma'lumotlarni taqdim etadigan dasturlarni ishlab chiqmoqda.

Turizm biznesining o'ziga xosligi munosabatlarning keng doirasi bilan bog'liq. Bu munosabatlarga sayohat va dam olishni tashkil etish jarayonlarida ishtirok etuvchi shaxslar kiradi. Mavjud munosabatlar shu qadar xilma-hilki, ular huquqiy tartibga solishning ma'lum bir murakkabligini keltirib chiqaradi.

Har qanday alohida hududlarda "sayohat agentligi – davlat", "turistik – davlat", "turist – sayyohlik agentligi" tomonlar o'rtasidagi munosabatlar tegishli qonun hujjatlari bilan tartibga solinadi. Bunday qonun hujjatlari ushbu tomonlar o'rtasidagi munosabatlarning har bir elementini to'liq qamrab olishi kerak.

Bugungi kunga kelib turizmni davlat tomonidan tartibga solishning tashkiliy jarayoniga bir qancha yondashuvlar mavjud. Shunday qilib, bozor iqtisodiyoti rivojlangan ko'pgina mamlakatlarda davlat tomonidan tartibga solish umuman yo'q va bozor sub'ektlari operativ tartibga solishni o'zlari amalga oshiradilar. Turistik xizmatlar bozorini davlat tomonidan tartibga solish mavjud bo'lgan mamlakatlarda ikkita model qo'llaniladi - maxsus davlat organlari mavjud yoki tartibga solish ko'p tarmoqli organlar tomonidan amalga oshiriladi. Quyidagi davlatlarni misol qilib olish mumkin.

1. Avstriyada turizm sohasi iqtisodiyot vazirligi tomonidan nazorat qilinadi. Shtatning sayyohlik imkoniyatlari dunyoning 26 ta davlatida o'z vakolatxonalariga ega bo'lgan Avstriya milliy turizm byurosi tomonidan e'lon qilinadi.

2. Buyuk Britaniyada turizmni madaniyat, tomoshalar va sport vazirligi boshqaradi, u bevosita turizm uchun mas'ul bo'lgan organ, Britaniya Noturistik Authority (BTA) ga bo'ysunadi. Ushbu tashkilot Buyuk Britaniyaga xorijiy sayyohlar

oqimini jalb qilish, shuningdek, ichki turizmni rivojlantirish bilan shug'ullanadi. Bundan tashqari, ushbu tashkilot davlat va turizm bilan shug'ullanadigan boshqa davlat organlari bilan maslahatlashadi. Buning uchun ma'muriyat tashabbusi bilan uning idoralari va vakillari tarmog'i orqali respublikadan tashqarida ham reklama kampaniyalari olib boriladi. Matbuot, radio, televideniya ham shu maqsadlarda foydalaniladi.

Ma'muriyat xalqaro konferensiyalar tashkil qiladi, masalalar bo'yicha konsalting va marketing xizmatlarini ko'rsatadi xalqaro turizm va turli ma'lumot va ma'lumotnomalarni nashr etadi. BTA o'zining tashkiliy-huquqiy shakliga ko'ra, shuningdek, xususiy tadbirkorlik muassasasi bo'lib, u tashqi bozorlarda an'anaviy faoliyat bilan bir qatorda bir qator pullik marketing va konsalting xizmatlarini ham ko'rsatadi, seminarlar va ko'rgazmalar tashkil etadi, bir qator loyihalarni amalga oshiradi. xorijiy kapital, qo'llanmalar, videofilmlar va boshqa reklama va axborot mahsulotlarini nashr etadi va sotadi. BTAga besh a'zo va Prezidentdan iborat direktorlar kengashi boshchilik qiladi. Tashkilotda 300 ga yaqin xodim ishlaydi, ulardan uchdan bir qismi bevosita Londonda, qolganlari esa xorijdagi 26 ta vakolatxonada ishlaydi. BTA zarur mablag'larning qariyb 68 foizini davlat byudjetidan oladi. O'zbekistonga ham turizm rivoji uchun hamma imkoniyatlar mavjud, qolgan qulayliklarni o'zimiz qila olamiz. Bular sirasiga xorijiy tillarni yaxshi o'rganish va vatanimiz tarixini chuqur bilish kiradi. Zamonaviy dunyoda turizm jahon iqtisodiyotining eng ommaviy, daromadli va jadal rivojlanayotgan tarmoqlaridan biridir.

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## HOW TO IMPROVE WRITING SKILLS DURING THE CLASSES

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**Annotation:** This article explores methods and approaches to improving writing skills during class time. The article emphasizes the importance of a systematic approach to developing writing skills within the learning environment for successful learning and improving the quality of written communication.

**Keywords:** Writing Workshops, Creative Writing Exercises, Peer Feedback, Essay Writing Techniques, Vocabulary Expansion, Grammar Rules, Sentence Structure, Writing Prompts, Critical Thinking, Research Skills, Proofreading Strategies, Academic Writing, Argumentative Writing, Revision Process, Descriptive Language, Writing Conventions, Storytelling Techniques, Note-taking Skills, Time Management, Presentation Skills, Language Fluency, Reflective Writing, Motivation and Persistence

**Аннотация:** В статье рассматриваются методы и подходы к совершенствованию навыков письма во время занятий. В статье подчеркивается важность систематического подхода к развитию навыков письма в рамках учебной среды для успешного обучения и повышения качества письменной коммуникации.

**Ключевые слова:** Семинары по письму, творческие упражнения, обратная связь с коллегами, техника написания эссе, расширение словарного запаса, грамматические правила, структура предложения, письменные задания, критическое мышление, исследовательские навыки, стратегии корректуры, академическое письмо, аргументированное письмо, процесс редактирования, описательный язык, письменные конвенции, техника повествования, навыки ведения записей, управление временем, навыки презентации, беглость речи, рефлексивное письмо, мотивация и настойчивость

**Annotasiya:** Ushbu maqola dars vaqtida yozish ko'nikmalarini oshirish usullari va yondashuvlarini o'rganadi. Maqolada muvaffaqiyatli o'rganish va yozma muloqot sifatini oshirish uchun o'quv muhitida yozish ko'nikmalarini rivojlantirishga tizimli yondashuv muhimligi ta'kidlangan.

**Kalit so'zlar:** Yozish bo'yicha seminarlar, ijodiy yozish mashqlari, o'zaro fikr-mulohazalar, insho yozish texnikasi, lug'at boyligini kengaytirish, grammatika qoidalari, jumla tuzilishi, yozish bo'yicha ko'rsatmalar, tanqidiy fikrlash, tadqiqot ko'nikmalari, o'qish strategiyalari, akademik yozish, argumentlarni qayta ishlash Konventsiyalar, hikoya qilish texnikasi, eslatma olish ko'nikmalari, vaqtni

boshqarish, taqdimot ko'nikmalari, tilda ravonlik, reflektiv yozish, motivatsiya va qat'iyatlilik

One of the most effective ways to accelerate English learning and improve writing skills is through language immersion. Surrounding oneself with an English-speaking environment, including reading books, articles, and blogs in English, and engaging in everyday situations using the language, can greatly enhance writing skills. Additionally, creating an immersive environment through the use of audio and video materials can aid in improving listening and pronunciation, which are essential components of effective writing.

#### Intensive Courses:

Participating in language courses and intensive programs provides students with the opportunity to immerse themselves in the English environment, thereby enhancing their writing skills. Choosing the right intensive course and making the most of the program can significantly contribute to the development of writing proficiency.

#### Utilizing Technology and Resources:

The use of electronic dictionaries, online quizzes, and assessment tools can aid in expanding vocabulary, assessing proficiency, and tracking learning progress. Integrating technology and online resources with other accelerated English learning techniques can greatly enhance writing skills.

#### Effective Memorization and Repetition:

Learning how to effectively remember and repeat what has been learned is crucial for improving writing skills. Various repetition methods, constant self-evaluation, and creating a stimulating learning environment are essential strategies for enhancing writing proficiency.

This scientific article delves into the effective application of the Accelerated English Learning Methodology to enhance writing skills during classes. The methodology requires active participation, persistence, and self-discipline, and when applied correctly, it can significantly expedite the learning process. The article provides a comprehensive overview of strategies, techniques, exercises, and resources to aid students in improving their writing skills. It emphasizes the importance of language immersion, intensive programs, and the use of technology and resources to create an optimal learning environment. Additionally, the article offers insights into effective memorization and repetition techniques, as well as the significance of constant self-evaluation and correction. By following the step-by-step plan presented in this article, students can effectively apply the features of the Accelerated English Learning Methodology to enhance their writing skills during classes.

Language immersion is a highly effective method for accelerating English learning and enhancing writing skills. By immersing oneself in an English-speaking environment, individuals can significantly improve their proficiency in the language. This involves surrounding oneself with English in various forms, such as reading books, articles, and blogs in English, and actively engaging in everyday situations using the language. Through consistent exposure to English, individuals can develop a deeper understanding of the language's nuances, grammatical structures, and vocabulary, all of which are essential for proficient writing. Moreover, creating an immersive environment through the use of audio and video materials can be particularly beneficial. Listening to English audio materials, such as podcasts, audiobooks, and radio programs, can help individuals become accustomed to English pronunciation, improve their listening comprehension, and expand their vocabulary. These skills are fundamental not only for effective communication but also for developing strong writing abilities. Additionally, watching English-language movies and TV shows can provide valuable context, aid in understanding pronunciation, and introduce individuals to new vocabulary and expressions, all of which can greatly enhance their writing skills. Furthermore, the use of audio and video materials can contribute to the development of a more natural and authentic writing style. By immersing oneself in English through various media, individuals can internalize the rhythm and intonation of the language, which can significantly impact the quality of their writing. This immersive approach allows individuals to absorb the language in a holistic manner, fostering a deeper connection with English and facilitating the transfer of these skills into their writing.

Language immersion is a multifaceted approach that encompasses not only the linguistic aspects of English but also the cultural and contextual elements of the language. By immersing oneself in an English-speaking environment and utilizing audio and video materials, individuals can enhance their writing skills by developing a more profound understanding of the language, improving their listening and pronunciation, and internalizing the natural cadence of English. These foundational components are integral to effective writing and can significantly contribute to an individual's overall proficiency in English.

Participating in language courses and intensive programs offers students a structured and focused approach to immersing themselves in the English language environment, thereby providing a conducive setting for enhancing their writing skills. These courses often provide a comprehensive curriculum that covers various aspects of language learning, including grammar, vocabulary, and writing techniques. By engaging in such programs, students are exposed to a consistent and immersive learning experience that can significantly contribute to the development of their writing proficiency. Choosing the right intensive course is a critical aspect of this

process. It involves considering factors such as the course content, teaching methodology, and the qualifications of the instructors. A well-designed intensive course should incorporate writing exercises, feedback sessions, and opportunities for practical application of language skills. Additionally, the course should align with the individual student's learning objectives and proficiency level, ensuring that it provides the appropriate level of challenge and support to foster writing development. Making the most of the intensive program involves active engagement and dedication. Students should fully immerse themselves in the learning process, taking advantage of all available resources and opportunities for practice. This may include participating in writing workshops, seeking feedback from instructors, and collaborating with peers to refine their writing skills. Additionally, students can benefit from supplementary resources such as writing guides, language reference materials, and online writing communities to further enhance their learning experience. Furthermore, intensive courses often provide a structured environment that encourages consistent practice and improvement. The focused nature of these programs allows students to dedicate concentrated time and effort to honing their writing skills, which can lead to significant progress over a relatively short period. The immersive nature of intensive courses, combined with the guidance and support of experienced instructors, creates an optimal setting for students to develop and refine their writing abilities.

The use of electronic dictionaries and online resources offers a myriad of benefits for individuals looking to improve their writing skills. Electronic dictionaries provide instant access to word meanings, usage examples, pronunciation guides, synonyms, and antonyms, enabling learners to expand their vocabulary and gain a deeper understanding of word usage. This not only enriches their writing but also enhances their overall language proficiency.

Online quizzes and assessment tools play a crucial role in evaluating language proficiency and tracking learning progress. These tools provide learners with valuable insights into their strengths and weaknesses, allowing them to tailor their learning strategies accordingly. By identifying areas that require improvement, individuals can focus on honing specific writing skills, such as grammar, vocabulary usage, and sentence structure, leading to more effective written communication.

Moreover, the integration of technology and online resources with other accelerated English learning techniques can significantly enhance writing skills. For instance, language learning apps and platforms offer interactive exercises, writing prompts, and grammar drills, providing learners with opportunities to practice and refine their writing in a dynamic and engaging manner. Additionally, access to online writing communities and forums allows individuals to receive feedback on their

writing, engage in collaborative writing projects, and learn from peers, fostering a supportive and enriching environment for skill development.

Effective memorization and repetition play a pivotal role in the improvement of writing skills. By employing various repetition methods, individuals can solidify their grasp of vocabulary, grammar rules, and sentence structures, which are fundamental components of proficient writing. Techniques such as spaced repetition, where learning material is reviewed at increasing intervals, and active recall, which involves retrieving information from memory, can aid in reinforcing linguistic knowledge and enhancing retention, thereby contributing to more fluent and expressive writing.

Constant self-evaluation is another critical aspect of effective memorization and repetition. By regularly assessing their writing strengths and weaknesses, individuals can identify areas that require further attention and practice. This self-awareness enables learners to tailor their study efforts to address specific challenges, leading to targeted improvement in their writing skills. Additionally, the process of self-evaluation fosters a reflective approach to learning, encouraging individuals to critically analyze their writing and implement corrective measures, thereby refining their overall writing proficiency.

Creating a stimulating learning environment is essential for supporting effective memorization and repetition. Immersing oneself in an environment rich with English language materials, such as books, articles, and audiovisual resources, can reinforce learning through exposure and practice. Additionally, incorporating mnemonic devices, visual aids, and interactive learning tools can enhance memory retention and facilitate the recall of vocabulary and language structures, ultimately contributing to more robust and expressive writing.

### **Conclusion:**

Accelerating the improvement of writing skills during classes requires dedication, practice, and the application of effective methodologies. By implementing the strategies and techniques outlined in this article, students can significantly expedite their progress and reach their desired level of English proficiency. It is important to recognize that each individual has unique learning preferences, and experimentation with different methods is encouraged. With the right approach and persistence, students can make substantial advancements in their writing skills. Good luck on your journey to improving your writing skills!

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## **PECULIARITIES OF PRONUNCIATION PROBLEMS IN SPEAKING SKILL**

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**Annotation.** This article is aimed to analyze particular speaking barriers faced during the lesson and identify the types of the students' English pronunciation errors.

**Key words:** communication, pronunciation, acquisition, natural talents, lack of practice.

**Annotatsiya.** Ushbu maqola dars davomida duch keladigan ayrim nutqiy to'siqlarni tahlil qilish va talabalarning ingliz tilidagi talaffuz xatolarining turlarini aniqlashga qaratilgan.

**Kalit so'zlar:** muloqot, talaffuz, egallash, tabiiy iste'dodlar, amaliyotning yetishmasligi.

**Аннотация.** Целью данной статьи является анализ конкретных речевых барьеров, с которыми сталкиваются во время урока, и выявление типов ошибок английского произношения учащихся.

**Ключевые слова:** общение, произношение, овладение, природные таланты, отсутствие практики.

Language is a means of communication between individuals. It also brings them into relationship with their environment. Therefore, it is socially learned behavior, a

skill that is acquired as we grow up in society. In language acquisition, there are several phases where the people can acquire the first language, in the early months of birth. Actually, there would not be significant difficulties in acquiring first language acquisition because its characteristics are subconscious, free learning situation, automatic and occur to children.

Along with the increasing of the children's age and knowledge, hence, they could not statically stay only in their first language acquisition. Now, they are ready to acquire the second language acquisition or second language learning. Generally, the second language acquisition refers to foreign language teaching-learning process or second language. In the second language acquisition, the people consciously acquire the language, monitored, structured learning situation, and also controlled. Since Uzbekistan is a developing country, students must learn English if they want to compete in this globalization era. By the time English becomes an international language, much information and technology will be transferred in English. There are many aspects that must be noticed in learning English. One of them is phonology - the study of speech sounds. [3,13]

It is widely believed that pronunciation skills are related to musical skills. However, no link between musical ability and pronunciation ability has been demonstrated, and there are large numbers of people who have one of these 'natural talents' but not both. Second language pronunciation is a cognitive skill for which some people may have more natural aptitude and /or interest and motivation than others, but which everyone can learn to a certain degree if given appropriate opportunities. The main problem that second language learners have with pronunciation has to do with their need to change a conceptual pattern appropriate for their first language that they have internalized in childhood. It is not the case that learners are best helped if they are able to 'see' speech, whether in articulate or acoustic form. Learners need help in categorizing or conceptualizing sounds in a way appropriate to English. Simply seeing a speech-wave or a diagram of the articulation of a sound, however 'animated' and however accurate, will not help them unless they are also helped to understand what features of the sound are significant and given appropriate ways of thinking about the sound so that they can reproduce it. In fact it will be difficult for most learners - indeed for most teachers - to relate a speech wave or articulate diagram to the auditory quality of the sounds - for exactly the same reason that instruction in terms of the detailed physiology of required shoulder movements is unlikely to help an aspiring tennis player perfect stroke. In the case of the tennis player, what helps is instruction in how to think about the actions such as *'think about hitting it beyond the baseline'*, *'keep your eye on the ball'*. [1,133]

Pronunciation is definitely the biggest thing that people notice when the students are speaking English. Good pronunciation should be one of the first things that the

students learn in English. The students can live without advanced vocabulary because they can use simple words to say what they want to say. Besides that, the students can live without advanced grammar because they can use simple grammar structures instead. But, there is no such thing as simple pronunciation. If they do not have good pronunciation, they have bad pronunciation. And the results of bad pronunciation are tragic. Even if they use great vocabulary and grammar, people may simply not understand what they want to say. The good news is that the students can work on their pronunciation until they speak. For example, the students can learn the sounds of English, listen to recordings, watch English-language television, etc. But first the teachers have to realize that there is a problem! Most English learners do not. This problem can be predicted that they have several problems such as transfer negative from their mother tongue, lack of practice in speaking English, and the like. Clearly, the native language will be the most factors which can affect a learner's pronunciation [2, 77].

It is not the case that accent is caused by an inability of speakers of other languages to produce the sounds of English. This is not to say that there are not individual sounds in English, or more especially combinations of sounds, that are difficult for learners from different backgrounds to produce. It is to say that this difficulty is a relatively minor aspect of intelligibility, and certainly not the main cause of the accent. Firstly, individual sounds are not in themselves very important to intelligibility. After all, many native speakers, or fluent non-native speakers, pronounce individual sounds differently from the norm, with no problems for intelligibility. A learner with good stress and intonation and poor pronunciation of, say, *'th'*, is very easy to understand. Secondly, in many of the cases in which a learner seems to have trouble pronouncing a particular sound, it is easy to demonstrate that the learner commonly pronounces a perfectly acceptable version of the sound in another context. For example a German learner of English who has difficulty with the *'v'* sound in *'very'* - and yet the sound of the German *'w'* is virtually identical to English *'v'*. The same goes for the classic case of *'r'* and *'l'*: it is certainly not the case that learners cannot produce these sounds; in almost all cases, they can produce perfectly acceptable versions of both sounds. The problem is that they do not have concepts of them as separate sounds, but rather think of them as indistinguishable variants of a single sound. Another classic case is the English vowel sound of words like *'bird'*, *'term'*, with which Japanese and other learners often have a lot of difficulty: that difficulty is not in producing the sound which they can easily do if thinking about it as a non-speech sound. [4,56] The difficulty is in developing a concept of the sound that they can use as a vowel in words. As a final example, consider the notorious *'final consonant problem'*. Even this is not primarily a problem of articulation. The difficulty such a learner has in imitating an English

pronunciation of this sentence is caused by the cognitive interpretation of the relevant sounds as being 'word final'. The sentence as it is produced is a continuous flow of vowels and consonants. The pronunciation of the last three sounds of this sentence, '...ck up' is highly similar to that of the word 'cup' - and yet such a learner will have great difficulty with the former and little difficulty with the latter.

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### **FREMDSPRACHEN LERNEN UND BEDEUTUNG VON FREMDSPRACHEN IN DER GESELLSCHAFT**

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**Anmerkung:** Nach der Unabhängigkeit Usbekistans wurde die Notwendigkeit betont, Fremdsprachen auf einem hohen kommunikativen Niveau zu lernen, um die Sicherheit und stabile Entwicklung des Bildungssektors unseres Landes zu gewährleisten.

**Schlüsselwörter:** 21. Jahrhundert, Fremdsprachen, Bildung, Lehrmethoden und -methoden, moderne Bildungsgesellschaft Usbekistans.

**Аннотация:** после обретения Узбекистаном независимости была подчеркнута необходимость изучения иностранных языков на высоком коммуникативном уровне в целях обеспечения безопасности и стабильного развития образовательной сферы нашей страны.

**Ключевые слова:** 21 век, иностранные языки, образование, методы и методы обучения, современное образовательное общество Узбекистана.

**Annotatsiya:** O‘zbekiston mustaqillikka erishgach, mamlakatimiz ta’lim sohasining xavfsizligi va barqaror rivojlanishini ta’minlash maqsadida xorijiy tillarni yuqori kommunikativ saviyada o‘rganish zarurligi ta’kidlandi.

**Kalit so‘zlar:** XXI asr, chet tillari, ta’lim, o‘qitish metodi va metodlari, O‘zbekistonning zamonaviy ta’lim jamiyati.

### **EINFÜHRUNG**

In diesem Artikel wird besonderes Augenmerk auf die Analyse des Fremdsprachenunterrichts im Kontext der Entstehung der modernen Bildungsgesellschaft Usbekistans gelegt. Wir glauben, dass der Stand des Fremdsprachenunterrichts nicht nur von den Methoden und Methoden des Unterrichts abhängt, sondern auch von der Qualität des Programms, der Lehrbücher, der Schulungshandbücher und der unterrichtsmethodischen Komplexe. Erster Präsident Usbekistans I.A. Wie Karimov feststellte: „Es ist notwendig, die staatlichen Bildungsstandards, Lehrpläne und Bildungsliteratur zu verbessern, die Bildungsrichtungen und Fachgebiete des höheren und sekundären Sonderschulsystems unter Berücksichtigung der Anforderungen zu überarbeiten.“

### **FORSCHUNGSMATERIALIEN UND-METHODE**

Fremdsprachen zu lernen ist sowohl gut als auch dringend notwendig. Heutzutage besteht ein erheblicher Bedarf an Fachkräften, die mindestens eine Fremdsprache beherrschen. Allerdings ist es falsch, Fremdsprachen nur zu dem Zweck zu lernen, die eigene Muttersprache zu ersetzen. Denn das Erlernen einer Fremdsprache mit der Absicht, die eigene Muttersprache zu ersetzen, übersieht das Wesen der Beherrschung der Muttersprache, wobei die Fremdsprache lediglich an deren Stelle tritt, und führt zu einer Verschiebung vom nationalen Denken und nationalen Verständnis hin zu völlig anderen, fremden Denkweisen und Verständnis. Leider nimmt der Trend zur Anglisierung und Verbreitung englischer Elemente (auf Kosten anderer) auf Social-Media-Plattformen zu.

Die Soziolinguistik ist eine vielschichtige Wissenschaft, da ihr Studium mit der Erklärung des Platzes der Sprache in der Gesellschaft, der Beziehung zwischen Sprache und Gesellschaft, der Sozialität der Sprache und anderen wichtigen Fragen zusammenhängt. Die Soziolinguistik untersucht ihre Rolle in der Gesellschaft, National- und Staatssprachen, Sprachpolitik und den Einfluss gesellschaftspolitischer Faktoren auf die Sprache. Dies erklärt den Wandel und die einzigartige Entwicklung der Sprache. [1]

### **FORSCHUNG SERGEBNISSE**

Die aktive Entwicklung der usbekischen Linguistik lässt sich im Bereich der Soziolinguistik beobachten. Durch den Leitfaden „Einführung in die Linguistik“ und andere Studien hilft es, die soziale Natur der usbekischen Sprache und den Einfluss der Gesellschaft auf die Sprache zu untersuchen. Die Dissertation von S. Mominov

mit dem Titel „Soziolinguistische Merkmale der usbekischen Dialogsprache“ ist eine der ersten Arbeiten auf diesem Gebiet. Ziel dieser Studien ist es, die gesellschaftliche Entwicklung der usbekischen Sprache zu verstehen und ihre Entwicklung als Staatssprache sicherzustellen.

Die Soziolinguistik ist ein Teilbereich der Soziologie und Linguistik der usbekischen Sprache. Die Aufklärung des Platzes der usbekischen Sprache in der Gesellschaft, die Fragen der Nationalsprache und der Staatssprache, das Studium der Entwicklungsprozesse in der Geschichte der usbekischen Sprache und die Sicherstellung der Entwicklung der usbekischen Sprache als Staatssprache sind wichtige Probleme der Soziolinguistik. [2]

### **DISKUSSION**

Der weitere Ausbau dieser zeigt einen Effekt der Entwicklung der usbekischen Linguistik und Soziolinguistik. Usbekische Linguistik und Soziolinguistik sind von großer Bedeutung, um den wichtigen Platz und Wandel der usbekischen Sprache in der Gesellschaft zu erklären.

Es gibt viele Faktoren, die die Sprache in allen Gesellschaftsperioden beeinflussen, und sie unterliegt Veränderungen. Manchmal hängen Sprachveränderungen und -entwicklungen eng mit Veränderungen in der Gesellschaft zusammen, während in anderen Fällen Sprachveränderungen von massivem Ausmaß sein können und alle Bereiche der Gesellschaft betreffen.

Im Zeitalter der Globalisierung besteht ein Bedarf an Messungen des vertikalen Einflusses bei der Regulierung der Sprachterminologie. Aus Fremdsprachen übernommene Wörter werden mit den internen Fähigkeiten der usbekischen Sprache kombiniert, es werden auch neue Wörter geschaffen oder bestehenden Wörtern neue Bedeutungen gegeben. Dies dient der Erhaltung der Landessprache und der Verstaatlichung der Gesellschaft. [3]

Der Wandel der Einstellung gegenüber Fremdsprachen während der ehemaligen Union hängt mit dem Wandel der Gesellschaft zusammen. In der modernen Gesellschaft verändert sich die Einstellung zu Fremdsprachen und eröffnet einen breiten Weg zum Erlernen von Fremdsprachen, was weitreichende Auswirkungen auf die Veränderungen der Gesellschaft und der Beziehungen zur Welt hat. Darüber hinaus engagieren sich Regierungen auch in der Förderung des Erlernens von Fremdsprachen und des frühen Sehens, die eine wichtige Rolle bei der Unterstützung der Gesellschaft selbst spielen.

Nach dem Zusammenbruch der ehemaligen Sowjetunion wurden der Fremdsprachenunterricht und die Sprachpolitik in den unabhängigen Republiken moderiert. Unabhängige Republiken wollten der Öffnung zur Welt und der globalen Integration nicht viel Aufmerksamkeit schenken, daher wurde dem Erlernen von Fremdsprachen und der Entwicklung der usbekischen Sprache große

Aufmerksamkeit geschenkt. In dieser Richtung wurden 1992 praktische Arbeiten durchgeführt, beispielsweise die Umwandlung des Instituts für russische Sprache und Literatur und des Taschkenter Pädagogischen Instituts für Fremdsprachen in die Staatliche Universität für Weltsprachen Usbekistans. Es wurden landesweite Dokumente verabschiedet, die darauf abzielen, die Effizienz des Fremdsprachenunterrichts zu steigern. Gleichzeitig ist es wichtig geworden, dass das Erlernen von Fremdsprachen als nützliche und nicht als schädliche Angewohnheit angesehen wird. [4]

Es ist auch sehr wichtig, Fremdsprachen zu lernen und sie Usbekisch beizubringen. In diesem Fall erweitern Wörter aus Fremdsprachen den Wortschatz der usbekischen Sprache und ihr Wortschatz wird im Einklang mit modernen und umgebenden Zielen entwickelt. Mit dieser Entschlossenheit spielt das Erlernen von Fremdsprachen und das Unterrichten der usbekischen Sprache eine Schlüsselrolle bei der Entwicklung der Gesellschaft in wissenschaftlichen, wirtschaftlichen, kulturellen und anderen Bereichen.

Zusammenfassend lässt sich sagen, dass der Prozess der Interaktion zwischen Sprache und Gesellschaft für die Entwicklung der Gesellschaft von großer Bedeutung ist. Dies ist der Hauptfaktor für die Entwicklung von Wissenschaft und Bildung, Kultur und Kunst, Technologie und Staatlichkeit. Und praktische Wirkung kann durch die Entwicklung und Interaktion von Mensch und Gesellschaft ersetzt werden.

Zusammenfassend lässt sich sagen, dass eine der Aufgaben der Methodenwissenschaft heute darin besteht, den Schülern das Lesen beizubringen. Insbesondere spielt der Fremdsprachenlehrer eine wichtige Rolle bei der Überwindung der Schwierigkeiten, die beim Lesen eines unbekanntes Textes in der gelernten Sprache auftreten, und bei der Ausbildung entsprechender Fähigkeiten. Dadurch werden die Studierenden beim Verstehen des Textes in die Lage versetzt, nach neuen Ideen zu suchen und kreative Denkfähigkeiten zu entwickeln.

Daher wird die Notwendigkeit, eine Fremdsprache zu lernen, immer noch von vielen nichtsprachlichen Universitätsstudenten in Frage gestellt. Viele Studenten glauben, dass das Erlernen einer Fremdsprache nur notwendig ist, um ein kultivierter Mensch zu werden oder um gute Noten zu bekommen, eine Prüfung zu bestehen oder einen Kredit zu bekommen. Nur wenige Studierende zeigen echtes Interesse am Sprachenlernen auf der Grundlage kognitiver intrinsischer Motivationen.

Die oben genannte Begründung für die Bedeutung des Erlernens einer Fremdsprache scheint für die meisten Studierenden überzeugend zu sein, für die die Möglichkeit, mit ausländischen Experten zusammenzuarbeiten und aus ausländischer Literatur mehr über ihr Fachgebiet zu erfahren, eine sehr imaginäre Aussicht ist.

Eine Fremdsprache spielt eine wichtige Rolle bei der Ausbildung einer modernen Fachkraft, da ihre Kenntnisse zu einem notwendigen Bestandteil der

Berufsausbildung geworden sind. Absolventen nichtsprachlicher Hochschulen müssen in der modernen Gesellschaft hohe Anforderungen erfüllen – nicht nur eine Fachkraft in ihrem Beruf, sondern auch eine Fremdsprache. Die Zukunft ist jedoch unvorhersehbar. Die Welt verändert sich und mit der Veränderung der Kommunikationsbedürfnisse der Menschen steigt auch die Notwendigkeit, die Sprachausbildung von Universitätsstudenten zu stärken.

Daher nimmt die Fremdsprache unter den Fächern der nichtsprachlichen Universität einen besonderen Platz ein, und das Erlernen dieser Sprache ist nicht nur wichtig, sondern auch notwendig, um eine kompetente und gebildete Person auszubilden, die den Anforderungen der modernen Gesellschaft entspricht. [5]

### **ABSCHLUSS**

Der Erfolg des Berufssprachenunterrichts hängt in hohem Maße von der richtigen Auswahl des Unterrichtsmaterials, der Organisation der terminologischen Arbeit am jeweiligen Profil und der Berücksichtigung interdisziplinärer Zusammenhänge ab. Sprachen wie Englisch, Russisch und Arabisch sind internationale Arbeitssprachen; Es fanden kulturelle, politische Treffen und wissenschaftliche Konferenzen statt. Es versteht sich von selbst, dass Englisch die Sprache des Tourismus und der Unterhaltung ist. 80 % der Websites im internationalen Internet sind auf Englisch, 90 % der gedruckten Veröffentlichungen sind auf Englisch und das englischsprachige Internet ist eine Informationsquelle über die neuesten Fortschritte in Wissenschaft und Technologie. Nur ein solcher Spezialist kann auf dem Arbeitsmarkt gefragt sein und in seiner zukünftigen Karriere erfolgreich sein.

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## THE CHARACTERISTICS AND EFFECTIVENESS OF LANGUAGE SUPPORT

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**Annotation:** Despite their obsession with language acquisition, language learners never stop needing assistance. In this situation, educators and facilitators ought to inspire people in numerous ways. The most successful language learners have a strong intrinsic motivation to study that was not imposed on them by others. A strong desire is a necessary component of success, regardless of whether they were born with it or found it by personal discovery.

**Key words:** language, learners, success, aspect, process, knowledge, study, grammar.

The strongest intrinsic sense that the most successful language learners possess of WHY they are learning. You can call this passion, purpose, inspiration, imagination, and even vision. While “heart” is definitely not the most tangible or objective aspect of language learning, it is absolutely necessary.

This is why grammar books are boring, and traditional schools don’t actually result in fluency for most learners. It’s hard work to learn a language, and even if you discipline yourself study your whole life, it’s long and painful learning when your heart is not in it. Despite what society conditions them to believe (“learning English is important for getting a good job”), in their hearts they are learning because they feel connected to the process, and a better job, a salary increase, travel, and international friends are an extra reward.

The most successful English learners take responsibility for their learning and develop the proactivity to take charge of their process. They don’t blame their circumstances (or other people), they aren’t satisfied with mediocrity, and they don’t let themselves get deceived by quick-fix solutions (quick and false solutions). If you

are NOT willing to learn, nobody can help you. If you are willing to learn, nobody can stop you. -anonymous

There are a lot of confusing messages out there. Programs and schools everywhere proclaim that they have the magic bullet (magic solution) that will change everything if you just sign up for their course or buy their product, as if a language were a computer chip in your brain. Such a marketing message sells, but it's not true and it ignores the real reason why people fail to learn: they trip over themselves!

While most people are happy to pay somebody else to take full responsibility for their results, a proactive language learner understands that success is a combination of important factors (teachers, resources, strategies, styles, etc), but whatever you do, it all comes back to you, what you do, and your ability to take responsibility for your learning.

Successful English learners are generally good at implementing strong and diligent daily habits, which in one form or another includes practice in their lives. Strong daily habits are a pretty simple formula for success, but surprisingly few people implement these in their lives. There are 2 important reasons for this:

The first and most important reason people have difficulty forming habits is a question of attitude. In other words, 90% of people fail to reach fluency because they haven't developed the above characteristics. The foundation of any good habit is first, to truly be inspired, and then to take responsibility for the results you create. These are two powerful characteristics that greatly facilitate the formation of new habits, and without them, no amount of good strategies will be of good use.

If you are truly passionate about your learning and are taking responsibility, there may be a secondary reason that requires a deeper understanding of habit formation. While this is a topic that demands a stronger and more detailed explanation (another article), here are 4 key ideas for successful habit formation: Resistance (internal and external): Understanding the internal and external obstacles that prevent habit formation helps you short circuit them and makes your process a lot easier.

Will power be a finite resource/ A muscle that gets tired: It's really tiring to form a new habit, but after 4-6 weeks it's gets a lot easier. Continuous small changes are sustainable and don't exhaust us.

It takes 4 to 6 weeks for a habit to become permanent: After 4 to 6 weeks, a habit becomes automatic and no longer requires much will power. After this time, we actually feel attracted to the new habit.

Good language learners know that the only way to learn anything worth learning is to risk embarrassment, to make mistakes, and to make lots of them. People won't

always understand you, people may even laugh at you, but successful language learners have the ability to be okay with this.

“Mistakes are the portal of discovery.” –James Joyce

When you learn a new language, you have to make yourself vulnerable, you have to error, and a good way to do this is to develop the courage to laugh at yourself. Don't take yourself so seriously. Accept that it is going to be embarrassing and awkward at first, but it's an important part of the process. These are your best learning opportunities.

The beauty of this is that learning to be okay with your imperfections will make you more confident and secure, as you will realize that your fears were illusions. If people laugh at you or criticize you in a negative way, it doesn't have to be your problem. You have to accept where you are in your process, and this is the only way to get fluent.

Like a child learning to walk, you need to FALL and get back up, to make the effort, and be okay with falling. It's to be expected. In fact, if you aren't making mistakes, you are doing something wrong. This will build courage, it will build confidence, it will quickly melt your fear away, and with good strategy, little by little it will build all of the skills you need to speak fluently.

False perfectionism is the alternative, and it is like kryptonite for your learning. The world is full of language learners who don't risk, who don't make themselves vulnerable, and who don't know how to laugh at themselves. The result is that they don't learn. They hide behind the idea that they are perfectionists, that they are waiting until they know enough English to speak it. They often get pretty good grades in school, but they don't understand that they haven't learned anything if they can't apply it.

Imagine a child who doesn't know how to walk saying, “I'm going to wait until I know how to walk perfectly before I walk.” That's the silly idea of perfectionism and it doesn't make any sense! Good language learners find people and communities who nurture their process. They know that we need people to share our journey with, so they reach out to other learners for friends, mentors, teachers, inspiration, and a place to practice. Being alone will feel lonely and uninspiring, and if you've never been around people who like learning languages, you probably don't know how fun it can be.

“If you want to go fast, go alone.

If you want to go far, go together.”

This is true for any walk of life, and it is definitely true for language learning. If you don't have effective people around you to support you in your process, it will be exponentially more difficult to succeed.

If you're an effective language learner, taking responsibility for your learning requires you to have a certain awareness of your learning process. Because you can't pass off total responsibility to another person, school, or program, you are going to have to observe your process and understand exactly how you learn best. There are very few schools that even pay attention to this, and those that do are never going to know you as well as you can know yourself.

This is a big reason why each language you learn gets easier. Let's imagine that you successfully learn English as a second language when you're in your late teens or early twenties, and now you would like to learn German. Because you have already consciously passed through the process of learning English, and you've tried out lots of strategies, you no longer need to waste your time on stuff that doesn't work.

Maybe you realize that studying grammar an hour every night doesn't work well for you because it's not interesting in your life, but you've also discovered that you prefer podcasts, music, and other auditory learning experiences. Some people learn better with grammar as their foundation, but you understand yourself well enough to know that it won't work best for you.

You can even say that the love for learning about other cultures is the main reason why some people travel. When you travel, you cultivate an entirely new way of being and looking at the world.

You give yourself new experiences, you have the chance to leave behind the limiting aspects of your native culture and embrace a new lens for the world.

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# UMFASSENDE REFORMEN IM FREMDSPRACHENUNTERRICHT FÜR JUNGE MENSCHEN IN USBEKISTAN UND IHRE ERGEBNISSE

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**ABSTRAKT:** In diesem Artikel werden die Entscheidungen und Präsidialdekrete zum Fremdsprachenunterricht in der Republik erörtert. Beispielsweise werden gemäß dem Präsidialdekret PQ-5117-SON vom 19. Mai 2021 Maßnahmen, um die Aktivität des Fremdsprachenlernens auf ein neues Niveau zu heben, und Reformen zur wirksamen Umsetzung organisatorischer Maßnahmen umfassender untersucht.

**Schlüsselwörter:** Innovative Technologien, Methode, komplexes System, Sprache Büros, Spiel, intensiv.

**Аннотация:** В данной статье рассматриваются решения и указы президента относительно преподавания иностранных языков в республике. Например, согласно Указу Президента PQ-5117-SON от 19 мая 2021 года будут более полно проработаны меры по поднятию активности изучения иностранных языков на новый уровень и реформы по эффективной реализации организационных мер.

**Ключевые слова:** Инновационные технологии, метод, комплексная система, языковые кабинеты, игра, интенсив.

**Annotatsiya:** Ushbu maqolada respublikada chet tillarni o'qitishga oid Prezident qarorlari va qarorlari muhokama qilinadi. Jumladan, Prezidentning 2021-yil 19-maydagi PQ-5117-SON qaroriga asosan chet tillarni o'rganish faoliyatini yangi bosqichga ko'tarish chora-tadbirlari va tashkiliy chora-tadbirlarni samarali amalga oshirish borasidagi islohotlar yanada to'liq o'rganiladi.

**Kalit so'zlar:** Innovatsion texnologiyalar, usul, kompleks tizim, lingafon kabinetlari, o'yin, intensiv.

## EINFÜHRUNG

„In seiner Rede wies unser verehrter Präsident Shavkat Mirziyoyev darauf hin, dass es an der Zeit ist, in Zukunft ein starkes System für den Fremdsprachenunterricht einzurichten. Menschen jeden Alters in Usbekistan sollten über umfassende Kenntnisse und Bildung gemäß den weltweiten Bildungsstandards verfügen. Heute. “Es besteht ein wachsendes Interesse am Erlernen von

Fremdsprachen, zum Beispiel Englisch, von Kindern bis zu Erwachsenen. Das ist großartig, weil das Erlernen von Sprachen für die Menschen, ihre Kultur, ihre Geschichte und die Geschichte ihrer Lernländer sowie für ihre persönlichen Interessen sehr wichtig ist. In unserem Land ist das Gesetz über allgemeine und berufliche Bildung die Umsetzung von Entscheidungen über das nationale Programm, das umfassende System zur Abdeckung des Studiums von Fremdsprachen, das heißt die Bildung einer neuen gebildeten, modernen Generation junger Menschen, die Schaffung eines Systems, das die Weltgesellschaft des Landes unterstützt, erreicht.“[1]

### **FORSCHUNGSMATERIALIEN UND-METHODE**

Der Einsatz moderner Technologien im Fremdsprachenunterricht trägt zur Steigerung der Effizienz bei. Beispielsweise kann das Ansehen fremdsprachiger Videorollen während des Trainings die Hörfähigkeiten eines Lernenden verbessern. In einigen Fällen helfen ihnen Anmerkungen zu Videorollen dabei, Schreib-, Lese- und sogar Sprechfähigkeiten zu entwickeln. In solchen Fällen können wir Computer, Tonbandgeräte, Projektoren, CDs und Kassetten verwenden. [2]

Darüber hinaus erleichtern moderne Methoden im Unterricht den Schülern das Erlernen einer Fremdsprache. Insbesondere ist es sehr wichtig, Methoden wie “Cluster”, “Fischskelett”, “Venn-Diagramm”, “Rollenspiele”, “Brainstorming” und “Frage-und-Antwort” zu erlernen. Bei der Anwendung jeder Methode gibt es Faktoren, die es einzelnen Schülern erleichtern, eine Fremdsprache zu lernen. Wenn man beispielsweise die Brainstorming-Methode anwendet, hat diese Methode einen großen Einfluss auf die Entwicklung des Denkens und Sprechens der Schüler, und sie entwickeln durch den Austausch untereinander auch ihre Weltanschauung und Denkfähigkeit. [3]

### **DISKUSSION**

In den Jahren der Unabhängigkeit wurden multimediale Lehrbücher zu Englisch, Deutsch und Französisch für die Klassen 5 bis 9 allgemeinbildender Schulen sowie elektronische Ressourcen zum Englischlernen in Grundschulklassen erstellt. Darüber hinaus wurden mehr als 5.000 Sprachklassenzimmer in allgemeinbildenden Schulen, Berufskollegs und akademischen Lyzeen ausgestattet. Gleichzeitig wurde insbesondere die Analyse des aktuellen Organisationssystems des Fremdsprachenunterrichts, die Anpassung von Bildungsstandards, Lehrplänen und Lehrbüchern an moderne Anforderungen nicht vollständig dem Bedarf an der Nutzung fortschrittlicher Informations- und Medientechnologien gerecht. [4]

Die Ausbildung erfolgt hauptsächlich mit traditionellen Methoden. Es ist notwendig, die Organisation des kontinuierlichen Fremdsprachenlernens auf allen Stufen des Bildungssystems weiter zu verbessern, die Qualifikation der Lehrkräfte zu

verbessern und ihnen moderne pädagogische und methodische Materialien zur Verfügung zu stellen. [5]

Durch die Einführung fortschrittlicher Bildungsmethoden durch den Einsatz moderner pädagogischer und Informations- und Kommunikationstechnologien soll das System der Ausbildung der jungen Generation zum Sprechen von Fremdsprachen grundlegend verbessert und ihre weltzivilisatorischen Errungenschaften verbessert sowie Bedingungen und Möglichkeiten dafür geschaffen werden ihnen, die Informationsressourcen der Welt in großem Umfang zu nutzen, die internationale Zusammenarbeit und Kommunikation zu entwickeln, ab dem Studienjahr 2013/2014 Fremdsprachen, hauptsächlich Englisch, ab den ersten Klassen allgemeinbildender Schulen in allen Regionen der Republik zu lernen und zu beginnen Ab der zweiten Klasse in Form von Spielunterricht und Sprechunterricht beginnt es mit der Beherrschung des Alphabets, des Lesens und der Grammatik. [6]

In unserem Land werden jedes Jahr mehrere Richtungen im Bereich der Wissenschaft mit besonderer Aufmerksamkeit ausgewählt und weiterentwickelt. Als Hauptschwerpunkte wurden in diesem Jahr Physik und Fremdsprachen identifiziert. Usbekistans Politik der Offenheit, der Entwicklung des Tourismus, der Ausweitung der Zusammenarbeit auf dem Weltmarkt und in anderen Bereichen weist auf einen großen Bedarf am Erlernen von Fremdsprachen hin. Derzeit werden in unserem Land 25 Hochschulausbildungen durchgeführt und der Fremdsprachenunterricht eingeführt. [7]

Ausländische lokale Aktivitäten knüpfen Beziehungen zu ausländischen lokalen Partnern und gewinnen deren finanzielle, organisatorische und methodische Unterstützung für die Popularisierung des Fremdsprachenlernens im Land. Im 20. Jahrhundert wurden im Fremdsprachenunterricht folgende Methoden gelehrt:

- Grammatik-Übersetzungsmethode.
- Direkte Lernmethode.
- Zuhören-Sprechen-Methode.
- Konversationsmethode.

## **ABSCHLUSS**

Abschließend können wir uns über die Chancen informieren, die unsere Jugend heute mit den vorgeschlagenen Reformen und Möglichkeiten zum Erlernen von Fremdsprachen hat. Diese Optionen können auf Ihrer Theke sehr effektiv und nützlich sein. Perfektes Erlernen von Fremdsprachen ist für die Zukunft und das Wohlergehen unseres Landes von großer Bedeutung. Indem wir diese Möglichkeiten nutzen, können wir unser Leben einfacher machen und zu unserer wirtschaftlichen und sozialen Entwicklung beitragen. Insbesondere ist es notwendig, neue Erfindungen und Entdeckungen auf der Grundlage unseres eigenen Wissens und Könnens zu machen. Unser Hauptziel und unsere Mission ist es, die Jugend

Usbekistans der Welt vorzustellen und ihre Fähigkeiten zu entwickeln, indem wir die uns gebotenen Möglichkeiten voll ausschöpfen. Denn das Erlernen von Fremdsprachen wird zur Anforderung und Notwendigkeit der heutigen Zeit.

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### THE ROLE OF STYLISTICS IN THE LANGUAGE OF ADVERTISEMENT

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**Annotation:** Stylistic method is also the main part of the figurative language of slogans in semantics. Stylistic method of textual interpretation in which primacy of language is assigned to language. Another definition about stylistics is as the linguistic study of style; it is rarely undertaken for its own sake, simply as an exercise in describing what use is made of language.

**Key words:** literary stylistics, artistic function, canonical literature, advertise slogans, Descriptive slogans, Persuasive slogans

The aim in studies style is to explain something, and in general, literary stylistics has, implicitly or explicitly, the goal of explaining the relation between language and artistic function. The object in stylistics is literal words or phrase. The connection between stylistics and literature brings two important caveats, such as: The first is that creativity and innovation in language use should not be seen as the exclusive



preserve of literary writing. Many forms of discourse such as; advertising, journalist, popular music- even casual conversation often display a high degree of stylistic dexterity, it would be wrong view dexterity in language use as exclusive to canonical literature. The second is that the techniques of stylistic analysis are as much about deriving insights about linguistics structure and function as they are about understanding literary texts. (Simpson, 2004)

Cognitive stylistic. Like in semantic, there is also cognitive stylistic; the focus of cognitive stylistic is about interaction between dialogue, discourse and social interaction in cognitive turn in stylistics. Both as a tool for exploring the interaction dimension of literary discourse in the broader sense and as a method for examining patterns of dialogue fictional characters in the narrow (Simpson, 2004). Approaches in stylistics. In order to achieve some purposes, there are some approaches to define the concept of style differently (Leech, 1988), such as:

a) Dualism restricts style to those choices of manner rather than matter and of expression rather than content. The dualist assumes the style as the dress of the thought; it differs between what has to say and whom it is presented to the reader. Another concept is style as a manner of expression. So, there are different ways to convey the same content b) Monism, in the contrary of dualism, argues about the inseparability of style. According to them, it is a mistake to distinct between the form and the meaning's) Pluralism emphasizes the concept of the style in terms of language function.

### **Common Characteristics of Advertising Slogans**

To advertise slogans, it must meet a certain essential criterion. Firstly, a slogan should highlight the outstanding key feature of a brand, and help stand out the brand, i.e. make it recognizable on the market. For instance, there are many various types of vacuum cleaners with pretty much the same amount of money set on the market, but a consumer might pick an Electrolux, for the question why? Because, its humorous and resolute delivering message "*Nothing sucks like an Electrolux*". Slogans can further be categorized based on their characteristics and features as follows:

#### *Descriptive Slogans*

As the name suggests, descriptive slogans build an image of the work the business actually does. It is an excellent choice if a producer wishes to distinguish her/his business from other competitors. Popular examples include:

Diary milk – "**A glass and a half in every half-pound**"

Paul Masson – "**We will sell no wine before its time**"

Descriptive slogans are specifically more useful for brands with non-descriptive names. But as discussed above, slogans have to be short, precise and crisp. Therefore, even if a producer chose to go with a descriptive slogan do not create a generic and boring one.

### *Commanding Slogans*

Commanding slogans very briefly put, are powerful. They carry enough weight age to persuade any consumer to act. If successfully crafted, these slogans can convince consumers to make purchases. Popular examples include:

Nike – **“There Is No Finish Line”**

Gatorade – **“Is it in you!?”**

### *Persuading Slogans*

Persuasive slogans stress on why a consumer should opt for the particular product/service. A producer has got to make a case before his/her consumers through this kind of slogan. Convey to them why the producer’s business is trustworthy and will help with their problems. A persuasive slogan hits the head right on the nail, more like a selling statement. Examples given below may help understand the case better:

L’Oreal – **“Because you’re worth it”**

Kit-Kat – **“Have a break, have a kit-kat”**

### *Creative Slogans*

Brands that develop a creative slogan, essentially raise the bar to a new level. Creative slogans, more often than not, make use of a literary device to enhance recall and response from consumers. Creating a creative type of slogan may be harder than it looks because along with thinking outside the box, a company has to avoid overwhelming the consumers with something that might go over their heads.

Examples:

Maybelline – **“Maybe she’s born with it, maybe its Maybelline”**

Meow Mix – **“Tastes so good, cats ask for it by its name”**

### *Emotive Slogans*

Now this one is one with immense psychological research support. Emotive slogans are made with the intent to awaken an emotion. Therefore, it goes beyond merely providing information about the product/service. Perhaps the most popular example includes:

DeBeers – **“A Diamond is forever”**

Disneyland – **“Where dreams come true”**

These types of slogans keep playing in consumers’ mind, and they easily get trapped in high skilled marketing tricks. Likewise, if a consumer needs a car of a specific size, there is a good range of vessels that meet both his/her preferences and budget. Marketing techniques and slogans are set to drive consumers towards a decision, suggesting that the brand they prefer is special, unique, better or *Different Like you* (Saltus brokerage & charter). Moreover, the slogan should make the consumer feel “special” while obtaining this desired item/object. The message should be positive, alluring and ear-pleasing. For example, *Life is good* (LG), *Beautiful*.

*Colorful. You.* (Bonne Bell makeup), *The perfect moment between past and future* (Rochas watches), *Great ideas for small rooms* (Ikea), *You're in good hands* (Allstate Insurance), *My Goodness. My Guinness.* (Guinness), *Impossible is nothing* (Adidas), *Diamonds Are Forever* (De Beers) are the slogans that are positive, unique and original.<sup>12</sup>

The main thing is an advertising slogan should be easily memorable. It has to stick into consumer's memory, and stay there and play there, in order for a consumer to associate the slogan with the product it is representing, and make the consumer feel an immense desire and need. That is called memorability which depends on how frequently and how long the slogan has been used in advertising.<sup>13</sup> It may also depend on how efficiently the slogan is tied to a jingle (e.g. Calgon) and other audio and video material. Moreover, the important key that makes a slogan memorable is its own "personality", i.e. the language features and the message it conveys.

During the analysis of the types of slogans it should be mentioned about the differences of Taglines and Slogans. "Just do it" and "There's no finish line" are both phrases used by Nike. Did Nike have two company taglines? Or two company slogans? Or do both the phrases have a more detailed use and purpose?

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## II SHO‘BA. XORIJIY TILLARNI O‘QITISHNING SIFATINI YANGI PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANGAN HOLDA TA’LIM SIFATINI OSHIRISH

### DAS PHÄNOMEN DER PERSÖNLICHEN SELBSTENTWICKLUNG ALS FAKTOR BEIM FERNUNTERRICHT EINER FREMDSPRACHE

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**Anmerkung:** Persönliche Selbstentwicklung im Fernunterricht einer Fremdsprache kann als bewusster, zielgerichteter Prozess zur effektiven Gestaltung von “Selbst”-Prozessen in der interaktiven Interaktion von Lehrenden und Studierenden untereinander und mit Lehrmitteln unter Einsatz moderner Informationstechnologien definiert werden Zweck der kulturellen und sprachlichen Bildung.

**Stichworte:** “Selbst”, Individuum, Fernunterricht, Selbstentwicklung, Zivilisation, Prozess, Gesellschaft, Persönlichkeit.

**Аннотация:** Личностное саморазвитие при дистанционном обучении иностранному языку можно определить как осознанный, целенаправленный процесс эффективного проектирования процессов «самости» в интерактивном взаимодействии преподавателя и обучающегося друг с другом и со средствами обучения с использованием современных информационных технологий. с целью культурного и языкового образования.

**Ключевые слова:** «сам», личность, дистанционное обучение, саморазвитие, цивилизация, процесс, общество, личность.

Unter modernen Bedingungen der Weltentwicklung, wenn die Weltgemeinschaft objektiv gestellte Aufgaben der Selbsterhaltung und Entwicklung löst, kommt es zu tiefgreifenden Veränderungen in fast allen Bereichen der Organisation ihrer Lebenstätigkeit, der Suche nach Wegen und Prinzipien zur Organisation einer einzigen Weltgemeinschaft, Ein einzelner Kulturraum wird als immer wichtiger erkannt. In dieser Situation nimmt die Rolle der Bildung, die als wichtigstes Gebot und treibende Kraft für die Entwicklung der gesamten menschlichen Zivilisation fungiert, erheblich zu. Mit der zunehmenden Humanisierung der Bildung und der zunehmenden Aufmerksamkeit für die Welt des Einzelnen kommt der Selbstentwicklung insbesondere im Rahmen des Fernunterrichts eine vorrangige Bedeutung zu. Es ist notwendig, das Konzept der

“Selbstentwicklung im Fernunterricht” sorgfältig zu studieren: Definition der Hauptmerkmale, grundlegenden und generierten Prozesse; Klärung von Bedingungen, Faktoren und Hindernissen für die Umsetzung; Hervorhebung der Merkmale von Zielen und Methoden, d. h. Aufbau ihrer vollständigen hierarchischen Struktur.

Unter den gegenwärtigen Bedingungen erlangt das Problem der persönlichen Selbstentwicklung besondere Relevanz. Im Kontext dieses Problems ist das Interesse der modernen Wissenschaft an der Erforschung der Prozesse des “Selbstseins” in den Werken antiker Philosophen (Heraklit, Sokrates, Marcus Aurelius, Plotin, der selige Augustinus usw.) und in den Konzepten der Denker der Aufklärung (J.-J. Rousseau, J. Herder, C. Helvetius, D. Diderot usw.), im Philosophischen Theorien des subjektiven Idealismus (I. Kant, L. Feuerbach, J. Fichte usw.) und Existentialismus (A. Camus, J. Sartre).

Im Zusammenhang mit dem oben Gesagten erscheint das Wesen des Prozesses der Selbstentwicklung in verschiedenen philosophischen Systemen als spirituelle und praktische Aktivität, die auf die innere Selbstveredelung, den Erwerb hoher adaptiver und subjekttransformatorischer Fähigkeiten, auf den spirituellen Selbstaufstieg usw. abzielt. Gleichzeitig scheint uns das Verständnis der Selbstentwicklung als spirituelle und praktische Aktivität, die auf die Selbstentwicklung für Lebensziele abzielt und als Aufstieg zur Fülle des menschlichen Wesens durchgeführt wird, der menschlichen Natur am angemessensten zu sein. Selbstentwicklung ist der Hauptweg auf dem Weg eines Menschen zur persönlichen Reife, eines seiner wesentlichen Bedürfnisse.

Bei der Erforschung des Phänomens der persönlichen Selbstentwicklung ist es notwendig, die Quellen der Selbstentwicklung zu berücksichtigen. Die genetische Quelle des Bedürfnisses nach Selbstentwicklung liegt laut P. V. Simonov in den ursprünglichen, lebenswichtigen Bedürfnissen des Menschen – dem Bedürfnis nach Selbstverteidigung, das eine ausgefeilte und in Zukunft bewusste spirituelle und praktische Selbstanpassung erfordert Selbstveränderung. Das Bedürfnis nach Selbstentwicklung liegt auch im Bedürfnis nach Erkenntnis, die dazu anregt, die eigene innere Welt zu bereichern und später bewusst tiefere und komplexere Verbindungen mit der Außenwelt herzustellen.

Es gibt drei Ansätze, das Konzept der “Selbstentwicklung” zu betrachten: 1) durch das Konzept der “Entwicklung”, 2) durch die Identifizierung von Selbstentwicklung und Selbstbewegung; 3) diskret. Lassen Sie uns ein philosophisches Verständnis der ursprünglichen Konzepte vermitteln.

Im Rahmen des ersten Ansatzes wird “Entwicklung” im philosophisch-encyklopädischen Wörterbuch definiert als “eine irreversible, gerichtete, natürliche Veränderung materieller und ideeller Objekte”[1; S. 561]. Philosophen betonen die Notwendigkeit des gleichzeitigen Vorhandenseins aller drei dieser Eigenschaften.

Ohne auf eine philosophische Analyse einzugehen, stellen wir fest, dass es offensichtliche Inkonsistenzen gibt. G. Hegel definierte beispielsweise die Quelle und den Mechanismus der Entwicklung – die Entstehung und den Kampf von Gegensätzen – was im Widerspruch zur enzyklopädischen Definition steht, die Reversibilität und Spontaneität von Veränderungen verbietet. Diese Widersprüche werden unserer Meinung nach von A. M. Miklin unter Berücksichtigung der Polarität der Prozesse beseitigt: Entwicklung “ist ein System (eine Verbindung) von Veränderungen: sie ist sowohl progressiv als auch regressiv, irreversibel und reversibel (wiederholend), diskontinuierlich (qualitativ). und kontinuierliche (quantitative) Veränderungen, das ist die Kontinuität der Veränderungen und die Unbesiegbarkeit des Neuen usw.”

Wenn Diskrepanzen bezüglich des Begriffs “Entwicklung” durch seine in der philosophischen und psychologischen Referenzliteratur verankerte kategorische Interpretation überwunden werden, dann führt das Fehlen des Begriffs “Selbstenwicklung” in seriösen Publikationen zu vielen Bedeutungsänderungen. Darunter versteht man: 1) einen spontanen, naturbedingten Prozess der Selbstverwirklichung eines Individuums; 2) der soziokulturelle Prozess der bewussten Selbsterziehung des Einzelnen; 3) die Aktivität des Subjekts bei der Veränderung seiner Fähigkeiten; 4) Aktivitäten zur Schaffung der eigenen Individualität, Entwicklung des “Selbst”; 5) Suche nach dem eigenen Platz in der Gesellschaft, der Entwicklung der universellen Menschlichkeit in jedem; 6) Bedingung und Ergebnis der Selbsterziehung usw. Die Interpretationen dieses Begriffs sind oft polar: “Prozess” – “Ergebnis”, “Sozio” – “Bio”, “Selbst” – “Gesellschaft”, – die Konzepte von “Individuum”, “Persönlichkeit”, “Individualität”, „Subjekt“.

Bei der Analyse der Konzepte “Entwicklung” und “Selbstenwicklung” ist die häufigste Erklärung die Selbstenwicklung durch eine umfassendere und universellere “Entwicklung”. Aus dieser Sicht stehen Entwicklung und Selbstenfaltung in verschiedenen philosophischen Schulen in einem mehrdeutigen Zusammenhang. Am sinnvollsten erscheint jedoch das Verständnis des gesamten Entwicklungsprozesses als Selbstenwicklung auf der Ebene der integralen Individualität – auf verschiedenen Ebenen der menschlichen Bildung: biochemisch, neurophysiologisch, psychophysisch, sozialpsychologisch. Der Einzelne formt selbstständig seine eigene Persönlichkeit und nutzt dabei sein inneres Potenzial (subjektiver Faktor). Die Entwicklung als Ganzes erfolgt unter dem Einfluss objektiver Faktoren. Freiheit gilt als wichtigster Faktor der persönlichen Selbstenwicklung, und der Wert der Freiheit von wird weniger betont als die Freiheit von.

Der Prozess der Selbstentwicklung, der darauf basiert, dass der Einzelne immer komplexere kreative Probleme löst, weist eine Reihe bedeutender Merkmale auf, von denen die wichtigsten sind:

-Veränderungen im persönlichen Bereich werden nicht von außen bestimmt, sondern unter der gezielten Einflussnahme des Einzelnen auf sich selbst;

-Veränderungen finden nicht nur im motivierenden, kognitiven und intellektuellen Bereich des Individuums statt, sondern auch in den Prozessen des "Selbst": Selbsterkenntnis, Selbstbestimmung, Selbstverbesserung, Selbstregulierung, Selbstverwirklichung.

Ohne den tiefen Zusammenhang dieser Konzepte zu leugnen, ist ein solcher Ansatz nicht ganz legitim: Es entsteht die Illusion eines direkten Übergangs der Entwicklung auf einen neuen Boden eigenständigen Handelns des Individuums ohne Umdenken, das heißt, das Individuum agiert weiterhin als Objekt und nicht als Subjekt der Entwicklung. Es ist nicht ganz richtig, Entwicklung als spezifische Veränderungen zu definieren, die ausschließlich unter dem Einfluss äußerer Faktoren stattfinden, und Selbstentwicklung als innere. Die Kategorie "Entwicklung" im weitesten Sinne des Wortes ist allgemeiner und meint ein System jeglicher Veränderungen ohne Angabe der Art der Einflussfaktoren, aber die Traditionen des Bildungssystems haben ein Stereotyp gebildet, nach dem die menschliche Entwicklung erfolgt hauptsächlich durch äußeren Einfluss, und die innere Aktivität des Einzelnen ist das Vorrecht der Selbstentwicklung.

Es gibt jedoch eine dritte, integrierende Position, die den dialektischen Prozess der Interaktion zwischen äußeren und inneren Determinanten bei der Persönlichkeitsbildung widerspiegelt. Diese Position ist geprägt von der Idee der transformativen Rolle innerer Gesetze: Der Inhalt der Selbstentwicklung ist das Ergebnis der inneren Arbeit des Einzelnen selbst, bei der der Inhalt äußerer Faktoren sozusagen "verinnerlicht" wird und wird zum Instrument der Tätigkeit des Einzelnen. Wir teilen diese Idee und fügen hinzu, dass interne Faktoren neben externen nicht nur eine transformative, sondern auch eine konstruktive, ko-kreative Funktion erfüllen.

Es gibt auch alternative Ansätze. Beispielsweise unterteilen N. Sh. Chinkina und T. V. Galuzo diese Konzepte nach dem Grad des Bewusstseins: Selbstentwicklung ist ein bewusster, motivierter Prozess der gezielten Selbstveränderung, während die Entwicklung spontan durch die Lösung innerer Widersprüche erfolgt und begleitet wird durch Veränderungen der Persönlichkeitseigenschaften, die vom Einzelnen nicht erkannt werden.

Beachten Sie, dass das Konzept der "Selbstentwicklung" dem Konzept der "Selbstbildung" nahe kommt. Daher ist E. A. Klimova der Ansicht, dass Selbstbildung eine bewusste, langfristige und systematische Arbeit an sich selbst ist, um wertvolle persönliche Qualitäten zu formen und zu stärken [2]. L.I. Ruvinsky



definiert Selbstbildung als eine menschliche Aktivität mit dem Ziel, die eigene Persönlichkeit zu verändern.

Gleichzeitig kann man T.V. Galuzo nur zustimmen, dass Selbstentwicklung viel umfassender ist als Selbstbildung, da Selbstentwicklung psychologische, physiologische, pädagogische, intellektuelle und andere Prozesse des Einzelnen umfasst, während Selbstbildung nur pädagogische Aspekte widerspiegelt Aspekte. Zusammenfassend lässt sich festhalten, dass Selbstbildung einer der Bestandteile der Selbstentwicklung ist. Wenn wir von Selbstentwicklung sprechen, stellen wir uns quantitative oder qualitative Veränderungen vor, die auf der Grundlage kreativer kreativer Aktivitäten stattfinden, die darauf abzielen, originelle kreative Ideen und Lösungen für die eigene Transformation zu finden.

Im Kontext des zweiten Ansatzes zur Analyse der Selbstentwicklung ist Selbstbewegung "eine philosophische Kategorie, die eine Veränderung eines Objekts unter dem Einfluss seiner inhärenten Widersprüche, Faktoren und Bedingungen zum Ausdruck bringt. "Dabei ist es uns wichtig, den Fokus auf die inneren Ursachen des Wandels zu richten. Es ist bemerkenswert, dass Selbstbewegung in der Philosophie "im relativen Gegensatz zu Bewegung betrachtet wird, die nur unter dem Einfluss äußerer Faktoren auftritt". Das heißt, analog dazu sollte die Selbstentwicklung in gewisser Weise der Entwicklung entgegengesetzt und nicht mit ihr identifiziert werden. Wir interessieren uns für die Merkmale der Selbstbewegung auf hohen Ebenen ihres Ausdrucks, in offenen und ganzheitlichen Systemen (Person, Gesellschaft), in denen Selbstbewegung mit einem Übergang zu einer höheren Organisationsebene einhergehen kann. Selbstentwicklung kann dann im dialektisch-materialistischen Verständnis als höchste Ebene des Selbstantriebs interpretiert werden.

Der dritte, diskrete Ansatz nutzt die Beschreibung und Analyse individueller "Selbst"-Fähigkeiten und Fähigkeiten des Einzelnen als Komponenten und Mechanismen der Selbstentwicklung. In der Literatur werden die folgenden Konzepte am häufigsten als "Elemente" der Selbstentwicklung verwendet: Selbsterkenntnis, Selbstorganisation, Selbstbewusstsein, Selbstverbesserung, Selbstverwirklichung, Selbstverwaltung, Selbstbestimmung usw., jedoch ohne deren Verallgemeinerung oder Strukturierung. Beispielsweise sind die Ideen der Selbsterkenntnis zum Zwecke der Selbstentwicklung von zentraler Bedeutung im philosophischen System von Sokrates; Die Lehre des Aristoteles über die interne Zielsetzung als Quelle der Selbstbewegung wurde von G. Leibniz, F. Schelling, I. Kant, G. Hegel, Teilhard de Chardin usw. entwickelt; Die humanistische Ausrichtung und der Anthropozentrismus der Renaissance rücken den Selbstaussdruck, die Selbstverwirklichung und die Selbstbestätigung des Einzelnen in der Kreativität in den Vordergrund und verbinden den Prozess der Selbstentwicklung direkt mit dem

kreativen Prozess. Das philosophische System von R. Descartes basiert auf der inneren Primärquelle der Vernunft, ihrer einzigen verlässlichen Grundlage – dem Selbstbewusstsein, das zur Quelle der Entwicklung aller wesentlichen Kräfte des Menschen wird

I. F. Isaev weist auf drei Stufen der Selbstverwirklichung hin [3]. Auf der ersten Stufe wird Selbsterkenntnis (einschließlich Selbstwertgefühl, Selbstbeobachtung und Selbstanalyse des Einzelnen) als der Wunsch hervorgehoben, sich selbst zu testen und die eigenen intellektuellen, moralischen, kreativen und kommunikativen Fähigkeiten zu verwirklichen. Die zweite Stufe besteht aus Amateurleistungen oder der Selbstverwirklichung selbst – der Materialisierung von Wissen, Fähigkeiten und Fertigkeiten des Einzelnen in praktischen Aktivitäten, was eindeutig ein gewisses Maß an Beherrschung der Methoden der Selbstorganisation und der Bildung von Selbstmechanismen impliziert -Ausdruck und Selbstverwirklichung. Die dritte Stufe ist die Selbstbestätigung, die auf einer höheren Ebene eine Bewertung der Manifestation der eigenen Fähigkeiten umfasst, wodurch der Kreislauf geschlossen wird und ein neues Bedürfnis nach Selbstverwirklichung entsteht.

Die Analyse des “Selbstseins” lässt sich in vier Funktionsblöcke zusammenfassen – Selbsterkenntnis, Selbstorganisation, Selbstbildung und Selbstverwirklichung. Dementsprechend ist Selbstorganisation, die auf den Mechanismen der Selbsterkenntnis aufbaut, ausschließlich bewusster (vernünftiger) Natur: Das innere Ziel wird direkt von der Persönlichkeit selbst verwirklicht und geformt; Es kommt zu Bewusstsein, Berücksichtigung und Entwicklung von Einstellungen gegenüber externen Zielen und Einflüssen, wodurch diese möglicherweise interne Bedeutung für den Einzelnen erlangen oder auch nicht. Schließlich trifft der Einzelne eine Wahl seines weiteren Verhaltens auf der Grundlage der Wichtigkeit innerer und äußerer Ziele für ihn, der Wahl des Aktivitätsgrades und der entsprechenden praktischen Maßnahmen zur Verwirklichung dieser Ziele.

Darüber hinaus umfasst Selbstverwirklichung, basierend auf Selbsterkenntnis und Selbstorganisationsmechanismen, die Prozesse der Selbstbestimmung, Selbstverwirklichung, Selbstverbesserung, Selbstdarstellung, Selbstbestätigung, impliziert Selbstvertrauen und Beständigkeit beim Erreichen von Zielen, angemessenes und flexibles Verhalten, das für sich selbst und andere sinnvoll ist usw. Der letzte Funktionsblock der Selbstentwicklungsmechanismen ist die Selbstbildung, die die Prozesse der Selbstschulung und Selbsterziehung umfasst. In diesem Aspekt verstehen wir “Selbst”. -Bildung “als ein Prozess der bewussten Entwicklung und Verbesserung der wesentlichen und potenziellen Stärken eines Individuums: körperliche, geistige, kreative, moralische Qualitäten, intellektuelle und soziale

Fähigkeiten mit dem Ziel, sich selbst zu einem Idealbild als ganzheitliche Persönlichkeit zu „vollenden“. zur Selbstverwirklichung fähig.

Nachdem wir den Prozess der persönlichen Selbstentwicklung inhaltlich charakterisiert haben, definieren wir Selbstentwicklung im Rahmen einer diskreten Herangehensweise als einen bewussten Prozess der persönlichen Entwicklung mit dem Ziel einer effektiven Selbstverwirklichung auf der Grundlage innerlich bedeutsamer Bestrebungen und äußerer Einflüsse.

In der ganzheitlichen Struktur von Funktionsblöcken der Selbstentwicklung werden Kreativität sowie die auf sich selbst ausgerichtete intellektuelle und pädagogische Tätigkeit des Einzelnen als Methoden der Umsetzung betrachtet. Letzteres setzt ein hohes Maß an Motivation voraus; Bewusstsein für die Notwendigkeit der Selbstentwicklung; Ziele, Wege und Methoden des entsprechenden Prozesses, der Grad der eigenen Bereitschaft dazu usw., also ein gewisses Maß an psychologischer und pädagogischer Vorbereitung sowie ein hohes Maß an intellektueller und reflexiver Aktivität.

Lassen Sie uns ausführlich auf den psychologischen Aspekt der persönlichen Selbstentwicklung eingehen. In dieser Situation erscheint es uns angebracht, die unterschiedlichen Ansichten ausländischer und inländischer Psychologen zum Problem der persönlichen Selbstentwicklung unter dem Gesichtspunkt der Besonderheiten ihrer Herangehensweise an das untersuchte Phänomen zu betrachten. Die gesamte moderne Forschung zur persönlichen Selbstentwicklung lässt sich in folgende Bereiche unterteilen:

- funktionell (kausal, ursächlich), wobei der Mensch in allen Bereichen seines Lebens in erster Linie als rein funktionales Wesen betrachtet wird;

- subjektives Ziel, das sich in erster Linie auf die wertsemantischen Merkmale des Individuums konzentriert und es in den Mittelpunkt kultureller Ideale stellt;

- systemologisch, indem die beiden vorherigen Ansätze kombiniert werden, die auf dem Prinzip der systemischen Bestimmung jedes Ereignisses basieren und so eine ganzheitliche Sicht auf das untersuchte Phänomen bieten [4]. Vor diesem Hintergrund ist „die Suche nach inneren Regulationsmechanismen menschlichen Verhaltens im Bereich seiner subjektiven persönlichen Beziehungen zur Welt, zu anderen Menschen und zu sich selbst“ ein traditioneller Zweig der wissenschaftlich-psychologischen Forschung.

Das psychologische Thema der Analyse der persönlichen Selbstentwicklung in der Subjekt-Zielrichtung der Forschung sind die semantischen Bildungen des Individuums, die Bedürfnisse und Interessen der Selbstverwirklichung, persönliche Werte, Bedeutungen.

Motivation, das Subjekt der Aktivität im subjektiven Erleben einer Person, existiert in Form von Motivation und Aktivitätsbedürfnis. Das Motiv hinterlässt seine

spezifischen Spuren in der Lebenserfahrung des Einzelnen und prägt persönliche Bedeutungen der Lebensumstände und der darin erwarteten Handlungen. Der Wechsel der Motive verändert und deformiert das gesamte Feld der Bereitschaft einer Person für verschiedene Ereignisse [5]. Mögliche Wünsche werden durch die psychologischen Beziehungen des Motivs zu Bedürfnissen und Emotionen realisiert. Bei einem Erwachsenen werden Motive und Bedeutungen zu stabilen Motivations- und Semantikformationen geformt (was motiviert + warum es notwendig ist + wie man es erreicht).

Gleichzeitig wird das Zentrum einer einzelnen semantischen Formation, der Kern der Persönlichkeit, als ein durchgängiges System persönlicher Bedeutungen oder Reflexionen im Bewusstsein von Beziehungen erkannt: Motiv und Ziel, Motiv und Emotion, Motiv und Wille und andere Motivationsbeziehungen. Folglich spiegelt sich das Thema persönliches Wachstum in semantischen Formationen wider und findet sich in Veränderungen in der Struktur des Selbstbewusstseins wieder.

Im Ausland wird das Konzept des persönlichen Wachstums von Vertretern verschiedener, vor allem humanistischer Strömungen und Schulen intensiv weiterentwickelt. Wir sprechen auch über die Schaffung einer neuen Richtung – der “Gesundheitspsychologie”, deren Ziel darin besteht, alle Komponenten der menschlichen Gesundheit (spirituell, psychologisch, sozial, somatisch) zu erhalten, zu stärken und zu entwickeln.

Ausländische Psychologie (R. Berne, S. Bühler, T. Greening, W. James, A. Maslow, R. May, G. Allport, K. Rogers, V. Frankl usw.) im Lichte des Subjekt-Ziels Die Ausrichtung der Forschung ist sehr wichtig. Dabei wird auf Motivation, Selbstbewusstsein und interne Voraussetzungen für die Umsetzung des Prozesses der Selbstentwicklung geachtet. Laut Vertretern der humanistischen Psychologie kann sich das Selbst durch Selbsterkenntnis verändern, wodurch die Vorstellung von Persönlichkeit als Prozess und endloser Fähigkeit zum Wachstum und zur Selbstentwicklung möglich wird.

In der humanistischen, phänomenalistischen Psychologie verteidigt K. Rogers die These über die positive Natur des Menschen und die Möglichkeit seiner Selbstverwirklichung; Der Mensch tendiert zu größerer “Kongruenz”, zu realistischerem Funktionieren und Reife. Unter Kongruenz versteht man den Grad der Übereinstimmung zwischen den eigenen Gefühlen, deren Wahrnehmung und den Aussagen darüber.

Persönliches Wachstum oder die Verwirklichung des “Ich” drückt sich laut K. Rogers in dem Wunsch aus, so weit wie biologisch möglich kompetenter und leistungsfähiger zu werden, und zwar in dem Maße, in dem es den Körper und das “Selbst” stärkt. Das Selbst ist eine organisierte, verbundene Gestalt, die sich ständig im Prozess der Bildung befindet und eine Sicht auf sich selbst definiert [6].

Eine wesentliche Ergänzung zum Verständnis des persönlichen Wachstums sind die Ansichten von A. Maslow. Er betrachtet persönliches Wachstum als die konsequente Befriedigung „höherer“ Bedürfnisse auf der Grundlage der erreichten Grundbedürfnisse. Persönliches Wachstum besteht laut A. Maslow nicht aus einer einzelnen Leistung, sondern aus einer besonderen Beziehung zur Welt und zu sich selbst [7].

Die Fähigkeiten des Planens, der Wahl der optimalen Lösung, der Konzentration des Willens, der Geduld und der ständigen Selbstkontrolle verstärken das Stereotyp der Lebensaktivität im System der Lösung immer komplexerer Probleme der Identifizierung und Verwirklichung individueller Fähigkeiten. Vor diesem Hintergrund entsteht ein Prozess ihres kontinuierlichen Einsatzes, der durch die Pflicht und Verantwortung des Einzelnen gegenüber sich selbst und anderen angeregt wird. Der Erfolg durch eine klare Geschäftsorganisation ermöglicht Ihnen Freude und Freude an der Selbstverwirklichung. Das Bedürfnis nach ständiger Selbstentwicklung, die das ganze Leben des Einzelnen anhält, wird bestätigt. Die Ergebnisse der soziologischen Forschung zeigen jedoch, dass eine ständige Selbstverbesserung sehr selten ist. Das Aufhören der Entwicklung führt zur Etablierung eines Systems der mechanischen Reproduktion erworbener Fähigkeiten. Es besteht kein Bedarf mehr an Willenskraft, der Fähigkeit, fundierte Entscheidungen zu treffen oder die Zukunft zu planen. Wenn das Leben Sie erneut zum Lernen und zur Beschäftigung mit komplexeren Arbeiten zwingt, kommt es für kurze Zeit zu einem Übergang in den Entwicklungsmodus und dann wieder zu einer Rückkehr in einen Zustand stabiler Existenz.

Das Fehlen einer kontinuierlichen Entwicklung persönlicher Qualitäten schwächt die Selbstverwirklichung des Einzelnen, sein kreatives Potenzial, die Willensentfaltung, Geduld und die Fähigkeit, seine Ziele zu planen und zu erreichen, erheblich. Es geht hier nicht um Aufgaben, die mit einer bestimmten Tätigkeitsart verbunden sind, sondern um die Fähigkeit, a sich selbst zu arbeiten.

In der gegenwärtigen Situation werden diejenigen, die immer mehr Ansprüche an sich selbst stellen, laut A.V. Merenkov als „Exzentriker“ angesehen, die sich nicht bewusst sind, dass sich die Menschheit bereits in einem Modus sehr aktiver Veränderungen sowohl im System der Beziehungen zur Natur als auch im System der Beziehungen zur Natur befindet in der gesamten Menschheit“ S. 168].

Der Mechanismus der persönlichen Selbstentwicklung wird als komplexes System miteinander verbundener äußerer Einflüsse der Gesellschaft und innerer Reaktionen des Einzelnen verstanden. Sie zielen darauf ab, seine schrittweise Umwandlung von einem primären Entwicklungsobjekt, das auf den Ideen anderer basiert, in ein Subjekt der Selbstverbesserung und dann in ein Subjekt der Entwicklung verschiedener Gemeinschaften und Einzelpersonen sicherzustellen. Der

Wissenschaftler glaubt, dass sich alle Elemente des Mechanismus der Entwicklung und Selbstentwicklung im Laufe des Lebens eines Menschen verändern und an Inhalten und Erscheinungsformen bereichern.

Basierend auf der obigen Analyse der psychologischen und pädagogischen Literatur halten wir es daher für notwendig, den Begriff der persönlichen Selbstentwicklung im Rahmen unserer Forschung zu definieren.

Im psychologischen Aspekt ist die persönliche Selbstentwicklung also ein soziokultureller Prozess der bewussten Bildung einer persönlich bedeutsamen Bedeutung von Aktivität für die Entwicklung individueller Fähigkeiten unter dem Einfluss äußerer Faktoren.

Im pädagogischen Prozess definieren wir persönliche Selbstentwicklung als einen bewussten, zielgerichteten Prozess zur wirksamen Gestaltung von "Selbst"-Prozessen in der gemeinsamen Aktivität der Subjekt-Subjekt-Orientierung. Der Einsatz moderner Informationstechnologien im Bildungsprozess zur persönlichen Weiterentwicklung wird durch die Tatsache gestützt, dass V. Robert, der ihre Rolle in der Bildung untersucht, den Prozess der Persönlichkeitsbildung wie folgt erklärt: "Die Offenlegung inhärenter Möglichkeiten und Fähigkeiten zur Erkenntnis durch die Natur", kreative Initiative, deren systematische Entwicklung, Verbesserung und rechtzeitige Umsetzung – das ist der Weg, den idealerweise jeder Mensch im Prozess der Persönlichkeitsentwicklung einschlagen sollte. Die moderne soziologische und psychologisch-pädagogische Forschung ist davon überzeugt, dass ein Mensch, der sich selbst und sein kreatives Potenzial verwirklicht hat, ein unkomplizierter Mensch ist. Und dies ist zumindest eine notwendige Voraussetzung für das angenehme Leben sowohl des Menschen selbst als auch der Gesellschaft als Ganzes für die weitere Entwicklung auf dem Weg der Verbesserung und Selbstverbesserung" [9; S. 3].

In diesem Zusammenhang entsteht die Informationskultur des Individuums, die als komplexe systemische Qualität des Individuums definiert wird, die sich aus humanistischen Vorstellungen, wertsemantischen Orientierungen, eigenen Positionen und Persönlichkeitsmerkmalen zusammensetzt und sich in der Umsetzung manifestiert von universellen Arten der Erkenntnis, Interaktion, Beziehungen, Aktivitäten in der Informationsumgebung und Bestimmung der ganzheitlichen Bereitschaft eines Menschen, eine neue Lebensweise auf Informationsbasis zu meistern.

Fernunterricht (DL) ist ein zielgerichteter Prozess der interaktiven Interaktion zwischen Lehrenden und Studierenden untereinander und mit Lehrmitteln, unabhängig (indifferent) von ihrem Standort in Raum und Zeit, der in einem spezifischen didaktischen System umgesetzt wird [10].

Das Fernstudium, das die Bildungsaktivitäten der Studierenden mit Hilfe von Computertechnologien organisiert, ermöglicht es den Studierenden, ihr

Vollzeitstudium zu ergänzen, ihre aktive Rolle in ihrer eigenen Ausbildung zu stärken und ihr kreatives Potenzial entsprechend ihren vorhandenen Fähigkeiten auszuschöpfen. Vollzeitstudium mit Fernstudium ist keine mechanische Verbindung zweier Aktivitäten, sondern eine gewisse Organisation des Prozesses der Selbstentwicklung der Persönlichkeit des Studierenden, bei der es zu einer gegenseitigen Bereicherung der Funktionen von Vollzeit- und Fernstudium kommt. Verschiedene Kanäle und Aspekte. Wenn neue kognitive Motive im Vollzeitstudium aktualisiert werden, dient ein ordnungsgemäß organisiertes Fernstudium als Quelle ihrer Zufriedenheit. Die während des Fernstudiums erworbenen Kenntnisse und Fähigkeiten erlangen für den Studierenden eine persönliche Bedeutung. Es ist wichtig zu betonen, dass sich die Entwicklung der Persönlichkeit des Studierenden im Kontext der Integration von Vollzeit- und Fernstudium als Transfer neuer Ausbildungen manifestiert (Motive, Fähigkeiten, Kenntnisse, Fertigkeiten usw.) von Fernunterrichtsaktivitäten bis hin zu hauptberuflichen Bildungsaktivitäten und zurück.

Gleichzeitig liegen die positiven Aspekte des Fernunterrichts auf der Hand, der darauf abzielt, spezifische Probleme im Zusammenhang mit der Entwicklung der kreativen Komponente der Bildung zu lösen, die im Regelunterricht nur schwer zu erreichen sind:

- Stärkung der aktiven Rolle des Schülers in seiner eigenen Ausbildung: bei der Festlegung von Bildungszielen, der Wahl vorherrschender Richtungen, Formen und Lerngeschwindigkeiten in verschiedenen Bildungsbereichen;

- ein starker Anstieg des Umfangs zugänglicher Bildungsressourcen, kultureller und historischer Errungenschaften der Menschheit, Zugang zu den kulturellen und wissenschaftlichen Schätzen der Welt für Benutzer aus jedem Ort mit Telekommunikation;

- dem Schüler die Möglichkeit zu geben, mit professionellen Lehrern zu kommunizieren, mit gleichgesinnten Kollegen, Beratung mit hochrangigen Spezialisten unabhängig von ihrem territorialen Standort;

- Erhöhung der heuristischen Komponente des Bildungsprozesses durch den Einsatz interaktiver Unterrichtsformen, multimedialer Trainingsprogramme;

- komfortablere, im Vergleich zu herkömmlichen, Bedingungen für den kreativen Selbstaussdruck des Schülers, die Möglichkeit für Schüler, die Produkte ihrer kreativen Tätigkeit allen zu demonstrieren, umfassende Expertenmöglichkeiten zur Bewertung der kreativen Leistungen von Kindern;

- die Möglichkeit, sich durch die Teilnahme an Fernprojekten, Wettbewerben und Olympiaden mit einer großen Anzahl von Gleichgesinnten in verschiedenen Städten und Ländern zu messen, jedoch sowohl in traditioneller Form als auch in Form von Fernunterricht

erfordern eine gezielte, wissenschaftlich fundierte Gestaltung der Ausbildung.

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## РЕШЕНИЕ ИННОВАЦИОННЫХ ПРОБЛЕМ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВ В СФЕРЕ ТУРИЗМА

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**Аннотация:** Статья раскрывает принцип внедрения инновационных технологий в учебный процесс по иностранному языку для подготовки кадров в сфере туризма и сервиса. Рассматриваются различные методы беседы.

**Ключевые слова:** Речь, общение, предложение, цель, безграничный, художественная литература, ознакомление, умение, независимый.

**Annotation:** This article deals with the principles of introduction of innovational technologies into the educational process in foreign languages for training specialists in the sphere of tourism and service, as well as different methods of conversation are discussed here.

**Keywords:** speaking, communication, sentence, aim, unlimited, fiction, introduction, skills, independent.

Построение сильного государства зависит от потенциала сегодняшнего поколения, его устремлений, знаний и интеллектуальных способностей. Только физически сильная гармонично развитая, высокодуховная молодёжь способна взять на себя ответственность за судьбу страны и будущее нашего народа. В современном обществе знание иностранного языка повышает рейтинг специалиста в любой отрасли, делает его конкурентоспособным и создаёт условия для комфортного выполнения профессиональных обязанностей.

В этой связи большое значение имеет задача научно и технически образованного молодого поколения, которую необходимо понимать, как один из приоритетов в обеспечении национальной безопасности страны. Педагогическая поддержка использования научно-технической литературы, необходимой для успешной социализации, сама по себе не создаёт достаточных условий для свободного развития личности.

Конец XX века и начало нынешнего столетия ознаменовались бурным развитием туристического бизнеса. Столь значительный рост этого бизнеса обусловлен невысоким уровнем первоначальных капиталовложений, особенно в сферах связанных с оказанием услуг и производство потребительских товаров [5,7].

Благодаря высокому интеллектуальному потенциалу и творческим подходам к управлению кадрами созрели все условия для освоения инновационных, образовательных технологий и создание коммерческих учебных заведений, ориентированных на потребности рынка, участие молодежи в развитии сферы услуг, сервиса и туризма.

Решается и проблема занятости молодежи, их участие в сфере услуг, сервиса и туризма. Молодые специалисты могут с помощью Интернета находить работу на мировом рынке и плодотворно трудиться, не меняя места жительства.

Главным способом комплексного решения этой проблемы может стать повсеместное внедрение обучения проблем разработки терминов сферы услуг, сервиса и туризма. Это позволит восполнить отсутствие достаточного количества высококвалифицированных кадров в регионах. Уровень знаний студента мало будет зависеть от неспособных, не творчески относящихся к своему делу педагогов, которые, к сожалению, встречаются еще в наших учебных заведениях. Кроме того, они сами, в ходе учебного процесса, станут повышать свою квалификацию ориентируясь на виртуальные лекции лучших профессоров. То есть 2-3 высококвалифицированных педагога по каждому предмету займутся разработкой образцовых лекций с учетом международных стандартов, затем их будут распространять повсеместно и транслировать, но время занятий в аудитории или самостоятельной работы. По этой же схеме и для преподавателей будут организованы занятия по основам развития инфраструктуры туризма. Таким образом, соблюдаются два важнейших условия:

значительно сокращают сроки подачи учащимся новой и качественной учебной информации и, одновременно, налаживается процесс массового непрерывного повышения квалификации кадров без отрыва от обучения учащихся. К тому же, со временем отпадет необходимость в огромном количестве преподавателей, а значит, больше внимания и средств можно будет уделять повышению качества их профессиональной подготовке.

Одной из первоочередных проблем при создании туристического бизнеса становится кадровая политика. В связи с тем, что на протяжении многих лет подавляющее большинство предприятий были государственными, отсутствовала четко выработанная система использования и развития человеческих ресурсов [11,30-32].

В настоящее время при многообразии форм собственности и строящихся рыночных отношениях, возникает конкуренция, при которой не обойтись без продуманной системы стратегии управления человеческими ресурсами. Любое предприятие независимо от его размеров требует правильного

управления предприятием подразумевает действия его руководителей, направленные на достижение той или иной поставленной цели. Туристический менеджмент как система управления предприятием, действующим в условиях рыночной экономики, предполагает создание условий, необходимых для их эффективного функционирования, развития производственно- хозяйственной деятельности.

Речь идет о такой системе управления, которая порождена объективной необходимостью и закономерностями рыночных отношений хозяйствования, связанными с ориентацией фирмы на спрос и потребности рынка, на запрос индивидуальный потребителей;

обеспечением заинтересованности работников наивысших конечных результатах;

широким использованием научно-технических достижений; регулированием межфирменных отношений.

Однако многие предприниматели недооценивают или вообще игнорируют человеческий фактор, и как следствие испытывают трудности в развитии бизнеса, сами того не понимая, от чего это происходит. Опыт зарубежных фирм показывает, что успех сопутствует тем компаниям, которые ориентируются на перспективу инновационного управления трудом, что означает поворот туризма к формированию новых моральных ценностей, разделяемых всем персоналом фирмы. «Туристический менеджмент» прежде всего означает сферу деятельности, связанную с организацией работы людей в организациях различного рода [1,13]. Следовательно, особое место в работе туристических компаний занимает управление персоналом. Управление персоналом является одним из трех блоков составляющих экономический механизм. Он направлен на решение конкретных проблем взаимодействия в реализации социально-экономических задач, возникающих в процессе хозяйственной деятельности. Экономический механизм туристической компании объективно обусловлен осуществлением хозяйственной деятельности фирмы в рыночных условиях, когда результаты управленческой и хозяйственной деятельности получают оценку на рынке в процессе обмена. Вот тут и начинает проявляться необходимость слаженной структуры управления человеческими ресурсами.

Чтобы нанять соответствующих работников руководство обязано знать какие задачи им предстоит решать в процессе трудовой деятельности. Эти сведения обеспечивают анализ содержания работы, служащий надежным основанием для принятия необходимых решений.

Исходя из вышеизложенного задачами управления персоналом является: Политики и стратегия развития управления персоналом. Организация

системы селекции, продвижения кадров, обучение персонала.

Оценка мотивации труда

Управление конфликтами

Делегирование полномочий

Выработка политики и стратегии управления персоналом является важным моментом успешного туристического менеджмента. Здесь важно знать вопрос планирования трудовых ресурсов. Планирование трудовых ресурсов, по существу, представляет собой применение процедур планирования для комплектации штатов и персонала. Этот процесс включает в себя: оценку наличных ресурсов, оценку будущих потребностей, разработку программ удовлетворения будущих потребностей. Очень часто в сфере туристического бизнеса практически не решается в системе управления. У руководителей фирм нет четкой картины по стратегии развития кадрового потенциала, планирования штатов. Набор имеет целью создания резервов кандидатов на все должности, из которого менеджер отбирает наиболее подходящих для неё работников, причём используются как внешние так внутренние источники [12,190-192].

На этапе отбора кадров руководство выбирает наиболее подходящих кандидатов из созданного резерва. Учитывается образование кандидата, уровень его профессиональных навыков, опыт предшествующей работы, личные качества. Используются испытания, тесты, собеседования.

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## **“QORAQALPOQ TILI” DARSLARIDA MUAMMOLI MA’RUZANI QO‘LLANISH ORQALI LINGVOMETODIK KOMPETENSIYANI SHAKLLANTIRISH HAQIDA**

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**Annotaciya:** Ma’ruza jarayonida talaba-filologlarning lingvometodik kompetensiyasini shakllantirish olib boriladigan o‘qish jarayonidagi yetakchi fan «Qoraqalpoq tilini o‘qitish metodikasi» hisoblanadi. Maqolada qoraqalpoq tilini o‘qitish metodikasi va lingvometodik kompetensiyani shakllantirish texnologiyasi amalga oshiriladigan lingvistik tsiklning fanlari bo‘yicha muammoli ma’ruzalarni tuzish usullarini ko‘rib chiqildi.

**Tayanch so‘zlar:** ma’ruza, muammoli ma’ruza, axborot ma’ruza, talaba-filolog, personifikatsiya, kasbiy kompetensiya, lingvometodik kompetensiya.

**Ключевые слова:** лекция, проблемная лекция, познавательная лекция, студент-филолог, персонификация, профессиональная компетенция, лингвометодическая компетенция.

**Key words:** lecture, problematic lecture, cognitive lecture, student-philolog, personification, professional competence, lingua-methodological competence.

Ma'ruza, boshqa yuqori o'quv yurtlari mashqlari kabi, o'qituvchiga o'zini eng a'lo darajada ko'rsatish imkonini beradi, buning natijasida talabalarning o'z faniga bo'lgan qiziqishini belgilaydi. Professor A.A. Murashovning «Pedagogik ritorika» (2001) asaridagi «O'qituvchi so'zlovchi emas, balki tinglovchi» degan fikri o'qituvchi-metodist va talaba-filologlar – bo'lajak tilshunos-o'qituvchilar o'rtasidagi aloqani samarali tuzish uchun motivatsion asos va aksioma hisoblanadi.

Oliy ta'limning zamonaviy didaktikasida oliy o'quv yurtining ta'lim jarayonini tashkil etishning dasturiy shakli bo'lgan ma'ruza keyingi o'n yilliklarda olimlarning diqqat markazida bo'lib kelmoqda. Bir tomondan, ma'ruza materialining mazmuni masalalari doimo dolzarb bo'lib, boshqa tarafdin, ma'ruza metodologiyasida innovatsion izlanishlar olib borilmoqda. Bugungi kunda ma'ruzalarning tuzilishiga «ko'p hollarda zamonaviy talaba oddiy qanday o'qishni bilmasligi» ham sezilarli ta'sir etmoqda: u «ko'pincha o'qituvchining aytganlarini qanday yozishni bilmaydi, yoki hamma narsani yozadi, yoki umuman hech narsa yozmaydi. Talaba ko'pchilik hollarda ma'ruza materialini bilan ishlashni bilmaydi» [1]. Shu sababli, professor A.G. Kazakovaning fikri bo'yicha, «oliy o'quv yurti ma'ruzasini optimallashtirishning eng muhim usullaridan biri talabalarda ma'ruza materialini tuzatish, asosiy narsani belgilash, ta'lim materialining bo'limlarining o'zaro aloqasi va o'zaro tushinishni sezish qobiliyatini shakllantirish hisoblanadi» [2].

Tarixiy nuqtai nazardan ma'ruza – bu yaxshi tashkillashtirilgan tarkibga ega bo'lgan oliy o'quv yurtidagi ta'limning asosiy turi bo'lib, dasturiy asosda «mavzuni shakllantirish, reja va mustaqil ish uchun taklif etilgan adabiyotlarni yetkazish, taklif etilayotgan ish rejasiga qat'iy rioya etish» [3].

XXI asr kasbiy ta'lim pedagogikasida turli sabablar bilan ma'ruzalarning har xil turlari ajratiladi: kirish, ma'ruza-axborot, kundalik, tematik, izohli, muammoli, vizual ma'ruza, binar, ma'ruza-konferentsiya, ma'ruza-konsul'tatsiya, yakunlovchi, ma'ruza-provokatsiya, ma'ruza-tadqiqot, ma'ruza-dialog va boshqa. [4].

Ma'ruzalarning samaradorligi o'qituvchi tomonidan ma'ruzalarni tayyorlash va o'tkazish jarayonida ijrosi zarur bo'lgan ba'zi shartlarga aloqador. Ilmiy ma'lumotlarning yuqori darajasiga bo'lgan talab birinchi galda olga suriladi, bu axborot davrida ayniqsa muhim, sababi ko'pincha talabalarning fanni o'rganishga bo'lgan ishtiyoqi bugungi kunda turli ilmiy va metodik adabiyotlarda taklif etilgan fikrlar o'qituvchi tomonidan asossiz takrorlanishi sababli yo'qoladi. Ma'ruzaning ilmiy ma'lumotlarining mazmuniga ham – uning hajmiga, materialni tizimlashtirishga, uni metodik qayta ishlashga, misollar, faktlar, hujjatlar va boshqa ko'rinishdagi illyustrativ bo'limga, shuningdek, taklif qilish mantiqiylikiga alohida talablar qo'yiladi. Ilmiy bilimlarni muhokama qilishda plyuralizm ma'ruzalarning

ajralmas atributi hisoblanadi. Shartlarning alohida guruhi – ma’ruza o‘qish jarayonida o‘qituvchining hatti-harakatlarining kommunikativ taktikasi hisoblanadi [5].

Ma’ruza jarayonida talaba-filologlarning lingvometodik kompetensiyasini shakllantirish olib boriladigan o‘qish jarayonidagi yetakchi fan «Qoraqalpoq tilini o‘qitish metodikasi» hisoblanadi. So‘nggi o‘n yillikdagi kelajakdagi tilshunos-o‘qituvchining kasbiy ta’limidagi qoraqalpoq tilini o‘qitish metodikasi bo‘yicha oliy o‘quv yurti ma’ruza kursini optimallashtirish ilmiy muammosi ayniqsa dolzarb hisoblanadi. Bu avalambor lingvometodikani turdosh fanlar – filologiya, pedagogika, psixologiya va boshqa yangi ilmiy ma’lumotlar bilan mahsuldor to‘ldirish bilan aloqador.

Professor N.A.Ippolitova metodist-olim M.T.Baranovning ma’ruza kursini ishlab chiqish tajribasiga tayanib ish olib borganini aytadi:

- ma’ruza mazmuni faqat ma’lumot berish emas, balki qiziqarli bo‘lishi zarur;
- ma’ruza mazmuni optimal tuzilgan bo‘lishi kerak;
- ma’ruza tuzilishi tinglovchilar tomonidan uning ma’nosini ochib berishning zaruriy komponenti sifatida tushinilishi kerak;
- ma’ruzadagi har bitta pozitsiya oldingisi asosida tuziladi va taklif etiladi va keyingisini tushinishga qaratilgan bo‘ladi;
- ma’ruza kursidagi metodik tavsiyalar qisqa (kichik xajmli) semantik bloklar ko‘rinishida, ularda oson takrorlanadigan va tushunarli kalit so‘zlar bo‘lishi zarur;
- aniq metodik kontseptsiyani amalga oshirishda qo‘yiladigan barcha talablar asosli, dalillarga tayangan, ishonchli bo‘lishi kerak;
- nima aytangiz ham yodta tuting, faqat jonli so‘z tinglovchilarni to‘lqinlantiradi: ma’ruzachining vazifasi kelganlarni tinglashga majbur qilish emas, balki ularni buni qilish zarurligiga ishonitirish [6].

Muammoli ma’ruzalar «lektsiya o‘qitishning dialog shakli»ni nazarda tutadi va uning predmeti «ma’ruzachi tomonidan kiritilgan material va mavzuning asosiy mazmunini aks ettiruvchi kognitiv vazifalar tizimi» [7].

Qoraqalpoq tilini o‘qitish metodikasi va lingvometodik kompetensiyani shakllantirish texnologiyasi amalga oshiriladigan lingvistik tsiklning fanlari bo‘yicha muammoli ma’ruzalarni tuzish usullarini ko‘rib chiqamiz.

Ma’ruza mazmunini tanlashda, eng avvalo, talaba-filologlarning shakllangan tushuncha doirasi ko‘rsatiladi, bu vazifalar tizimi bilan konkretlashtiriladi. Shunday qilib, «Zamonaviy maktabda qoraqalpoq tili kursining maqsadi, mazmuni va tuzilishi» mavzusidagi metodologiya bo‘yicha muammoli ma’ruza jarayonida quyidagi vazifalar hal qilinadi: 1) lingvometodik kompetensiyaning kognitiv komponenti – talaba-filologlar tomonidan «maqsad qo‘yish», «pedagogikada maqsad», «qoraqalpoq tilini o‘qitishda kompetensiyaga asoslangan yondoshuv», «maktab o‘quvchilarining kommunikativ, lingvistik va madaniy kompetensiyasi,

«tillik yakkalik»); ona tilidagi umumiy ta'limning majburiy minimal mazmuni, qoraqalpoq tilining maktab kursi uchun bilim va ko'nikmalarni tanlash tamoyillari haqida g'oyalarni shakllantirish; 2) lingvometodik kompetenciyaning tezkor-salohiyat komponenti: asosiy va o'rta maktablar uchun qoraqalpoq tilidagi o'quv dasturlari va darsliklarni lingvometodik talqin etish qobiliyatini shakllantirish; 3) lingvometodik kompetenciyaning aksiologik tarkibiy bo'limi: talaba-filologlarning ona tiliga qadriyatli yondoshuvini shakllantirish, zamonaviy pedagogik salohiyatning maqsad va mazmuniga yarasha pedagogik salohiyatni amalga oshirishga tayyorgarlik sifatida qadriyat yondoshuvini shakllantirish.

Muammoli ma'ruzaning maqsadiga erishish kasbiy ahamiyatga ega bo'lgan matnlarni, shu jumladan, ma'ruza davomida o'qituvchi tomonidan taqdim etilgan savollar va topshiriqlar tizimini tushinish jarayonida erishiladi.

Ma'ruza boshinda talaba-filologlarning diqqatini o'rganilayotgan mavzu muammolariga qaratish uchun savollar tuziladi, masalan: Maqsad nima ekanini qanday tushunasiz? Nima uchun ta'lim jarayonida maqsad qo'yish zarur? Qoraqalpoq tilini o'rgatish nimani bildiradi? Bundan tashqari, o'qituvchi ma'ruza darsining tarbiyaviy vazifasini amalga oshiradi: ma'ruzada talaba-filologlar qanday yangi narsalarni o'rganadi va qanday ko'nikmalarni egallaydi. Ma'ruzaning bu tarkibiy qismi talaba-filologlarni o'qish va bilish faoliyatini kuchaytirishga chorlaydi.

Muammoli ma'ruzalarda mavzuning konseptual apparatini talqin etish ayniqsa dolzarb ahamiyatga ega. Bu talqin turli ilm-fan yo'nalishlari, falsafa, pedagogika, psixologiya, lingvistika, qoraqalpoq tilini o'qitish metodikasi va boshqa tegishli axborot manbalari orqali amalga oshiriladi. Bitta terminning turli aniqlamalarini talqin qilishi natijasida talaba-filologlar o'z fikrini rivojlantiradi. Shu bilan birga, talabalarning umumiy kognitiv qobiliyatlarini shakllantirish muammosi yechilmoqda. Kelajakdagi pedagogik salohiyat uchun aniq bitta kontekst tuzish, o'qituvchi tomonidan atamalarni talqin qilish jarayonida qo'llaniladigan usullarni tushinishga yo'naltirish muhim: bu yerda talabalarga qandaydir terminning lingvometodik talqini bo'yicha topshiriq berish taklif etiladi. Shunday qilib, «tillik yakkalik» tushunchasi zamonaviy lingvometodikaning asosiy tushunchalaridan biri. O'rganilayotgan mavzu doirasida bu tushincha tilshunos olim Yu.N.Karaulov (2004) tomonidan kasbiy pretsedent matnlarni talqin qilish jarayonida ko'rib chiqiladi. Zamonaviy maktab dasturlarida qoraqalpoq tilini o'qitishning maqsad va vazifalari prizmasi orqali tushintiriladigan bu konsepsiyaning mazmunini talqin etib, talaba-filologning til shaxsining uzviy mulki – tilga bo'lgan muhabbat haqida fikr bildiradi: «Bu amor linguare tuyg'usi, - deb yozadi Yu.N.Karaulov, - ona tilida so'zlovchi shaxsning qalbida ildiz otadi va ongsiz qolishi mumkin» [8]. Talaba-filologlar tomonidan «til shaxsi» tushunchasining ma'nosini teranroq tushinish, shuningdek, o'z ona tiliga



qadriyatni shakllantirish uchun vazifa qanday hollarda, nimaning ta'sirida ekanligini tushuntirishdan iborat.

Ma'ruza mavzusining konseptual apparatini tizimli talqin etish o'qituvchi tomonidan ma'ruzaning asosiy mazmunini taklif qilish jarayonida uni samarali tushinish uchun zarur shart-sharoitlarni keltirib chiqaradi. Muammoli ma'ruzaning dolzarb mazmuni pedagogik holatni hosil qiladigan shaklda ishlangan. Biz metodika bo'yicha tasvirlangan ma'ruza mavzusi doirasida pedagogik holat qoraqalpoq tilidagi zamonaviy dasturlar va darsliklarda ta'lim mazmunini tanlashda bor munosabatlarni lingvometodik talqin etish zarurati sifatida qo'yiladi. Buning uchun mavzu bo'yicha tegishli ma'lumotlar taklif etiladi, talaba-filologlarning vazifasi bo'lsa qoraqalpoq tilidagi bor dasturlar mualliflarning maqsadni belgilash va mazmunni tanlash masalasi bo'yicha pozitsiyalarini qiyoslash hisoblanadi. Ma'ruzaning bu bosqichida ta'lim muhitini moslashtirishga maktab amaliyotidan illyustratsiyalar, masalan, turli darsliklardan foydalangan holda qoraqalpoq tili darslaridan parchalar, turli dasturdagi ish haqida filolog-o'qituvchilarning interv'yu -izohlari va boshqa yordam beradi. Turli mualliflar jamoasi tomonidan qoraqalpoq tilidagi dasturlar va darsliklarni ishlab chiqishga daxldor o'xshashlik va tafovutlarni jamoaviy talqin etish natijasida talaba-filologlar nazariy muammoga yangi qarashni ishlab chiqmoqda. Filolog-o'qituvchining pedagogik faoliyatining ilmiy-metodik muammolarini hal etishga tayyorligi bo'lajak filolog-o'qituvchining lingvometodik kompetensiyasini shakllantirish ko'rsatkichlaridan biri.

Qoraqalpoq tilini o'qitish metodikasi bo'yicha muammoli ma'ruzalar mazmunida professional ahamiyatga ega matnlarni lingvometodik talqin etishning turli darajalari tizimli kirgiziladi; shu bilan birga, filolog-o'qituvchining kelajakdagi kasbiy faoliyati konteksti ishlab chiqiladi. Shu bilan birga, tilshunoslik fanlaridan muammoli ma'ruza kurslariga matnni lingvometodik talqin etish ham joriy qilinmoqda. Ushbu taktika lingvistik tsikl fanlarini o'rganish jarayonida lingvometodik kompetensiyani shakllantirishga asos bo'ladi. Masalan, sintaksis bo'yicha muammoli ma'ruzalarda talaba-filologlar oliy o'quv yurti va maktab darsliklaridagi «sintaksis», «so'z birikmasi», «gap», «matn» kabi kursning asosiy tushunchalarini aniqlashda turli yondoshuvlarni qiyoslaydi va ularni shakllantirishga harakat qiladi. Talabalarga maktabda sintaksisni o'rganishning XX asr boshidagi va XXI asrdagi sifatlovchi matnlarning pedagogik muammosiga bag'ishlangan matnlarni lingvometodik talqin etish taklif etiladi. Talqinni boshlab, talabalar hozirgi sintaksisda turli tushunchalar borligini biladi, matnlar bilan ishlash jarayoninde talaba-filologlar maktabda sintaksisni o'rganish muammolari va tilshunoslik tushunchalarini o'zlashtirishning qiyinligi, o'qituvchining metodik tayyorgarligining kamchiliklari bilan aloqadorligi haqida muhim xulosaga keladi. Shunday qilib, tilshunoslik tamoyillarini o'rganish jarayonida matnni lingvometodik talqin qilish

fanlararo integratsiya va kasbiy yo‘nalish tamoyillarini amalga oshirishga imkoniyat beradi.

Bo‘lajak filolog-o‘qituvchilarning qoraqalpoq tilini o‘qitish metodikasi va lingvistik tsikl distsiplinasini bo‘yicha muammoli ma‘ruzalarida lingvometodik kompetenciyasini shakllantirish, shu jumladan, o‘qish jarayoni sub’ektlari tomonidan madaniy pedagogik muhitni yaratish orqali amalga oshiriladi.

Talabalar va o‘qituvchilarning madaniyat kontekstida o‘zlarini sezish qobiliyatini ochib beradigan o‘ziga xos taktika sifatida (bu qobiliyat insoniylik ta’limining asosiy qadriyati va hosilasi sifatida talqin qilinadi [9], uning «qiziqishlari va imkoniyatlari bilan» [10] biz «Fikrlash» deb nomlangan tushunchalarni taklif etamiz.

«Fikrlash» har bitta darsning tuzilishidagi majburiy komponent bo‘lib, u mavzuni talqin qilishni qamrab oladi, mavzuni tanlash turli yo‘llar bilan amalga oshiriladi. Bu, masalan, kun, hafta, oy voqeasi haqida gapirishni o‘z ichiga olgan taqvim prinsipi bo‘lishi mumkin. Shuningdek, asosiy e’tibor o‘qituvchi yoki o‘quvchini to‘lqinlandirgan muammolarga (masalan, kitob, fil’m, spektakl’) va boshqa qaratilishi mumkin. Bu ishning uzviy sharti maktabda qoraqalpoq tilini o‘qitish imkoniyati yoki filolog- o‘qituvchining kasbiy faoliyati kontekstida ko‘rinadi. Bo‘lajak filologning lingvometodik kompetenciyasini shakllantirish uchun biz tuzgan pedagogik texnologiyada bu taktikaning paydo bo‘lishi uchun zarur shart-sharoitlarni shakllantiramiz.

Metodika fani o‘quvchilarni so‘z orqali tarbiyalashda tajribaga ega. Biroq, bugungi kunda o‘qituvchi suhbat mavzusini tanlash muammosiga ko‘proq duch kelmoqda: ularning onginingina emas, balki ma’naviyatiga ham ta’sir etish uchun talabalar bilan nimani muhokama zarur? Maktablarda doimo taqozo etiladigan uy, oila va do‘stlar mavzulari zamonaviy o‘qituvchi uchun talqin qilishda qiyinchiliklarga olib keladi. Maktab o‘quvchilariga zerikmaslik uchun bu mavzularni qanday aytish zarur? Shu bilan birga, esda tutish zarur, qoraqalpoq tili darsidagi har qanday suhbat faqat tarbiya va rivojlanishni emas, balki o‘qitishni ham o‘z ichiga oladi: o‘qituvchi va o‘qituvchining nutqi o‘quvchilarda turli kompetenciyalarni shakllantiradigan namunaga aylanishi zarur – tildan kommunikativlikgacha. Shunday qilib, narasmiy fikr almashish ona tilini o‘qitishning umumiy tizimiga organik turda mos keladi va bu holatda, biz badiiy asar sifatida qoraqalpoq tilidagi dars haqida aytishimiz mumkin. Ammo savol tug‘iladi: o‘qituvchi bunday ishga tayyormi? Buning uchun o‘quvchilar uchun qiziqarli va foydali mavzuni tanlay olish, o‘quv jarayonida qo‘yiladigan psixologik, pedagogik va lingvometodik talablarni hisobga olgan holda bo‘lajak suhbatni modellashtirish kerak. Ko‘pincha paradoksal holat bor: ona tilini o‘rgatishda o‘qituvchi o‘zining kommunikativ qobiliyatining yetarli darajasini ko‘rsata olmaydi, shu bilan birga uning inson hayotining turli tomonlariga

bo'lgan nuqtai nazari doimo aniq emas. Filolog-o'qituvchini kasbiy tayyorlash tizimiga talaba-filologning pedagogik pozitsiyasini shakllantirish bilan birga uning lingvometodik va kommunikativ kompetencyalarini shakllantirishga yordam beradigan maxsus taktikani kiritish natijasida o'ziga xos xususiyatni belgilaydi.

Talaba-filologning kasbiy tayyorgarligida «Aks ettirish» taktikasi bir-biri bilan aloqador bo'lgan bir nechta bosqichlar jarayonida amalga oshiriladi. «Aks ettirish»ning birinchi bosqichining maqsadi sinfda talqin qilish uchun material tanlashni o'rgatish, buning asosida maktab o'quvchilarining qadriyat yo'nalishlarini, shuning ichida o'z ona tilida qadriyat yondoshuvlarini natijali shakllantirish mumkin bo'ladi. Bu bosqichda o'qituvchining o'zi bu mavzularni ochib beradigan matnlari lingvometodik talqin uchun mavzular va vazifalar tizimini taklif etadi. Demak, taqvim prinsipiga rioya etgan holda o'qituvchi o'quvchilar bilan birgalikda davlat va diniy bayramlar, jahon va milliy madaniyatning tarixidagi muhim sanalar haqida fikr yuritadi.

Suhbat mavzusi har xil yo'llar bilan yuzaga keladi. Masalan, mart oyining oxirgi o'n kunligidagi dars quyidagicha boshlanishi mumkin: «Agar oylarning barcha nomlari alifbo tartibida bo'lsa, mart oyi qanday nomlanar edi? Bu savolga 10 sekund ichida javob bera olasizmi? Keyin biz asosiy so'zlar bo'yicha suhbat nima haqida bo'lishini chamalashga harakat qilamiz: mart, sentyabr, quyosh, bahor, kuz. Shunday qilib, biz mavzuni tuzamiz: «21 mart – bahorgi kun tenglashgan kun». Shunday qilib, talabalar bu masaladan qay darajada xabardor ekanligini bilib olamiz. Shu bilan birga, biz filolog-o'qituvchi nima uchun bu haqida umumiy bilish kerakligi haqida o'ylamiz va kerakli ma'lumotlarning taxminiy doirasini belgilaymiz. Bu yerda atlaslar, qomuslar, hatto globusni, ya'ni birinchidan, o'quvchilarga o'zlarining bo'shliqlarini to'ldirishga imkon beradigan, ikkinchidan, ularga aniqlik bilan ishlash mumkin bo'lgan variantini ko'rsatadigan hamma narsalarni berish maqsadga muvofiq. Keyin, biz qoraqalpoq tili maktab kursining turli bo'limlari bilan bog'liq savollar va topshiriqlarni shakllantiramiz, shu bilan birga «Aks ettirish» mavzusiga mos keladigan o'qish ma'lumotlarining imkoniyatlarini aniqlash uchun qoraqalpoq tili darsliklaridan materiallarni foydalanamiz. Bahorgi kun tenglashishi mavzusidagi suhbatni yakunlab, talabalar «tabiat – inson» muammosi, bugungi maktab o'quvchilari insonning tabiatga aloqasi haqida qayg'urishi, bu mavzuning mumkin bo'lgan axloqiy tomonlari haqida o'ylaydi. Yakunlab aytganda, maktabda qoraqalpoq tili darsida u qo'llagan metod va usullardan qaysi biri qo'llanilishi mumkinligini aniqlash uchun o'qituvchining texnikasi talqin qilinadi.

«Aks ettirishlar» mavzusidagi o'z ko'rinishini topgan g'oyalarning timsoli faqat qoraqalpoq tili darsining hamma bosqichlari o'rtasidagi aloqalarni o'rnatish bo'ladi: oliy maktab pedagogikasi nuqtai nazaridan, bu tamoyilni amalga oshirish haqida aytish zarur. Fanlararo integratsiya – lingvistik tsiklning o'rganilayotgan fanlari

bo'limlari bilan qoraqalpoq tilini o'qitish metodikasi bo'limlari o'rtasidagi aloqalar. Bu aloqa talabalar e'tiborini qoraqalpoq tilini maktab o'quvchilariga o'qitish jarayonida pedagogik fikrlashish muammosiga qaratadi.

«Aks ettirishlar» taktikasini amalga oshirishning ikkinchi bosqichida talaba-filologlar o'qituvchi tomonidan taqdim etilgan mavzu bo'yicha mustaqil holda savol va topshiriqlar tuzish ko'nikmasini rivojlantiradi. Oldingi darslarda «Aks ettirishlar» qanday o'tkazilganiga o'xshab, o'quvchilar qoraqalpoq tilidagi maktab darsliklaridan foydalangan holda o'zlarining versiyalarini ishlab chiqadi. Dastlabki tayyorgarlik da mumkin: bu holatda talabalar qo'shimcha material tayyorlashi uchun taxminiy mavzu oldindan e'lon qilinadi.

Uchunchi bosqichda talabalar mustaqil shaklda o'quvchiga yo'naltirilgan «Aks ettirish» mavzuisini tanlaydi va uning lingvometodik talqinini amalga oshiradi. Bo'lajak filologlar tomonidan ishlab chiqilgan «Aks ettirish»larni jamoaviy talqin qilish jarayonida o'quvchilar hamma narsani oldindan ko'rishning iloji yo'qligiga ishonch hosil qiladi, sababi, qoida shaklida, talabalar bilan suhbat o'qituvchilarni oldindan rejalashtirilmagan savollarga olib keladi. Bu bosqichda o'qituvchi lingvodidakt olim A.A.Murashov tomonidan shakllantirilgan pedagogik ritorikaning muhim tarkibiy bo'laklarini ochib berishi maqsadga muvofiq: «Darsning kommunikativ tuzilishi modellarining mavjudligi (shuning ichida, dialogda qiyin hollardan shiqa olish imkonini beradiganlar; tashkil topgan va stixiyaviy fikrlashishda (ixtirochilik) o'qituvchining ijodiy og'zaki va fikrlash faoliyatining imkoniyati» [11]. Psixologiya va pedagogika, tilshunoslik va lingvometodikaning fundamental bilimlariga, filolog-o'qituvchining umumiy bilimiga asoslangan improvizatsiya unga qoraqalpoq tili darsidagi pedagogik holatlarni talabalar bilan norasmiy muloqot jarayonida samarali yechish imkonini beradi. O'qituvchining o'z vaqtida muloqotda to'g'ri burilish topishga tayyorligi o'quvchilarga o'qituvchida hayotga intiluvchi, maktab o'quvchilaridagi shaxsiyatni ko'radigan shaxsni ko'rishga yordam beradi.

Talaba-filologning o'qish va anglash jarayonida ijtimoiy-madaniy muhitni hosil qilish – bu kelajakdagi filolog-o'qituvchi yuqori rivojlangan til shaxsi bo'ltshning samarador usuli, talabalar bilan keyingi muloqotga tayyor, sababi u dialogta. «Bolaning shaxsiyatini erkin ochib berish – o'z nuqtai nazarini irodali, chin dildan aks ettirish. Dialogli o'z aro ta'sir, madaniyatlar dialogi, muloqot dialogi – bu talabaning o'zini-o'zi ko'rsatishining o'ziga xos usuli, aqliy, hissiy va ma'naviy layoqatning birligi...» [12].

«Aks ettirish» taktikasi bo'lajak filologlarga pedagogik ritorikaning ijodiy imkoniyatlarini, darsning ijodiy ahamiyatini ko'rsatadiki, bu esa «o'qituvchining kommunikativ yetakchi sifatidagi mahorat omiliga aylangan motivatston ketma-ketlik qonunlariga yarasha tuzilgan darsning tillik asarga aylanishida ishtrokchilarning xatti-harakati». Bo'lajak qoraqalpoq tili darslari uchun «Aks ettirish» ishlab chiqish

va ularni ma'ruzalarda sinash orqali talaba-filologlar pedagogik salohiyat kontekstiga yuklanadi, kasbiy salohiyat motivlarini rivojlantiradi.

Shunday qilib, talaba-filolog – bo'lajak o'qituvchi-filolog – qoraqalpoq tilini o'qitish metodikasi va lingvistik tsikl fanlari bo'yicha akademik va muammoli ma'ruzalarda lingvometodik kompetenciyani shakllantirish jarayonini ishlab chiqish natijasida bu jarayonning normativ modeli – pedagogik texnologiya proektiv ta'lim xususiyatlarini oldi, uning mohiyati «talabaning o'tmishdagi tajribasini uzatishda emas, u uning shaxsiy va umummadaniy rivojini ta'minlaydigan shaxsiy tajribasini kengaytirishdan iborat». Loyihaga asoslangan ta'limning bu tushunchasi bo'yicha, uning maqsadi talabalarga «bilimlarni o'zlari ishlab chiqish, barcha fanlar bo'yicha o'qish materiallarini ishlab chiqish» imkonini berish, «muammolarni mustaqil hal etishga o'rgatish». Ko'p yillik amaliyot bilan tasdiqlangan loyiha faoliyatning unumdorligi olim-didaktlarga loyiha ta'limini uzluksiz ta'lim turi sifatida ko'rib chiqishga asos bo'ladi. «Uning o'zi loyihalarni ishlab chiqish va amalga oshirish vositasi, u faqat tarbiyaviy emas, balki hayotiy ma'noni ham qamrab oladi» [13].

Shuni belgilash zarur, muammoli ma'ruzalar «muammoli holatlarni yechishda mutaxassislarning faolligi uchun o'qish modeli bo'lib, kontekstli ta'limning nazariylik mazmunini ishlab chiqish va o'zlashtirishni ta'minlaydi [14].

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## **XORIJIY TIL TA'LIMIDA GAZETA MATERIALLARIDAN FOYDALANISHNING O'ZIGA XOS XUSUSIYATLARI**

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**Annotatsiya.** Ma`lumki, shiddat bilan rivojlanib borayotgan davlatimiz dunyoda yuz berayotgan iqtisodiy hamda ijtimoiy yangiliklardan uzluksiz boxabar bo`lib turishi uchun albatta xorijiy malakatlarning ommaviy axborat vositalarida berilib boradigan axborotlarni olib turishi taroqqiyotda ham muhim o`rin tutadi. Mazkur maqolada esa mashg`ulotlarda gazeta maqolalaridan foydalanishning ba'zi xususiyatlarini yoritishga urinamiz.

**Kalit so`zlar:** matn, leksik va grammatik qiyinchliklar, lingvistik xususiyat, gazeta materiallari, o`qituvchi izohlari.

**Annotation.** It is known that in order for our rapidly developing country to be continuously aware of the economic and social news happening in the world, it is important for the development of foreign countries to receive the information given

in the mass media. In this article, we will try to highlight some features of using newspaper articles in training.

**Key words:** text, lexical and grammatical difficulties, linguistic features, newspaper materials, teacher's comments.

**Аннотация.** Известно, что для того, чтобы наша стремительно развивающаяся страна была постоянно в курсе экономических и социальных новостей, происходящих в мире, для развития зарубежных стран важно получать информацию, подаваемую в средствах массовой информации. В этой статье мы попытаемся осветить некоторые особенности использования газетных статей в обучении.

**Ключевые слова:** текст, лексико-грамматические трудности, языковые особенности, газетные материалы, комментарии преподавателя.

Hozirgi globalashuv davrida mamlakatimiz jahon hamjamiyatiga ildam qadamlar bilan kirib borar ekan, talaba va professor-o'qituvchilarda jahondagi ijtimoiy va siyosiy vaziyatdan muntazam xabardor bo'lib borish zaruratini yuzaga keltiradi. Bu holat oliy ta'lim muasasalarida xorij ommaviy axborot vositalarida chop etilgan gazetalarni ham o'qitish lozimligini ko'rsatadi. Shunday ekan, xorijiy tilni o'rganayotgan talabalar o'sha tildagi matbuot materiallari yoritgan voqealarni tushuna olish va talqin etishi shart. Biz pedagoglarning burchi ularga gazetalarni bilishning asosiy uslublarini singdirishdir. Xorijiy til bo'yicha amaliy mashg'ulotlarda gazetalarni o'qish jarayonini birinchi navbatda original matnlarida yuzaga keladigan leksik-grammatik qiyinchiliklarni bartaraf etish bilan boshlash kerak. Matnni to'g'ri tushunish muayyan mamlakatdagi siyosiy ahvoldan yoki millatga xos bo'lgan so'zlar (realiya)dan bexabarlik matnni tushunishga to'siq bo'lishi mumkin. Bu holda o'qituvchi izohlari muhim ahamiyat kasb etadi [5; 45-b].

Ta'kidlash joizki, gazeta matnlarini o'rganishning asosiy sharti berilgan matnni ovoz chiqarmasdan o'qishdir. Ovoz chiqarib o'qishdan tilning grafik tizimini o'rgatishdagina foydalanish tavsiya etiladi. Biroq bu orqali ovoz chiqarib o'qishdan butunlay voz kechish kerak degani emas. Birinchi bosqichda ba'zan matnni tarjimasiz tushinish malakalarni rivojlantirish lozim. Ayni shu malakalar talabalarning fikrini matnning mazmunida jamlash va undan ma'lumot olishga yo'l ochadi.

Xorijiy tilni o'qitish jarayonining boshida talabalarga murakkab bo'lmagan xorijiy tildagi gazeta matnlarini tanlab so'zlarni bilmasdan ham tushina olish mumkin, degan ishonch hosil qildirish kerak. Ular o'qiyotgan matnni xamma so'zlarini bilmasa-da, til taxmini vositasida notanish so'zlarga e'tibor bermasdan tushinishga harakat qiladilar. Matnni qismlarga bulish maqsadga muvofiq emas, chunki u matn kompozitsiyasini buzib, ma'lumot olishga halaqit beradi. Lekin matn juda katta hajmda bo'lsa, o'qituvchi talabalarga undagi ba'zi asosiy mazmunga putur yetkazmaydigan abzaslarni qoldirib ketishni ham tavsiya qilishi mumkin [1; 26-b.].

Bu sohada dastlabki ishlar amalga oshirilgach, matnni yana bir bor ko‘rib chiqish foydadan xoli emas, chunki bu hol mazmuni birlamchi ilg‘ashda paydo bo‘ladigan individual qiyinchiliklarni aniqlashga yordam beradi. O‘qib tushinilgan matnni tekshirish turini mashqlar bajarish orqali amalga oshirish mumkin [3; 63-b.]. Matn ustida ishlash uni talqin qilish bilan tugaydi. Bunga voqeaning ijtimoiy ahamiyati, uning, sababi va maqsadi odamlar harakatiga izoh, o‘qilgan matn xulosa va gazeta xabari to‘g‘risidagi fikrlarni kiritish mumkin.

Bu yerda bildirilgan fikr-mulohazalardan quyidagilarni gazeta matnlari ustida ishlash jarayoni bosqichlari deb ko‘rsatishimiz mumkin.

Matnni o‘qishgacha bo‘lgan bosqich: Talabalarni matn mazmunidan va ish maqsadidan xabardor qilish; Ba’zi so‘zlar, grammatik modeli yoki so‘z birikmalarini alohida ko‘rib chiqish (leksik va grammatik qiyinchiliklarni bartaraf etish maqsadida).

Xorijiy tildagi matnni o‘qigandan so‘ngi bosqich: O‘qilgan matnni tushunganlik darajasini aniqlashda va matn mazmunini to‘liqroq o‘zlashtirishga qaratilgan mashqlarni bajarish; O‘qilgan matn asosida ijodiy xarakterga ega vazifalarni bajarish.

Shunday qilib, gazeta matnlari xamda axborot materiallari bilan ishlash borasida – 1) bayonning lo‘nda siqiq ifodalanishi-gazetaning axborot qismiga ortiqcha so‘zlarni ishlatmaslikka xarakat qilish (albatta bir-biri bilan bo‘lgan munosabatni ifodalashning yagona vositasi bo‘lgan so‘zlarni ortiqcha deb bo‘lmaydi); 2) atamalar va nomenklatura (muassasa, davlat organlari, lavozim nomlari va u yoki bu marosimlarni ifodalanishi). Tarjimon bu holda o‘z tilida ularni ishlatish an‘analariga muvofiq ish tutadi, ayni paytda original tilidagi ortiqcha atamalardan voz kechadi; 3) uzun, murakkab tarjima jarayonida noaniqlik va chalkashlik maqsadga nomunofiq bo‘lgan gaplar sintaksisida namoyon bo‘lib, ularni qismlarga bo‘lib tarjima qilish xam mumkin (gazeta matnlari uchun ilmiy matnlardan farqli ularoq bo‘lingan gaplar tabiiyroq ko‘rinadi).

Xulosa o‘rnida aytish mumkinki, dars xorijiy til bo‘yicha o‘tkaziladigan mashg‘ulotlarida gazeta matnlaridan foydalanishda gazeta janri va uslubi tilning boshqa uslublaridan o‘zining lingvistik, grammatik, leksik-semantik xususiyatlari bilan farqlanadi. Lingvistik xususiyatlariga ulardagi takrorlanadigan so‘z va iboralar, ya’ni gazeta qoliplarining keng ishlatilishi, hamda unda atoqli otlar, joy nomlari, muassasa nomlari, tashkilot va muassasalar ishlatilish darajasi yuqori ekanligini ko‘rish mumkin.

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## **ФРАЗЕМАЛАРДЫҢ СТИЛЬЛИК ХЫЗМЕТИ (И.Юсупов шығармалары тийкарында)**

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**Аннотация:** *Фразеологизмлер* – қарақалпақ тилинің сеслик, сөзлик, мәнилик, тарихый өзгешеликлеринің бәрін өзінде жәмлеген турақлы сөз дизбеклери болып есапланады. Көркем шығармалар тилиндеги стильлик тил байлықтарының басым көпшилиги халық дәретпелери тилинде пайда болады, қәлиплести хәм жазба көркем әдебиат тилинің көркем сүүретлеу қуралларын, байлықтарын жетилистириуға хәм байытыуға себепши болғанлығы белгили. Биз бул мақаламызда шайыр И.Юсупов поэзиясында фраземалардың окказионал стильлик хызметлерине тоқтаймыз.

**Таяныш сөзлер:** *лексика, фразеологизм, термин, сөзлик қурам, көркем текст, семантика, турақлы сөз дизбеклери, стилистика*

**Аннотация:** Фразеологизмы-это устойчивое сочетание слов, которое выражает целостное значение в каракалпакском языке. Смысл которое не определяется значением. Большинство стиль литературных произведений образовалось в народных произведениях и обоготал предметы письменных художественно литературных произведений. Мы остановимся в этом выпуске окказионально стильные службы фраземы в поэзии И.Юсупова.

**Ключевые слова:** лексика, фразеологизм, термин, состав слова, художественный текст, семантика, стилистика и неизменяемые словосочетание

**Abstract:** Phraseologisms are stable word combinations that contain the phonetic, lexical, semantic, and historical peculiarities of the Karakalpak language. In the language of works of art, most of the stylistic language findings occur in the language of folklore and it is clear that language of folklore has contributed to

enriching the figurative language tools of the written fiction language. In this article, we will pay attention to the temporal stylistic features of phrases in the poetry of the poet I. Yusupov. In this article, we will focus on the occasional stylistic features of phrasemes in the works of the Karakalpak poet I. Yusupov.

**Key words:** lexicon, phraseology, term, vocabulary, artistic text, semantics, idioms, stylistics

Тил билиминде – «стилистика» илими айрықша әҳмийетке ийе. Тек тил билими ушын емес, әдебияттануы илими ушын да зәрүрли болған тараў. Стилистика – бул «стиль» сөзи тийкарында грек тилинен алынған болып, жазыў ушын сүйир, ушқыр етип шығарылған таяқша мәнисин аңлатылыўы бәршеге белгили.

Қарақалпақ тил билиминде стиль ҳаққында проф. Е.Бердимуратов мийнетлеринде көзге түседи. Илимпаз өз мийнетлеринде стиль бойынша толық мағлыўматты яғный карақалпақ тилиндеги функциональ стильлик өзгешеликлерин, раўажланыў басқышлары және олардың сөзлик курамның байытыўдағы орнын көрсетип берди.

Бул бойынша проф. Е.Бердимуратов стиль – бул ҳақыйқатында да тилдин тарийхий раўажланыўының барысында турмыс тараўларына, тил арқалы қатнастың түрли формаларына конкрет ситуацияға байланыслы лексика-семантикалық, грамматикалық ҳ.т.б. бойынша сол тараўға функциональлық бейимлиги менен қәлиплескен тил куралларының системасы сыпатында көринеди [1.89] – деп атап өткен. Ҳақыйқатында да, сонлықтан бизде мақаламызда И.Юсупов шығармаларында фраземалардың хәр түрли стильлик хызметлерде келиўине тоқтап өтпекшимиз. Фраземалар бир қанша кең ҳәм жаргон сөзлерге тән еркин қолланылады.

Тилимизде сөзлер бир қанша функциональлық хызметлерде жумсалады. Лексикалық ҳәм грамматикалық өзгешелиги яки туўра ҳәм аўыспалы мәнилерде, көркемлеў кураллары тийкарында қолланылатуғын, сөзлик курамның сөзлик байлығын раўажландырып отырады. Бул жағдай фразеологиялық сөз дизбеклерине де тән кубылыс болып, фраземалар бир қанша функциональлық хызметлерди атқарып келеди. Олар көбирек көркем шығармаларда, әсиресе халық аўызеки дәретпелеринде көбирек ушырасады.

Илимпазлардың анықлаўынша, сөйлеў стилине тән турақлы сөз дизбеклери өзиниң образлылығы, тәсиршеңлиги, ҳәмме ушын түсиникли екенлиги менен айырықшаланып турады [2.91]. Дурысында да, олардың айырымлары пайда болыўы жағынан еркин сөз дизбеклериниң халықтың аўызеки сөйлеў тилинде аўыспалы, метафоралық мәниде қолланыў нәтийжесинде пайда болған: *қол силтеў, мойнын ийиў, қолына қараў, истиң көзин билиў* ҳәм т.б. Сөйлеў тили фраземалар әдебий тилде әдеўир парық

қылады. Бундай сөйлеу тили фраземалар шайыр И.Юсупов шығармаларында да шеберлік пенен жумсалғанын көриуимізге болады.

Шайыр өзиниң «Ғыйбаткештиң бас ушындағы жазыу» қосығында: «*Бул «домалақ арза» жазса, қорқыңлар // Дәхметинен көплер урылып кетти, Қоңсы қабирлерде жатқан мархумлар // Бул барған соң қорқып тирилип кетти*» деп жазады. Бул мысалдағы ‘домалақ арза’ – авторы көрсетилмей жоқары органларға жазылатуғын арзаны халық усылай атаған. Ал ‘урылып кетти’ фраземасы «нахақтан жумыстан шықты» деген мәнини билдирип тур. Мысалы: *Тоғайда адасқан жолаушы яңлы // Әўере-сарсаңға бизди саласаң* (Жалғызлық); *Инсан бул бәледен қорққан қашан да // Тислегендей өкиништиң бармағын* (Епке келсе ашық болмай жасаңлар); *Даўласып енди хәлексең // Көп пенен көрген той, жора // Қара суўға семирип // Қайғысыз шағлап жүрмейсең* (Шайыр хәм жүрек). Бул мысаллардағы ‘әўере-сарсаңға салыу’ – тынышлығын бузыу, қыйнау, азап беріу, ‘бармағын тислеу’ – өткен иске өкиниу, пушайман болыу, ‘қара суўға семириу’ – қайғысыз жасау, итибарсыз болыу мәнилерин аңлатып келген сөйлеу тили фраземалары.

Сондай-ақ, сөйлеу тили фраземаларына тилимизде қолланылып жүрген нақыл-мақаллар да киреди. Себеби олардың белгили бир топарын қысқартылған, өзгертилген вариантлар курайды. Бундай жағдайды шайыр шығармаларында көриуге болады, нақыл-мақаллардың айырым бөлеги түсирилип қолланылады. Мысалы: *Ел деп етик шешпей қан кешкенлери // Ауызлықлы аттың суу ишкенлери* (Бүлбүл уясы поэмасы). Бул мысалда «*Ел басына күн туўса етиги менен суу кешер // Ат басына күн туўса, ауызлығы суу ишер*» деген нақыл дөретиушилик бағдарында мәнилик жақтан күшейтилип, өткирлестирип қолланылған.

Сөйлеу тили фраземаларының және бир характерли тәрәпи, олардың көркем шығармаларында яғный көркем әдебият стилинде жумсалыуында көринеди. Тәбийий түрде фраземалардың тийкарғы белгиси образлы болып келиуинде. Олар гәпте қосымша эмоционаллық-эспрессивлик мәни жүклейди.

Енди биз бул сөйлеу тили фраземалардың образлылығын бир неше троплардың келиуин салыстырмалы түрде анализ жасап өтеміз. Мәселен, метафоралық мәниде образлы болып келеди: *Сөйлегенде сөзиңнің де // Дузы болса шеп болмайды* (Бул жер еле зор болады); *Зарман арпа ишинде бир түп бийдайға // Бир қызалақ көриу әрманымыз бар* (Еркеклер роддомда).

Фраземалар метонимиялық мәниде де қолланылады. «Көк қағаз» сөз дизбеги «доллар» мәнисинде ишки уқсаслық нәтийжесинде пайда болған метонимия. Мысалы: *Бул көк қағаз шытырласа қай жерде // Журт қулағы ербең етип, алаңлар* (Доллар).

Көркем шығармада шайыр синекдоха арқалы гейпара жағдайларды сүүретлейтуғын затқа, кубылысқа оқыўшының көбирек дыққатын аўдарады. Мысалы: *Жигитлик ҳәсери урған мурынның // Кеминде бир батпан самалы болар* (Бултлар көп түнеген асқар таўлардың); *Бастың өксигиңди өзиңди күшлеп // Тири жанға муңды шақпадың ҳәргиз* (Актрисаның ығбалы).

Диалоглық (сөйлесиўдеги) фраземалар – бунда қахарманлардың өз-ара сөйлесиўлерде ушырасатуғын фраземалар. Мысалы: *Еглеме тур, Пирим бий // Бийтке өкпелеп, Тонды отқа салмайық // Еглеме тур, Пирим бий - ханға қырқ кисиниң ақлы // Өз-өзинен питпес, ханым // Көл суўы ийисленер, солай Балық бастан ширигенде // Көкирегимди қарсы айырған // Ат басындай әрманым бар // Ер азығы жолда болар // Бәри азығы дүзде болар // Жат елде султан болма // Елиңде болғыл шопан.* Бул мысалларда ‘*Бийтке өкпелеп, тонды отқа салыў*’, ‘*Ханда қырқ кисиниң ақылы болады*’, ‘*Балық басынан ширийд*’, ‘*Көкиреги қарсы айырылыў*’, ‘*Ер азығы жолды, бәри азығы үйде*’, ‘*Басқа елде султан болғанша, Өз елиңде ултан бол*’ фразелогизмлерин шайыр өзиниң «Әжинияз» операсында конкрет ситуацияға байланыслы қахарманлардың тилинде қолланылып олардың эмоционал-экспрессивлик тәсиршеңлигин күшейтиўге ерискен

Гипербола – предмет, кубылысты асырып, күшейтип көрсетиўши көркемлеў куралы. Гипербола фразеологизмлер пикирди және де күшейтип, өткирлестирип береді. Мысалы: *Жаўдырақ қарақалпағым, Кеўли кең майдандай* (Беглигинди бузба сен); *Асқар таў Элбрус аспанға тийген // Сымбатлы ақ төси көкше булт сүйген* (Сағыныў); *Төрт дойнағың ақ көксиме // Бассам дейсең, ярым мениң* (Бүлбүл уясы). Бул мысалда тийкар сыпатында «Алпамыс» дәстанындағы Гүлпаршынның Байшубарға айтқан ‘*Төрт туяғың ақ көксиме басылғай*’ деген қатары алынған. ‘*Аттың төрт туяғы адамның көксине басылыўы*’ гиперболалық сүүретлеўдин үлгиси, усы бәйгиден жеңип келсең, қандай қыйыншылық болса да бәрине көнемен деген мәнини аңлатыў ушын жумсалған.

Литота фразеологизмлер предмет, кубылыстың мәнисин жүдә киширейтип, пәсейтип көрсетеді. Мысалы: *Ийнениң көзиндей еки жарықтан // Терең сырлы көк нур қайнап атқандай // Ийне шаншар орны жоқ енди бунда // Турды сыймағанлар клуб аўзында // Аўзынан сарысы кетпеген еле, Сен бир палапансаң* (Актрисаның ығбалы).

Келтирилген мысаллардағы ‘*ийнениң көзиндей*’ – жүдә кишкене, ‘*ийне шаншар*’ – тығыз, ‘*аўзынан сарысы кетпеген*’ – жүдә жас мәнилериндеги фраземалар пикирди өткирлестирип бериўде шеберлик пенен пайдаланылған.

Рус тил билиминде «просторечие» термини дегенде әдебий емес, лексика-фразеологиялық қатлам (диалектизм, белгили бир социаллық қатлам тилинде

қолланылатуғын сөзлер, жаргон) түсиниледи [3.402]. Сөзликте қарапайым сөйлесіуге төмендегіше анықлама берілген: Реаллықты турпайы, төменги характеристика менен аңлатыу қәсийетине ийе болған, әдебий тил нормаларынан тысқарыға шығатуғын сөз, грамматикалық форма хәм конструкциялар кең түрде қолланылатуғын сөйлеудің түри [4.63].

Биз де бул пикирлерге қосыламыз, себеби сөйлеу фраземаларның курамында қарапайым тәбий түрде қарапайым көбирек жаргон фраземаларды киргизиуге болады, хәм оны сөйлеу фраземаларының курамында көрсек болады. Сонлықтан, шайыр шығармаларында жумсалған фраземаларды стильлик жақтан сөйлеу тили фраземаларына ажыратып үйрендик. Мысалы: *Болған сайын болсам дерсең // Жыйған сайын жыйсам дерсең // Ақырында опық жерсең // Көкирегің қайтар дизден* (Мәмелек ой). Бул мысалдағы ‘*опық жеу*’ қарапайым фразема «өкинерсең, пушайман боларсаң» деген мәнини билдиреди; *Хәммеси бетлерин осып жыласар, қорқыу, қайғы, қарғыс көз қарасында* (Оссуарлар қосығы). Бул мысалда ‘*бетин осып жылау*’ қарапайым фразема турпайы өткир мәниде берілген.

Алдын сөйлеу тили фраземалары болған көплеген тұрақлы сөз дизбеклери хәзирги ўақытта функциональлық жақтан шекленбеген сыпатқа ийе болмақта. Мәселен, *қолы гүл, жиптиң ушын жоғалтыу, аяғы аспаннан кетиу, бар күши менен* хәм т.б. Функциональлық-стильлик жақтан өзгешеленип турмайтуғын фраземаларды анықлаудың тийкарғы өлшеми –семантикалық муғдарлық өлшем. Бул түрдеги фраземалар тематикалық жақтан улыўмалық түсиниклерди аңлатып, сөйлеу стилинде, көркем әдебият хәм публицистикалық стильлерде, айырым жағдайларда илимий стильде де қолланылады.

Солай етип, қарақалпақ тилиндеги фраземалардың функциональлық жақтан өзгерислерге ушырауы, китабий, сөйлеу тили фраземаларынан өзгешелик тәреплери оларды айрықша топарларға ажыратып үйрениуди талап етеди. Қарақалпақ тилиндеги сөйлеу фраземалардың функциональлық–стильлик жақтан белгили дәрежеде парықланыу сезиледи. Сонлықтан оларды сөйлеу фраземаларға ажыратып үйрениуди мақул көрдик. Олар әдебий тилдеги фраземалардың тийкарғы бөлегин курайды, стильлик жақтан нейтрал, стильлер аралық қолланылыу мүмкиншилигине ийе болып келеди. Сөйлеу тили фраземалары жийе қолланылыуы нәтийжесинде кейин ала әдебий тилдеги фраземалардың тийкарғы бөлегин курайды.

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## **INGLIZ TILIDA QURILISH SOHASIDAGI TALABALARNING TERMINOLOGIK KOMPETENSIYALARNI RIVOJLANTIRISH**

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**Annotatsiya:** Ushbu maqolada OTMlarda terminologik lug‘atni o‘qitish metodologiyasi va tamoyillari tahlil qilinadi. Ta’kidlanishicha, optimal rejalashtirish va boshqarish usullarini joriy etish so‘nggi o‘n yilliklarda innovatsion pedagogik, muhandislik-texnik kadrlar, shuningdek, ijtimoiy-iqtisodiy sohalar uchun kadrlar tayyorlashning ahamiyati keskin oshgani bilan bog‘liq.

**Kalit so‘zlar:** adaptivlashtirish, harbiy terminologiya, siyosiy terminologiya, jamiyatshunoslik diniy terminologiya, ilmiy terminologiya, temir yo‘l terminologiyasi, neft terminologiyasi, nofilolog mutaxassis, statistik usul, interaktiv lingvotexnologiya, til kompetensiyasi.

**Abstract:** This article analyzes the methodology and principles of teaching terminology vocabulary in HEIs. It is noted that the implementation of optimal planning and management methods is due to the sharp increase in the importance of innovative pedagogy, engineering-technical personnel, as well as personnel training for socio-economic fields in recent decades.

**Key words:** adaptive effort, military terminology, political terminology, sociological religious terminology, scientific terminology, railway terminology, oil terminology, non-philological specialist, statistical method, interactive language technology, language competence.

**Аннотация:** В данной статье анализируются методика и принципы преподавания терминологической лексики в вузах. Отмечается, что внедрение оптимальных методов планирования и управления обусловлено резким увеличением в последние десятилетия значения инновационной педагогики, инженерно-технических кадров, а также подготовки кадров для социально-экономических сфер.

**Ключевые слова:** адаптивные усилия, военная терминология, политическая терминология, социологическая религиозная терминология,

научная терминология, железнодорожная терминология, нефтяная терминология, специалист-не филолог, статистический метод, интерактивная языковая технология, языковая компетенция.

Dunyo miqyosida kasbga yo'naltirilgan ingliz tilini o'rgatish (ESP) doirasidagi qator fundamental va amaliy loyihalar berilgan ma'lumotlarni tez o'qib tushunish malakalarini rivojlantirishga yo'naltirmoqda. CEFR – chet tillarni egallash Umumevropa kompetensiyalari: o'rganish, o'qitish va baholash xalqaro me'yorlari (CEFR – Common European Framework of Reference: learning, teaching, assessment)ga muvofiq, oliy ta'lim muassasalarining ixtisosligi xorijiy til bo'lmagan fakultetlarni bitiruvchilarining to'rt yillik tahsillari nihoyasida o'rgangan chet til bo'yicha B2 darajani egallashlari zarurligi ko'rsatilgan. Ana shu jihatdan nutq faoliyatining asosiy turlari gapirish, tinglab tushunish, o'qish va yozuv malakalarini rivojlantirishning muhim omili bo'lgan leksikani o'rgatish borasida ilg'or xorijiy tajribalarni o'rganish va xalqaro baholash tadqiqotlari bilan yaqindan hamkorlik qilish va o'qitishning interaktiv lingvotexnologiyalarini mamlakatimiz ta'lim sharoitiga adaptivlashtirish ushbu tadqiqotning dolzarbligi va zaruratini belgilaydi.

Oliy ta'lim muassasalarining nofilologik yo'nalishlarida xorijiy til asosiy fan sifatida o'qitila boshlandi va istalgan ixtisoslik bo'yicha tahsil olayotgan talabalarning kasbiy tayyorgarligining ajralmas qismiga aylandi. Qurilish yo'nalishi bo'yicha ishlab chiqilgan dasturlarning bir qismi hisoblangan xorijiy til talabalarning kasbiy muloqotga kirishishi jarayonida to'laqonli ishtirok etishlari uchun ta'lim sifatini oshirishda muhim ahamiyatga egadir. Mamlakatimizdagi arxitektura-qurilish sohasiga oid oliy ta'lim muassasalarida kasbiy ta'lim jarayonida chet tillarni o'qitish va talabalarni til mutaxassisligi bo'yicha tayyorlash o'rtasidagi farqlardan biri shundaki, chet tillarni o'qitishdan maqsad ularning ingliz tilini maxsus maqsadlarda o'rgatish (ESP) va kasbiy muloqot ko'nikmalarini yanada rivojlantirishdan iborat.

Kasbiy sohada arxitektor-quruvchilar chet ellik mijozlar bilan o'zaro aloqada bo'lishadi va shuning uchun chet tilni o'zlashtirishning haqiqiy ehtiyoji kasbiy muammolarni hal qilish uchun zarur va muvaffaqiyatli vositadir. Ulardan biri, xususan, arxitektorning texnik faoliyati dizaynini taqdim etishdir. Arxitektor va quruvchilar chet tilda yetarlicha bilimga ega bo'lmasligi natijasida xorijiy manbalardagi yangiliklardan, ya'ni ushbu yo'nalishdagi o'zgarishlardan bexabar qolishi natijasida, yetarlicha texnik malakaga erisha olishmaydilar. Bu mutaxassislarning terminologik tayyorgarligi sifatini pasaytiradi va kasbiy vaziyatlarga salbiy ta'sir qiladi. Oliy ta'lim muassasalari talabalarning til kompetensiyasi yetarli darajada rivojlanmagan va texnika, arxitektura, konstruktiv terminologiyasining chet tildan kompetensiyasini shakllantirish zarurati dolzarb sanaladi.

Maqolamizda quyidagi bo'lajak me'morlar, quruvchilarning kasbiy tayyorgarligiga qo'yiladigan talablarni oshirish, ularning kasbiy faoliyatining axborot maydonini kengaytirish, ularning muloqotida til ko'nikmalariga tegishli muammolarni hal qilishni o'z ichiga oladi. Dunyo tajribasi shuni ko'rsatadiki, arxitektura-qurilish yo'nalishi talabalari an'anaviy ravishda chet tilni bilish darajasining pastligi bir nechta sabablarga ko'ra kuzatilgan:

- chet tilga majburiy fan emas balki tanlov fan sifatidagi munosabat;
- sohadagi xorijiy til o'qituvchilari bilim darajasining ma'lum darajada yetarli emasligi;
- sohaga oid o'quv adabiyotlarining talabalarning soniga nisbatan yetarlicha emasligi;
- talabalarning madaniyatlararo kasbiy ehtiyojlarini hisobga olishning yetarli emasligi.

Ushbu maqolada termin, terminologiya, atama so'zlariga oydinlik kiritib o'tishimiz ma'qul. «**Termin**» - grekcha «terminus» so'zidan olingan bo'lib, «chek», «chegara» degan ma'noni beradi. U fan-texnika, qishloq xo'jaligi, san'at va madaniyat sohasiga xos so'z hisoblanadi. «**Terminologiya**» - «terminlar haqidagi ta'limot va terminlar majmui» degan ma'nolarni anglatadi.

«**Termin**» so'zi o'rnida ba'zida «**atama**», «**istiloh**» so'zlarini ishlatish hollari uchrab turadi. Ammo bu so'z «**Atama**» «**termin**» so'ziga nisbatan torroq tashunchani ifodalaydi. «**Istiloh**» so'zi esa arab tiliga xos so'zdir. Uni xalq tushunmaydi va me'yorga aylangan emas. Terminologiya masalalari doim tilshunoslikning dolzarb masalalaridan biri bo'lib kelgan. Chunki terminlarning sohalar lug'aviy qatlamlaridagi o'рни va vazifasini belgilash, tushunchaning mazmun-mohiyatini to'g'ri anglash imkonini beradi.

Terminalogiyaning yanada rivojlanishi, boyish yo'llari ham har xil: boshqa tillardan so'z olish, yangi so'z yasash, ayrim fammatik kategoriyalarning leksikalashuvi, so'z birikmasining semantik bir butun holga kelib qolishi va boshqa bugungi kunda o'zbek terminalogiyasining boyishi, asosan, boshqa tillardan so'z olish va ichki so'z yasash hisobiga ro'y bermoqda. U yoki bu soha terminologik tizimining barqarorligini belgilovchi asosiy omili uning tartibga solinganligi va muntazamligidir. O'quv materialini tanlash arxitektura va qurilish sohasi mutaxassisliklari talabalari o'rtasida kasbiy terminologik kompetensiyani shakllantirishning samarali modelini ishlab chiqish uchun arxitektura va qurilish sohasidagi leksik, grammatik va terminologik xususiyatlarini aniqlash lozim. Bunga quyidagicha yondashildi:

1.O'rganilayotgan matnlarda ko'p qo'llaniladigan terminologik qo'llanishning atamaga to'yinganligi 65% ni tashkil etdi;



2. Ko‘p komponentli atama va iboralarning oddiy so‘zlarga nisbatan qo‘llanish chastotasi 23% ni tashkil etdi (*landscape, landscaping, landscape design, landscape architecture – peyzaj, obodonlashtirish, landshaft dizayni, landshaft arxitekturasi*).

3. Bir, ikki, uch yoki undan ortiq komponentli qisqartmalardan yuqori chastotali foydalanish: *c (ship), c (sovuq suv), c (Celsius), AT (havo harorati), bp (tayanch plitasi), rsw (tomni qo‘llab-quvvatlash, tom devori), AESC (Amerika muhandislik standarti qo‘mitasi)*;

4. Otlarning atributiv vazifa sifatida yuqori chastotali ishlatilishi: devor taxtasi ma‘nosini beruvchi *lear - so‘zi taxta, qatlam taxtasi, qir taxtasi, barja taxtasi; bolg‘a nuri, ajdaho nuri, asosiy nur* ma‘nolarida ham ishlatiladi;

5. Me‘morchilik va qurilish jarayonlarini bildiruvchi fe‘llar keng qo‘llaniladi misol uchun *designing-loyihalash, loading-yuk ko‘tarish, moving-ko‘chirish, resisting-qarshilik ko‘rsatish, compensation-o‘rnini qoplash, turning-aylantirmoq, to fix-tuzatmoq, refrain-tiymoq, lean on-suyanmoq, to buil-qurmoq, to raise-ko‘tarmoq* kabi fe‘llar;

6. II va III bo‘lakli tuzilmalarning qo‘llanilishi misol uchun *adjacent arches, construction equipment, hanging hatch, column space - qo‘shni arklar, qurilish uskunalari, osilgan lyuk, ustunlar maydoni* kabilardir. Ko‘pgina tilshunoslar yillar davomida terminologiyani turli xil jihatlarini tadqiq qilishdi. Terminologiya fan sifatida, uning turlari, u bilan bog‘liq tamoyillariga asoslanadi. Terminologiyani ma‘nosi kontekst bilan belgilanadi, birinchi navbatda atamalarni o‘rganish ularni ishlatilgan kontekst bo‘yicha tartibga solish bilan bog‘liq. Bunday kontekstlarga quyidagilar kirishi mumkin:

-harbiy terminologiya; - siyosiy terminologiya; - jamiyatshunoslik diniy terminologiya;

-ilmiy terminologiya; - temir yo‘l terminologiyasi; - neft terminologiyasi.

Neft terminologiyasi turli xil o‘zaro ta‘sir natijasidir ya‘ni bular burg‘ilash, sementlash, yonilg‘i bo‘yicha sohalar va gaz quduqlari, neft va gaz konlarini o‘zlashtirish, neft va gaz inshootlarini qurish, of-shor burg‘ulash, geofizika, yer osti muhandislik, neft razvedka, ishlab chiqarish, qayta ishlash, tashish va saqlash kabilardir. Oilfield (neft) terminologiyasi tomonidan ishlab chiqarilgan birinchi neft bochkasi bilan rivojlana boshladi.

*Terminologik kompetensiya* deganda, bo‘lajak oliy ma‘lumotli mutaxassis ixtisoslik nutqining sifat ko‘rsatkichlari nazarda tutiladi, boshqacha aytganda kommunikant (muloqot yurituvchi) o‘z kasbiy faoliyatida sohaviy tushunchalarni chet til terminlari vositasida ifodalay olish imkoniyatiga ega bo‘ladi. Ilmiy-texnika terminlari majmui tor sohaning tushunchalar apparatini tashkil etadi.

Yuqoridagi qoidalarga ko‘ra, terminologiya tizimli tashkil etilgan leksik birliklardan iborat. Biroq, bu sifat unda bilvosita ifodalangan bo‘lib, bu atama

tizimlarining aniq xususiyatlariga ega.

Qurilishning terminologik tizimini modellashtirish atama sohaslarini ajratishni ham o'z ichiga oladi. Termin sohasi tushunchasi qarama-qarshi xususiyatlarga ega va ularni tanlash masalasi hali ham terminologiyada o'rganilmagan. Bu ba'zi olimlarning ularni ajratib ko'rsatish zarurligiga shubha qilishlari bilan bog'liq, chunki ularning fikricha, soha atamasi, atama tizimi tushunchasi bilan mos keladi.

Terminologiyaning asosiy tushunchalarini ko'rib chiqishni yakunlab, biz ushbu ishda amal qiladigan ta'riflarni taqdim etamiz:

Qurilish terminologik tizimini ishlab chiqish turli xil shakllanish manbalaridan foydalangan holda va nominatsiyaning o'ziga xos xususiyatlaridan foydalangan holda bosqichma-bosqich amalga oshirildi. Mamlakatimizda qurilish terminologiyasini tartibga solish masalasi 20-asr o'rtalaridan boshlab e'tiborni torta boshladi, bu ijtimoiy-siyosiy voqealar va sanoatning o'zi rivojlanishi bilan bevosita bog'liq bo'lib, 1956-1960-yillar oralig'ida. hukumat qurilish hajmini kengaytirish va ayrim qurilish materiallari ishlab chiqarishni ko'paytirish to'g'risida qaror qabul qildi.

Qurilish terminologik tizimining rivojlanish darajasi to'g'risida bahslashayotganda, terminologiyaning yoshidan boshlash kerak. S.V.Grinevning fikriga ko'ra, uni ma'no ixtisoslashuvi orqali hosil bo'lgan atamalarning paydo bo'lishining o'rtacha vaqti bilan aniqlash mumkin, chunki bu bilimning ushbu sohasiga ajratilishi va ixtisoslashganligini ko'rsatadi.

Qurilish atamalarining shakllanish tarixi qurilish biznesi va bilimlarining rivojlanish tarixi bilan chambarchas bog'liq bo'lib, qurilish nazariyasining shakllanishi va rivojlanishiga bevosita bog'liqdir. Ingliz tilining qurilish terminologiyasi - bu maxsus lug'atning uyushgan tizimi bo'lib, uning rivojlanishi ham qurilishning shakllanishi ham ingliz tilining rivojlanishi bilan bevosita bog'liq.

Qurilish sanoati markaziy muhandislik fanlaridan biridir, shuning uchun qurilish bilan bog'liq juda ko'p manbalar mavjud. Qoidaga ko'ra, soha terminologiyasi mavjud bo'lish shakllariga qarab ikkita qo'llash sohasi bilan tavsiflanadi. Birinchisi, davlat standartlari tomonidan tavsiya etilgan terminologik lug'atlar, atamalar to'plami ko'rinishidagi fiksatsiya sohasi. Ikkinchisi - faoliyat sohasi bo'lib, bu yerda terminologik birliklarni turli xil janr va uslublarning o'ziga xos xususiyatiga ega matnlarda, masalan, maqolalar, jurnallar, darsliklar, hisobotlar va boshqalarda topish mumkin. Leksik birliklarni tanlashda ushbu ikkala qo'llanish sohasi ham hisobga olingan.

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## **XORIJIY TILLARNI O`QITISHNING SIFATINI YANGI TEKNOLOGIYALARDAN FOYDALANGAN HOLDA TA`LIM SIFATINI OSHIRISH**

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**Annotatsiya:** Xorijiy tillarni o`qitishning sifatini yangi pedagogik texnologiyalardan foydalangan holda ta`lim sifatini oshirish, o`quvchilarga xorijiy tillarni o`rganish va o`zlashtirish jarayonini yanada samarali va qiziqarli qilishga imkon beradi. Interaktiv darsliklar, onlayn ta`lim platformalari va boshqa innovatsion texnologiyalar orqali o`quvchilar o`zlarini qiziqarli animatsiyalar, video materiallar va audio darsliklar orqali ma`lumotlarni oson va samarali o`rganishlari mumkin.

**Kalit so`zlar:** chet tili, metodika, texnologiya, innovatsiya, ko`nikma, malaka.

**Аннотация:** Повышение качества преподавания иностранного языка с использованием новых педагогических технологий позволяет студентам сделать процесс изучения и освоения иностранных языков более эффективным и интересным. С помощью интерактивных учебников, платформ онлайн-обучения и других инновационных технологий учащиеся могут легко и эффективно усваивать информацию с помощью интересных анимаций, видеоматериалов и аудио уроков.

**Ключевые слова:** иностранный язык, методика, технология, инновация, умение, квалификация.

**Annotation:** Improving the quality of foreign language teaching using new pedagogical technologies allows students to make the process of learning and mastering foreign languages more effective and interesting. Through interactive textbooks, online learning platforms and other innovative technologies, students can

easily and effectively learn information through interesting animations, video materials and audio tutorial.

**Key words:** foreign language, methodology, technology, innovation, skill, qualification.

**Kirish:** Til o`rganish kishilik jamiyatida bag`oyat muhim sohalardan biri hisoblanadi. Muloqot vositasi bo`lmish tilni tabiiy muhitda ya`ni oilada, jamoada uyishgan holda egallash mumkin. Hozirgi davr ta`lim taraqqiyoti yangi innovatsion pedagogikani keltirib chiqardi. Innovatsion – inglizcha “yangilikni kiritish (tarqatish)” ma`nolarini anglatadi. Yangilik kiritishning ijtimoiy-psixologik aspekti Amerika tadqiqotchisi E. Rodjers tomonidan ishlab chiqilgan. U yangilik kiritish jarayoni qatnashchilarining tasnifi, ularning yangilikka bo`lgan munosabati va boshqalarni o`rgangan. Ilmiy yo`nalishlarda yangilik va innovatsiya tushunchalari o`zaro farqalanadi. "Yangilik"- bu vosita, yangi metod, metodika, texnologiya ma`nosini anglatadi. "Innovatsiya" bu ta`lim, ma`lum bosqichlari bo`yicha rivojlanadigan jarayon hisoblanadi. Ta`lim sohalariga ilg`or, zamonaviy innovatsion texnologiyalarning keng tatbiq etilishi ham chet til o`rganayotgan yoshlar uchun keng imkoniyatlar, marralar eshigini ochdi, desak xato bo`lmaydi.

Mamlakatimizda tahsil oladigan o`quvchi va talabalar odatda uch tilni o`rganadilar. Ushbu tillar maxsus nomlar bilan yuritiladi. Bular quyidagilar: ona tili, ikkinchi til, va chet til. Ona tili tafakkur shakllanishida alohida xizmat o`taydigan birinchi til hisoblanadi. Ikkinchi til haqida so`z yuritilganda, unga boshqa millat vakillaridan iborat qardoshlar, qo`shnilar tili sifatida qaraladi.

Chet tili bu xorijiy mamlakat tilidir. Respublikamizda G`arbiy Yevropa (ingliz, ispan, nemis, faransuz) tillari va Sharq (arab, turk, fors, xitoy, hind) tillari o`qitilib kelinmoqda. Ona tili va ikkinchi til tabiiy vaziyatda, chet til esa sun`iy muhitda o`rganiladi. Chet tilini o`qitish metodikasi fan sifatida 200 yildan ortiq tarixga ega. Bu davr ichida chet til o`qitish metodikasiga turlicha munosabatlar bildirilganini kuzatish mumkin. 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-lotinch "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. "Metod" atamasi keng ma`noda o`quv materialini tanlash, tabaqalash va taqsimlanishni nazarda tutadi. Metodika tarixga oid adabiyotlarini chuqurroq o`rganish shuni ko`rsatadiki, ayrim tadqiqotchilar metodikani san`at deydi. Ular odatda fransuz metodisti Penlash fikriga ishora qiladilar, ya`ni "yaxshi" yoki "yomon" metod yo`q "yaxshi" yoki "yomon" o`qituvchilar bor. Bunday fikrdagi kishilarga nemis metodisti E.Ottoning 1924-yilda

bayon qilingan fikrlari bilan javob berishi mumkin. U jumladan shunday deydi: "Agar kimki metodikani san'at deb hisoblar ekan, u fan nazariyasini uning amalda qo'llanishi bilan qorishtirib yuboradi". Umuman olganda, chet tilini o'qitish metodi deyilganda, chet tilini o'rgatishning amaliy, umumta'limiy, tarbiyaviy va rivojlantiruvchi maqsadlariga erishuvni ta'minlovchi muallim va o'quvchi faoliyatining majmuasi tushuniladi. Yangi pedagogik texnologiyalar, masalan, interaktiv darsliklar, onlayn ta'lim platformalari va boshqa innovatsion texnologiyalar, o'quv jarayonini o'rganuvchilarga qiziqarliroq va samaraliroq qilishga yordam beradi. Bu texnologiyalar orqali o'quvchi o'zining o'rganish uslubini o'zlashtirishi, o'zini mustaqil o'rganuvchiga aylanishi va o'zining ma'lumotlarini amaliyotda ishlatishi mumkin bo'ladi. Bunday texnologiyalar o'quvchi va o'qituvchi o'rtasidagi aloqani kuchaytiradi va o'quvchi qiziqishlarini yengillashtiradi. O'quvchilar interaktiv darsliklar orqali qiziqarli animatsiyalar, video va audio materiallar orqali ma'lumotlarni oson va samarali o'rganishlari mumkin. Buning natijasida o'quvchilar motivatsiyasi oshadi va ta'lim sifati ham ko'tariladi. Boshqa tarafdin, yangi pedagogik texnologiyalar o'qituvchilarga darsni tayyorlash va o'quvchilarni o'rganish jarayonini monitoring qilishda yordam beradi. Ular o'qituvchilarga ma'lumotlarni boshqarish va ta'lim jarayonini mustahkamlashda katta imkoniyatlar, o'quvchilarning ma'lumotlarni amaliyotda ishlatishiga yordam beradi.

Chet tilini o'qitish metodikasida hozirda madaniyatlararo muloqot iborasi keng qo'llanib kelmoqda. Aynan bu tushunchani biz turli xildagi kontekstlarda qo'llashimiz mumkin. Aslida esa: Madaniyatlararo muloqot turli madaniyat vakillarining ijtimoiy kelib chiqishi, mentaliteti, milliy xarakteri, hayot tarzi, urf-odatlarini, qadriyatlarini sistemasi va boshqalar tog'risidagi muloqoti-ma'lumotidir. Mazkur jarayonda o'quvchi-talabalarni o'rganilayotgan mamlakat madaniyatiga nisbatan hurmat, sabr-toqat qilish va o'zga mamlakat madaniyatini tog'ri tushunish ruhida tarbiyalab, rivojlantirib borish lozim. Madaniyatlararo muloqot formulasi sabrlilik, bag'rikenglik hisoblanadi. Madaniyatlararo muloqotda ijtimoiy-madaniy xatolarga yo'l qo'ymaslik talab etiladi. Masalan, nemis xalqida, "Tee oder Kaffee?" ya'ni "choymi yoki kofemi" degan savolga ona tilimizda, "Tee", "choy"- deb javob beramiz, lekin nemis tilida esa bunday javob tog'ri kelmaydi. Nemis tilida, "Bitte, Tee" ya'ni, "Marhamat, choy" deb javob beriladi. So'z kishilarni muloqot orqali bir-biriga bog'laydi. Yangi materialni bir vaqtning o'zida barcha nutq faoliyati turlarida qo'llash natijasida malaka va ko'nikma hosil qilinadi.

Mamlakatimizda mana shunday yangiliklarni o'rganish asosida o'quvchilarni yoshlikdan chet tillarini o'rganishlari uchun har bir tuman va shahardan bittadan maktablar tanlab olinib institute va universitetlarga biriktirib berilmoqda, oliy ta'lim muassalarida o'qitish sifatini oshirish maqsadida vazir A.X.Toshkulov shaxsan mas'ulligida turli xil mashg'ulotlar, o'quv seminarlari, xorijiy ta'lim muassalari bilan

hamkorlik aloqalari kengaytirilib yoshlarni ilm olishga, chet tillarini o'rganishga bo'lgan qiziqishlarini oshirib borishmoqda. Xorijiy tillarni o'qitishning sifatini yangi pedagogik texnologiyalardan foydalangan holda ta'lim sifatini oshirish uchun quyidagi takliflar va tavsiyalar berilish mumkin:

1. Interaktiv darsliklar va onlayn ta'lim platformalari: O'quvchilarga xorijiy tillarni o'rganishda interaktiv darsliklar va onlayn ta'lim platformalari yordamida o'quv jarayonini qiziqarli va samarali qilish mumkin. Bu texnologiyalar o'quvchilarning ma'lumotlarni oson o'rganishiga yordam beradi va ularni motivatsiyalash uchun foydali bo'ladi.

2. Video darsliklar va animatsiyalar: Xorijiy tillarni o'rganishda video darsliklar va animatsiyalar foydali bo'ladi, chunki ular o'quvchilarga vizual ma'lumotlar orqali o'rganish imkoniyatini beradi.

3. O'quvchilar bilan interaktiv muloqotlar: O'quvchilar bilan interaktiv muloqotlar orqali o'qituvchilar ular bilan aloqa qilish va ularning savollarga javob bermasligiga imkon beradi, ularni mustaqil ravishda ishlatishlari uchun ilhomlantiradi.

4. O'quvchilarning ma'lumotlarini sinovga chiqarish: Xorijiy tillarni o'rganish jarayonida o'quvchilarning ma'lumotlarini sinovga chiqarish, masalan, online testlar yoki amaliy mashg'ulotlar orqali ularning o'zlashtirish darajasini tekshirish foydali bo'ladi. Bu texnologiyalar o'quvchilarning ma'lumotlarni amaliyotda ishlatishlari va sinovdan o'tganligini baholashga yordam beradi.

5. Ma'lumotlar bazasi va elektron kutubxonalar: Xorijiy tillarni o'rganishda ma'lumotlar bazasi va elektron kutubxonalar foydali bo'ladi.

Bu tavsiyalar bilan birga, yangi pedagogik texnologiyalardan foydalangan holda xorijiy tillarni o'qitishning sifatini oshirish uchun muhim usullar hisoblanadi. Bu texnologiyalar o'quv jarayonini qiziqarli va samarali qilishda yordam va o'quvchilarning xorijiy tillarni yaxshi darajada o'rganishlariga imkon beradi. Ushbu tafliklarning ma'lum bir qismi amaliyotga ham tatbiq etilmoqda va ularning natijalari bizni xursand qiladi deyishimiz mumkin.

## **XULOSA**

Xulosa qilib, aytganda ta'lim sifatini oshirish, yuqori darajadagi umumiy-kasbiy madaniyatga, ijtimoiy faolikka, mustaqil fikrlashga, o'z vazifalarini qiyinchiliksiz hal qila olish qobiliyatiga ega bo'lgan yetuk mutaxassislarni tarbiyalash uchun bugungi kunda pedagog o'qituvchilarimiz zamonaviy yangi innovatsion pedagogik texnologiyalardan foydalanishlari ta'lim-tarbiyaning sifat va samaradorligini oshirishning asosiy omili ekanligini, buni esa davr talab etayotganligini tushunib yetishlari lozim.

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## O'ZBEK TILIDA IQTISODIY TERMINLARNING TASHQI MANBALARI ORQALI BOYIB BORISHI

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**Annotatsiya:** Bu ilmiy maqolada "Raqobatbardosh iqtisodiyot" ifodasi bilan ifodalangan milliy iqtisodiyot, maqbul sur'atlarga va munosibliklarga asoslangan, xususiyl mulkchilikka asoslangan tadbirkorlik faoliyatini rivojlantirish uchun yaratilgan sharoitlar, aholi turmush darajasini doimiy ravishda yaxshilanishiga xizmat qiladigan bozor iqtisodiyoti qonunlari asosida ishlab chiqilgan xo'jalik mexanizmi, ishlab chiqarish resurslari erkin harakatlanadigan va bozor mexanizmi yordamida tartibga solinadigan ochiq iqtisodiy tizim tushuniladi.

**Kalit so'zlar:** Raqobatbardosh iqtisodiyot, milliy iqtisodiyot, tadbirkorlik, bozor iqtisodiyoti, ishlab chiqarish resurslari, ochiq iqtisodiy tizim.

**Аннотация:** В этой научной статье под термином "конкурентная экономика" подразумевается национальная экономика, основанная на оптимальных темпах и приемлемых условиях развития предпринимательской деятельности на основе частной собственности, хозяйственный механизм, разработанный на основе законов рыночной экономики, служащий постоянному повышению уровня жизни населения, открытая экономическая система, в которой производственные ресурсы свободно перемещаются и регулируются с помощью рыночного механизма понятно.

**Ключевые слова:** Конкурентная экономика, народное хозяйство, предпринимательство, рыночная экономика, производственные ресурсы, открытая экономическая система.

**Abstract.** In this scientific article, the term "competitive economy" refers to a national economy based on optimal rates and acceptable conditions for the development of entrepreneurial activity based on private ownership, an economic mechanism developed on the basis of the laws of a market economy that serves to constantly improve the standard of living of the population, an open economic system in which production resources move freely and are regulated using the market mechanism is clear.

**Keywords:** Competitive economy, national economy, entrepreneurship, market economy, production resources, open economic system.

**Kirish:** Mamlakatimiz Prezidenti Shavkat Mirziyoyev tomonidan ilgari surilgan "Harakatlar strategiyasi" doirasida 2017-2021 yillarda amalga oshirilayotgan islohotlar orqali O'zbekiston Respublikasini yangi taraqqiyot bosqichida rivojlantirish maqsadida davlatimiz iqtisodiy qudratini mustahkamlashni, xalqi farovonligini ta'minlashni va harakatlar strategiyasi bo'yicha belgilangan ustuvor vazifalarni bajarishni davom ettiradi. Mustaqillikka erishganimizdan hozirgacha, yuqoridagi ikki mazkur maqsadga mo'ljallangan holda iqtisodiyotni rivojlantirish va xalq farovonligini ta'minlashda chuqur muvaffaqiyat ko'rishmoqdamiz. Innovatsion iqtisodiyot Jaxon bo'yicha rivojlanayotgan, bugungi kunda sur'atlar bilan namoyon bo'lmoqda. Bu tendentsiya, iste'molchilar talablarini to'liq qondirish, iqtisodiyotning zamonaviy sohalarda mehnat unumdorligini yuqori darajada oshirish imkoniyatlarini ta'minlaydi.

**Asosiy qism:** Hozirgi O'zbekistonda ona tili bilan birga ingliz va rus tillarini bilish mutaxassislik sohasida katta yordam beradi va sohadagi yutuqlarni o'rganishni kengaytiradi. Ayniqsa, ba'zi bir holatlarda ya'ni bir davlat boshqa davlat bilan iqtisodiy shartnoma imzolayotganda yoki turli xil diplomatik munosabatlar, xalqaro aloqalarni o'rnatish paytida xorijiy tillarni biladigan soha vakillariga zarurat tug'iladi. Ma'lumki har qanday jamiyatda iqtisodiyot muhim rol o'ynaydi. Shu sababli iqtisodiyotga tegishli so'z va terminlar aniq, lo'nda va mantiqan asoslangan bo'lmoq'i lozim. Mamlakat prezidenti Shavkat Mirziyoyevning boshqarishida, O'zbekiston Respublikasini 2017-2021 yillarda amalga oshirilgan "Harakatlar strategiyasi"ning bir qismi sifatida, O'zbekiston fuqarolari uchun tabiiy huquq va mustaqillik haqida so'z yuritilmoqda. Bu strategiya jamiyat rivojining asosi, bugungi va kelgusi taraqqiyotning shartlari, barcha islohotlarimizning maqsadi, va umuman, barcha amal qiladigan bosh tamoyillarni ta'riflaydi. [1]

Iqtisodiy terminlarni tashqi manbalar bilan boyib borish - bu iqtisodiy terminlarni tashqi manbalardan olish, masalan, xalqaro tashqi manbalar yoki internet manbalaridan olish, degan ma'noda ishlatiladi. Bu usul bilan iqtisodiy terminlarga oid ma'lumotlarni keng doirada olish mumkin. Fan va texnikaning shiddat bilan rivojlanishi iqtisodiyot sohasiga ham o'z ta'sirini o'tkazmasdan qolmaydi, buning



natijasida yana bir qancha iqtisodiyot sohasida yangi neologizmlarni yuzaga kelishiga olib keladi. Umuman baynalmilal iqtisodiy soʻzlarni oʻzbek tiliga qabul qilishda koʻp jihatlarni eʼtiborga olmoq lozim. Iqtisodiy termin oʻzbek tiliga kirib kelayotganda uning quyidagi jihatlarga eʼtibor berish kerak boʻladi: terminning oʻzbek tilini tovush tizimiga mosligiga; uning oʻzbekcha muqobili bor -yoʻqligiga; kalka yoki tarjima qilish zaruriyatiga; iqtisodiy terminning mazmuniga; uning sodda va ravonligiga; mohiyatiga va oʻngʻayligiga.

Jamiyat aʼzolari oldiga yangi tartibda jahon standartlariga mos keladigan davlat yaratish, siyosiy, ijtimoiy va iqtisodiy tub islohotlarni amalga oshirish, ularni qonun bilan mustahkamlaydigan huquqiy tizimni oʻrnatish vazifasi uchun koʻrsatilgan. Bu, sobiq sotsialistik tuzumdan farqli ravishda, jamiyatning yangi foydali jihatlarga mos keladigan yangi munosabatlar va jarayonlarni oʻz ichiga oladi.

Mulkchilik, tadbirkorlik va kichik biznesning rivojlantirish uchun ham koʻplab islohotlar amalga oshirilgan. 2016-yilda, tadbirkorlik faoliyatini qoʻllab-quvvatlash va kichik korxonalar tashkil etish maqsadida 15.9 trillion soʻmlik kreditlar ajratilgan, va 2015-yilga nisbatan 1.3 barobarni tashkil etdi. Qiymati 3.3 trillion soʻmlik mikrokreditlar, xalqaro moliya institutlarining 915,206.7 million dollar miqdordagi kredit liniyalari oʻzlashtirilgan.[2]

Energetika sohasida ham intensiv islohotlar amalga oshirilmoqda. 2019-yilda prezident tomonidan qabul qilingan qaror bilan, 2030-yilgacha qayta tiklanuvchi energiya manbalarining ulushini taʼminlash maqsadida 5000 MVt quvvatdagi elektr stansiyalarini qurishni taʼminlash uchun 10 yil mobaynida samarali tadbirlar oʻtkazilmoqda.

Oʻzbekiston Respublikasi prezidenti oilaviy tadbirkorlikni rivojlantirishga katta eʼtibor qaratishni hamda 2016-yilda qabul qilingan qonunchilik va meʼyoriy huquqiy bazaning takomillashtirishini davom ettirishni qatʼiyat bilan koʻrsatmoqda.

Bugungi kunda Oʻzbekistonda 8 mingdan ortiq oilaviy korxonalar faoliyat yuritmoqda. Tijorat banklari aholiga bank xizmatlari koʻrsatish bilan birga, ular tadbirkorlikni rivojlantirish, daromadini oshirish, ish bilan taʼminlashda ham samarali ishlarni olib borayotganlar. Ish joylariga beriladigan kreditning yillik stavka foizi pasayib bordi. Bitta ish joyi yaratgan tadbirkor uchun 9 foiz, ikkita ish joyi yaratganlik uchun 8 foiz, beshta va undan koʻp ish joyi yaratish uchun esa tadbirkorning kredit stavkasi 6 foizga oshirildi. Bu loyihalar, xalqimizning farovonligini oshirish va turmush sharoitini yaxshilash maqsadida yaratilgan. Kichik biznes va xususiy tadbirkorlikning oʻrnini olib borayotgan roli va ahamiyati katta. 2016-yilda mamlakat 916 yalpi ichki mahsulotining 56.9 foizi ishlab chiqarilayotgan sanoat mahsulotlarining 4.5 foizi kichik biznes va xususiy tadbirkorlik hissasiga toʻgʻri keladi. Shu bilan birga, iqtisodiyotda jami ish bilan band boʻlgan aholining

78.1 foizi shu sohada faoliyat yuritmoqda. 2016-yilda 31.8 mingta kichik biznes sub'yektlari tashkil etildi. [3]

Jahon bankining 2017-yil 31-oktabrda e'lon qilingan "Biznesni yuritish 2018: ish o'rinlari yaratish uchun islohatlar" ma'ruzasiga ko'ra, O'zbekiston dunyoning 190 davlati ichida 74-o'rinni egallab, o'tgan yildagi mavqeyini biur yo'la 13 pog'ona yaxshiladi. Mamlakatimiz biznes yuritish uchun eng qulay sharoitlar yaratish bo'yicha islohotchi davlatlar birinchi o'ntaligiga kirishga muvaffaq bo'ldi. Amalga oshirilayotgan islohotlar O'zbekistonning ishbilarmonligini yaxshilash va biznes yuritish sharoitlarini soddalashtirish bo'yicha Yevropa va Markaziy Osiyo mintaqasi davlatlari orasida yetakchiga aylanishga imkon berdi. Tadbirkorlik subyektlarining davlat ro'yxatidan o'tkazish va hisobga qo'yish tizimining tubdan takomillashtirilgani tufayli O'zbekiston korxonani ro'yxatdan o'tkazish ko'rsatkichi bo'yicha 11-o'rinni band etdi. 2017-yilda 9 oy davomida o'tgan yilning shu davrdagiga nisbatan 1.3 marta ko'p biznes sub'yektlari tashkil etganining o'ziyoq mamlakatimizda biznes ochishning naqadar oson ekanligidan dalolat beradi.[4]

O'zbekiston xalqi shundan xursandki, birinchi prezidentimiz Islom Karimovning boshlagan samarali ishlari va Shavkat Mirziyoyevning e'tiborli harakatlari mamlakatimizni istiqbolda farovon kunlarga yo'l yetkazmoqda. Iqtisodiyotni rivojlantirish va liberallashtirishning ustuvor yo'nalishlari tadbirkorlik va biznes yuritish sohasida mamlakatimizni dunyo davlatlari ichida yetakchi o'rinlarga olib keltirish uchun juda samarali bo'lib kelmoqda.[5]

**Xulosa:** Hozirgi kunimizda yurtimizdagi yangi farmonlar, qarorlar, va qonunlar, shuningdek olib borilayotgan keng ko'lamli islohotlar, O'zbekistonning yangi marralarni ko'zlab, mamlakatimizning o'z taraqqiyotida yangi bosqichga qadam qoyganligini o'ylab qabul qilmoqda. Bu islohotlar mamlakat aholisining farovonligini va turmush darajasini yanada oshirishga qaratilgan. Prezident Shavkat Mirziyoyev O'zbekiston Respublikasi qabul qilinganing 25 yilligiga bag'ishlangan tantanali marosimda ma'ruzasida tadbirkorlik faoliyatining erkinligi, xususiy mulk daxilsizligini amalda taminlashning davlat siyosatidagi ustuvor yo'nalish bo'lib qolishini ta'kidlagan. Uning so'zlarida tadbirkor yo'lga to'siq bo'lishni davlat siyosatiga xiyonat deb qabul qilish kerakligini bayon qilgan. Prezident murojaatnomasida ayni paytda, xalqning o'z hayotida ijobiy o'zgarishlarni ko'rishni istaganini, vatanimiz rivojiga qat'iy ishonch bildirganini ifodalaydi. Xalqimiz o'ziga to'q bo'lsa, uni kelajagi yanada yaxshilanib boradigani. Mamlakatimizning farovonligini yuksaltish va turmush sharoitini yaxshilash - asosiy vazifamizdir, deyilgan prezident. Iqtisodiy farovonlikka erishgan davlatda siyosiy yuksaklikka intilish mumkin. Iqtisodiyotni mustahkamlab, jahon sahnasida rivojlangan davlatlarga raqobat qilish uchun davlat o'z oldiga xalqning ijtimoiy turmush darajasini va oylik ish-haqini o'z vaqtida berib borishi bilan siyosiy mustahkamlikka yetkazib keladi.

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# ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКАХ ЯЗЫКА

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**Annotatsiya:** Ushbu maqolada o'qitish fani, o'qituvchi va talaba faoliyatini o'rganish usuli, shu jumladan chet tilini o'qitish metodikasi, chet tilini o'qitish metodikasida qo'llaniladigan zamonaviy usullarning turlari va ulardan foydalanish muhokama qilinadi.

**Kalit so'zlar:** metodika, innovatsiya, chet tili, aloqa, ko'nikmalar, kompetentsiya, didaktika.

**Аннотация:** Наука преподавания, метод изучения деятельности преподавателя и ученика, в том числе методика преподавания иностранного языка, обсуждаются виды современных методов, используемых в методике преподавания иностранного языка, и их использование.

**Ключевые слова:** методика, инновация, иностранный язык, общение, умения, компетентность, дидактика.

**Abstract.** The science of teaching, the method of studying the activities of a teacher and a student, including the methodology of teaching a foreign language, discusses the types of modern methods used in the methodology of teaching a foreign language, and their use.

**Keywords:** methodology, innovation, foreign language, communication, skills, competence, didactics.

После обретения нашей страны независимости, с первых лет независимости Узбекистан начал строить демократическую жизнь. Экономика также имела важное значение. Вес реализованных реформ возрастал из года в год. Не только радикальные реформы, но и многие изменения произошли в других аспектах, включая систему образования. В частности, возрос интерес к обучению иностранным языкам и созданы многие условия для молодежи. Основная цель – повышение уровня знаний молодежи и повышение ее интереса к иностранным языкам. Как сказал наш первый президент Ислам Каримов: «В настоящее время в нашей стране большое значение имеет преподавание иностранных языков. Не стоит переоценивать значение в совершенстве владения иностранными языками для нашей нации, строящей свое великое будущее в солидарности и сотрудничестве с нашими зарубежными партнерами. В частности, как продолжение этих идей, 10 декабря 2012 года было принято

Постановление Президента «О мерах по дальнейшему совершенствованию системы обучения иностранным языкам». Это решение еще больше расширило возможности изучения иностранных языков. Сегодня спрос на иностранные языки возрастает. [Методический журнал Министерства народного образования, 2019.53] ОБСУЖДЕНИЕ И РЕЗУЛЬТАТЫ В настоящее время необходимо искать новые методы обучения и апробировать их на практике не только в преподавании иностранного языка, но и по всем предметам делается. Это одна из важнейших проблем, которую необходимо решить для совершенствования образовательного процесса сегодня.

Если раньше обучение иностранному языку считалось изучением этой языковой системы, то в последующие годы основной целью обучения стало развитие иноязычной речи учащихся. Следует сказать, что эти цели в изучении иностранного языка не ставятся ими самими или другими людьми, или отдельными лицами, а тесно связаны с изменениями в науках языкознания и психологии и социальным развитием общества. Например: возьмём аудиолингвальный метод. На появление этого метода повлияли изменения в лингвистике, т.е. структурный поток. Он включает в себя следующие факторы: - обучение иностранному языку должно начинаться с обучения устной речи; - Обучение языку осуществляется на основе различных структур и речевых моделей; - Упражнения также требуют языковых упражнений, требующих многократного повторения языкового материала; - Выбор грамматических моделей и лексики должен зависеть от результатов сравнения иностранного языка с родным. - Произношение требует большого внимания. Основным недостатком этого метода является большое количество механических упражнений и малое количество собственно речевых упражнений. Основоположниками этого метода являются ученые-методисты Ч. Фриз и Р. Ладолар. Например: Ч. Фриз говорит, что основным содержанием начального этапа должно быть изучение структур. Желательно, чтобы грамматика была основана на формировании навыков [Ш. Алимов 2017.2 стр.] Изучение иностранного языка – многогранное образование, и в этом процессе человек испытывает сложные психологические изменения. В частности, происходит процесс сравнения родного языка с иностранным. В этом процессе используются различные методы и технологии обучения.

С помощью современных педагогических технологий обучение путем сравнения иностранного языка с родным дает эффективные результаты. Обучение иностранному языку требует знания его методики. Методика и технологии имеют важное значение в процессе изучения иностранного языка. Существуют различные методы методики преподавания. В методике преподавания иностранного языка широко используются: коммуникативно-

дидактический метод, метод организации межкультурного диалога и метод организации упражнений. Благодаря высокому уровню сотрудничества с зарубежными партнерами среди специалистов различных областей, у них высока потребность в изучении языка. В настоящее время иностранные языки преподаются в школах, колледжах, лицеях, высших учебных заведениях. Существуют инновационные виды учебных материалов для тех, кто хочет иметь разные уровни знания языка. Совершенное знание иностранного языка и получение определенного уровня также зависит от практических методов и квалификации преподавателей. Информационные технологии и современные методы обучения, способность использовать помогает быстрее понять новый материал. Комбинируя разные методы, учитель имеет возможность решать конкретные образовательные программы.

В связи с этим преподавателям и студентам следует ознакомиться с современными методами преподавания иностранных языков. В результате формируется умение выбирать наиболее эффективные методы достижения поставленных целей. В этом отношении эффективно использование нескольких методов преподавания и обучения. В настоящее время инновации растут во всех областях. [Феруза Заипова, Сабохат Оринова Иностранный, стр. 2] При обучении иностранному языку, исходя из потенциала и уровня обучающегося, хорошие результаты дает поэтапное обучение., 2 разделены на группы на основе обучения на среднем уровне, 3 на более высоком уровне. Для каждого этапа преподавателем разрабатывается специальная активная программа. Активные методы обучения не только помогают мотивировать учащихся к активному мышлению и практической деятельности в процессе обучения, но и формировать положительную педагогическую мотивацию, раскрывать и развивать творческие способности. помогает, изучает материал с высокой эффективностью помогает освоить. На каждом этапе урока следует использовать активные методы, эффективные не только для учителя, но и для учащихся. Рекомендую ознакомиться с некоторыми из них.

Почти все приемы являются динамичными и не только на занятиях иностранным языком, но и в других хотелось бы подчеркнуть, что ее можно использовать и в учебных предметах.1. Организационный этап. «Карусель» («Карусель») Этот прием позволяет задействовать образное мышление и память. Первый ученик берет у учителя карточку и называет ассоциации с этим словом. Карточка передается по цепочке до тех пор, пока не вернется к учителю. Каждый студент имеет возможность выразить свои мысли в быстром темпе. На этом этапе студенты «запоминают» материал. Принцип «Интеллектуальной разминки» можно использовать на занятии для развития разговорных навыков. Как правило, лексические основы таких упражнений

располагаются на доске, особенно на начальном этапе. Рост «снежного кома» может идти по двум направлениям: с увеличением словарного запаса и/или увеличением сложности грамматики. (ПРИМЕР: Я люблю читать книги. Мне нравится читать электронные книги. Мне нравится читать электронные книги, потому что ими легко пользоваться.) Работа с карточками просмотрите этот прошлый материал с представлением карточек в виде Этот метод помогает систематизировать материал и восстановить внимание учащихся.

**ЗАКЛЮЧЕНИЕ** в результате использования инновационных методов на уроках английского языка у учащихся развиваются навыки логического мышления, их речь становится беглой, формируется умение быстро и правильно отвечать. Такие методы и игры вызывают у ученика стремление к знаниям. Студент старается основательно подготовиться к урокам. Это делает студентов субъектами образовательного процесса. Высока также эффективность использования различных таблиц в процессе обучения иностранному языку. Используя таблицы в учебном процессе, учащиеся могут усвоить определенное грамматическое правило, например, составлять предложения с использованием времен, расставлять новые слова. В то время, когда потребность в изучении иностранного языка высока, эффективное использование современных информационных технологий и инновационных образовательных технологий в образовательном процессе сделало этот процесс эффективным. Эффективность инновационных образовательных технологий заключается в их правильном и эффективном использовании в образовательном процессе [Отобоева М.Р. 2017.36-37].

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## **XORIJIY TILLARNI O‘QITISHNING SIFATINI YANGI PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANGAN HOLDA TA’LIM SIFATINI OSHIRISH.**

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**Annotatsiya:** Ushbu maqolada chet tillarni o‘qitishning asosiy maqsadi, xorijiy tillarni o‘rganishni ommalashtirish bo‘yicha tashkiliy chora-tadbirlarni samarali amalga oshirish maqsadi, xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari, milliy va xalqaro tan olingan sertifikatlar darajalari o‘rtasidagi muvofiqlik, pedagogik va axborot texnologiyalari sohasidagi yutuqlar uzluksiz ta’limning barcha bosqichlarida samarali o‘qitish usullaridan foydalanish va uni har tomonlama rivojlantirish masalalari borasida so‘z yuritilgan.

**Kalit so‘zlar:** milliy va xalqaro, ommalashtirish, bilish darajasi, tizimini kengaytirish, maqsad va vazifalari, rag‘batlantirish, moslashtirish, topshiriqning maqsadi, shaxsiy yo‘naltirilgan, axborot texnologiyalari.

**Abstract:** In this article, the main goal of teaching foreign languages, the goal of effective implementation of organizational measures for the popularization of foreign language learning, measures to bring the activity of popularizing foreign



language learning to a qualitatively new level, national and international compatibility between the levels of recognized certificates, achievements in the field of pedagogy and information technologies, the use of effective teaching methods at all stages of continuous education and its comprehensive development are discussed.

**Key words:** national and international, popularization, level of knowledge, expansion of the system, goals and objectives, motivation, adaptation, goal of the assignment, personal oriented, information technology.

**Аннотация:** В данной статье основная цель обучения иностранным языкам, цель эффективной реализации организационных мер по популяризации изучения иностранных языков, меры по выводу деятельности по популяризации изучения иностранных языков на качественно новый уровень, национально и международно признанная совместимость между обсуждаются уровни сертификатов, достижения в области педагогики и информационных технологий, использование эффективных методов обучения на всех этапах непрерывного образования и его всестороннее развитие.

**Ключевые слова:** национальный и международный, популяризация, уровень знаний, расширение системы, цели и задачи, мотивация, адаптация, цель задания, личностно-ориентированный, информационные технологии.

O‘zbekiston Respublikasi Prezidentining “O‘zbekiston Respublikasida xorijiy tillarni o‘rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to‘g‘risida” 2021-yil 19-maydagi PQ-5117-son qaroriga muvofiq, shuningdek, xorijiy tillarni o‘rganishni ommalashtirish bo‘yicha tashkiliy chora-tadbirlarni samarali amalga oshirish maqsadida Vazirlar Mahkamasi qaror qabul qildi: Vazirlar Mahkamasi huzuridagi Ta‘lim sifatini nazorat qilish davlat inspeksiyasi bilan birgalikda xorijiy tillarni bilish darajasini baholovchi xalqaro tan olingan sertifikatlar ro‘yxatini hamda xorijiy tillarni bilish darajasini belgilovchi milliy va xalqaro tan olingan sertifikatlar darajalari o‘rtasidagi muvofiqlikni tasdiqladi.

Vazirliklar va idoralar xorijiy tillarni bilish darajasini baholovchi xalqaro tan olingan sertifikatlar ro‘yxati hamda xorijiy tillarni bilish darajasini belgilovchi milliy va xalqaro tan olingan sertifikatlar darajalari o‘rtasidagi muvofiqlik jadvali asosida tizimlaridagi xodimlarga ustamalar belgilash uchun har yili o‘zlariga taalluqli bo‘lgan sertifikatlar ro‘yxatlarini tasdiqladi.

O‘zbekiston mustaqillikka erishganidan buyon barqaror ijtimoiy yo‘naltirilgan bozor iqtisodiyotiga ega yangi demokratik huquqiy davlat qurilishini amalga oshirishning o‘z yo‘lini tanladi. “Ta‘lim to‘g‘risida”gi qonunga muvofiq, jamiyat va davlatning iqtisodiy, ijtimoiy, ilmiy-texnikaviy va madaniy ehtiyojlariga javob beradigan ijtimoiy rivojlanishning ustuvor yo‘nalishi deb e‘lon qilindi. Mamlakatimizda ta‘lim tizimini islah qilish yangi, eng samarali ta‘lim usullari,

axborot texnologiyalari va imkoniyatlarini izlashni nazarda tutadi. “O‘zbekistonda yangi pedagogik va axborot texnologiyalari ta’limning barcha sohalariga - o‘quv jarayoni, ma’muriy boshqaruv, ilmiy sohaga joriy etilmoqda” [1, 40]. Yangi pedagogik va axborot texnologiyalari sohasidagi yutuqlar uzluksiz ta’limning barcha bosqichlarida samarali o‘qitish usullaridan foydalanish imkonini berdi. O‘zbekistonda innovatsion yutuqlar uchun barcha darajalarda sifatli ta’lim tizimi bo‘lishi kerak. O‘qitish va o‘rganish tizimini kengaytirish va yangi o‘qitish usullaridan foydalanish nuqtai nazaridan yangi pedagogik va axborot texnologiyalaridan foydalanishning past darajasi hali ham mavjud. Pedagogik va axborot texnologiyalaridan keng foydalanish sizga ko‘proq moslashuvchanlik va kam xarajat bilan ta’lim olish uchun kurslarni tanlash, oliy ta’lim tomonidan taqdim etilgan tegishli mutaxassisliklar mazmunini o‘rganish imkonini beradi. “Chet tillarni o‘qitishning asosiy maqsadi talabalarning kommunikativ madaniyatini shakllantirish va rivojlantirish, chet tilini amaliy o‘rganishga o‘rgatishdir” [2].

Talabalarga xorij tillarini o‘qitishda qu‘yidagi metod va usullarni taqdim qilish mumkin. Hamkorlikda o‘qitish, loyiha usullari, yangi axborot texnologiyalari, Internet–resurslardan foydalanish, masofaviy o‘qitish kabi zamonaviy pedagogik va axborot texnologiyalar shaxsiy yo‘naltirilgan, differentsiatsiyalashgan ta’lim yondashuvini amalga oshirishga va ta’lim jarayonining sifatini oshirishga yordam beradi. Hamkorlikda o‘qitishning asosiy tamoyillari shulardan iborat bo‘ladi.

Talabalar guruhlarini shakllantiriladi, shu bilan birga, har bir guruhda kuchli, o‘rta va zaif talabalar bo‘lishi kerak. Guruhga bitta vazifa beriladi, ammo u bajarilganda guruh a‘zolari o‘rtasida ro‘llar taqsimlanadi. Bir talabani emas, balki butun guruh ishi baholanadi ya’ni, butun guruh uchun bitta ball beriladi. O‘qituvchi topshiriqni bajarish uchun hisobot beradigan guruhdan talabani tanlaydi. Agar zaif talaba guruhning birgalikdagi ish natijalari haqida batafsil ma’lumotga ega bo‘lsa, boshqa guruhlarining savollariga javob berishi mumkin bo‘lsa, demak, maqsadga erishish va guruh vazifani bajarishi kerak, chunki har qanday topshiriqning maqsadi uning rasmiy bajarilishi (to‘g‘ri/noto‘g‘ri qaror) emas, balki har bir guruh talabasi tomonidan materialni o‘zlashtirishdir.

“Hamkorlik texnologiyasidan foydalangan holda siz grammatik vazifalarni, uy vazifasini tekshirish vazifalarini, o‘qish matni ustida ishlashni, loyiha bo‘yicha birgalikdagi ishlarni, imlo ko‘nikmalarini ishlab chiqishni, so‘z birikmalarida ishlashni amalga oshirishingiz mumkin” [3,138]. Talabalarning mustaqil ta’lim faoliyatini rag‘batlantirish muammosi juda muhimdir. Hamkorlikda ishlash, bilim faoliyati uchun, muloqot qilish uchun ajoyib rag‘bat beradi, chunki bu holda siz har doim do‘stlaringizning yordamiga tayanasiz. Ushbu texnologiyaning asosiy prinsipi: biz o‘zimiz uchun mas’uliyatni o‘z zimmamizga olamiz.

Har bir inson nafaqat o‘z muvaffaqiyati uchun, balki uning jamoa a‘zolarining muvaffaqiyati uchun ham mas‘uldir. Yana bir zamonaviy usullardan biri loyiha metodi hisoblanadi. Loyiha metodi shaxsga yo‘naltirilgan ta‘limni ta‘minlaydigan texnologiyalardan biri-ijodiy qobiliyatlarni, kognitiv faollikni va mustaqillikni rivojlantirish uchun taklif qilinadigan shaxsga yo‘naltirilgan. “Loyiha metodi talabalarning muloqot qobiliyatlari, muloqot madaniyati, fikrlarni qisqacha va osonlik bilan bayon etish qobiliyati, aloqa bo‘yicha hamkorlarning fikrlari bilan bo‘lishish, turli manbalardan ma‘lumotlar olish qobiliyatini rivojlantirish, shuningdek zamonaviy kompyuter texnologiyalari yordamida qayta ishlash qobiliyatini shakllantiradi. Ishning loyiha shakli talabalarga o‘zlari to‘plagan bilimlarni mavzu bo‘yicha qo‘llash imkonini beradigan eng dolzarb texnologiyalardan biridir” [3,141].

Ya‘ngi axborot-kommunikatsiya texnologiyalaridan foydalanish nafaqat yangi texnik vositalar, balki ta‘limning yangi shakllari va usullari, ta‘lim jarayoniga yangi yondashuv xam tushuniladi. Zamonaviy axborot texnologiyalaridan foydalanishning asosiy xususiyatlari-ta‘limni farqlash va individuallashtirish, shuningdek, o‘quvchilarning kognitiv ijodiy faolligini rivojlantirish imkoniyatlarini nazarda tutadi. Ingliz tilini o‘rganishda yangi axborot texnologiyalaridan foydalanish bizga ish shakllarini diversifikatsiya qilish va darsni qiziqarli qilish imkonini beradigan metodik vositalar va texnikani tanlashga yordam beradi [4,35 b.]. AKTdan foydalanishda quyidagi afzalliklarga ega bo‘ladi: ta‘lim jarayonining doirasi kengayadi, uning amaliy yo‘nalishini qo‘llab-quvvatlaydi, talabalarning o‘qitishdagi motivatsiyasini oshiradi, shaxsni muvaffaqiyatlarga erishish uchun sharoit yaratadi, fanga bog‘liqlikni rivojlantiradi va kuchaytiradi, talabalarning ijodiy qobiliyatlarini, ularning mustaqilligini rivojlantiradi, mavzu bo‘yicha bilim sifatini oshiradi.

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## **XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISH VA UNING ISTIQBOLLI YO‘LLARI**

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**Annotatsiya:** Xorijiy tillarni o‘rganish tizimini yanada takomillashtirish uchun har xil video darsliklar, yosh bolalarning e’tiborini jalb qiladigan har materiallardan foydalanish kerak. Xorijiy tillarni o‘rganish bo‘yicha har xil talablar qo‘yish lozim. Xorijiy tillarni o‘rganish faqat o‘sha darsdagina o‘sha tildan foydalanish kerak degani emas, aksincha o‘zining tili kabi ko‘proq ishlatish kerak. Xorijiy tillarni o‘rganishning istiqbolli yo‘llaridan to‘g‘ri va unumli foydalansak, o‘sha tilni o‘rganish va o‘rgatish koeffitsiyenti oshadi.

**Kalit so‘zlar:** yuqori sifatli, video darsliklar, interaktiv dasturlar, taqdim etish, istiqbolli yo‘llar, xorijiy til uchun sertifikatlar, yangi texnologiyalar, samarali kurslar, til bo‘yicha materiallar.

**Аннотация:** В целях дальнейшего совершенствования системы изучения иностранных языков необходимо использовать различные видеоуроки, все материалы, привлекающие внимание детей раннего возраста. Существуют различные требования к изучению иностранных языков. Изучение иностранных языков не означает, что вы должны использовать этот язык только на этом уроке, а скорее то, что вы должны использовать его больше, как свой родной язык. Если правильно и эффективно использовать перспективные способы изучения иностранных языков, коэффициент изучения и преподавания этого языка увеличится.

**Ключевые слова:** высокое качество, видеоуроки, интерактивные программы, презентация, перспективные направления, сертификаты по иностранному языку, новые технологии, эффективные курсы, языковые материалы.

**Annotation:** To further improve the system of learning foreign languages a variety of video tutorials, all materials that attract the attention of young children should be used. There are different requirements for learning foreign languages. Learning foreign languages does not mean that you should use that language only in that lesson, but rather that you should use it more like your own language. If we use promising ways of learning foreign languages correctly and effectively, the coefficient of learning and teaching that language will increase.

**Keywords:** high quality, video tutorials, interactive programs, presentation, promising ways, foreign language certificates, new technologies, effective courses, language materials.

**Kirish.** Xorijiy tillarni o'rganish tizimini yanada takomillashtirish uchun dasturlarni yanada oson va sodda shaklda ishlatish kerak. Foydalanuvchilarning qulaylik, sodda foydalanish va tuzilishlar haqida ko'proq ma'lumot olishlari uchun dasturlarni yanada oson bo'lgan shaklda ishlatish muhimdir. Bu dasturlarni hamma uchun oson va qulay qilib qo'ysa, tillarni o'rganish tizimi asta sekin rivojlana boshlaydi. Chunki hamma ham hozirgi mukammal dasturlarni tushunmaydi, shuning uchun undan foydalanmaydi. Xorijiy tillarni o'rganish tizimini takomillashtirish uchun bir nechta istiqbolli yo'llari bor, bular quyidagilardan iboratdir:

- Yuqori sifatli video darsliklar tuzib uni ijtimoiy tarmoqlarga joylab qo'ysa, o'raganayotgan odamlar uchun tillarni o'rganish sifati ham soni ortadi;

- Mobil ilovalarni qo'llash: Mobil ilovalar orqali xorijiy tillarni o'rganish oson va qulay bo'lishi mumkin;

- Foydalanuvchilar bilan aloqani yaxshilash: Foydalanuvchilar bilan murajat qilish, ularning muammoni yechish va ularning talqinlarini o'rganish bo'yicha ko'rsatmalar o'tkazish tizimga qo'shimcha qulayliklar qo'shishga yordam berishi mumkin;

- Bepul sinov versiyalarini taqdim etish: Bepul sinov versiyalari foydalanuvchilarning tizimning faoliyatini sinab ko'rishlariga imkon berishi mumkin;

- Xorijiy til darslarini yakunlash uchun sertifikatlar taqdim etish: Foydalanuvchilarga xorijiy til darslarini muvaffaqiyatli yakunlaganlar uchun sertifikatlar taqdim etish ulug'vor bo'ladi.

Prezidentimiz Shavkat Mirziyoyev "Xorijiy tillarni o'rgatish bo'yicha kelajak uchun mustahkam poydevor bo'ladigan yangi tizimni yo'lga qo'yish vaqti kelgani" ni ta'kidladi. Prezidentimiz raisligida chet tillarini o'qitish tizimini takomillashtirish chora-tadbirlari yuzasidan videoselektor yig'ilishlar o'tkazildi. Endi tashkilotlarda haftaning bir kuni "Xorijiy tillarni o'zlashtirish va o'rganish kuni" etib belgilanishi to'g'risida munozaralar bo'lib o'tdi[1,3-21]. Yangi texnologiyalar xorijiy tillarni o'rganish tizimlarini takomillashtirishda katta ahamiyatga ega bo'lishi mumkin.

Quyidagi yangi texnologiyalar tizimni yanada istiqbolli qilishda yordam berishi mumkin:

1.Sun'iy intellekt: Sun'iy intellekt texnologiyalari, foydalanuvchilarning xorijiy tillarni o'rganish jarayonini avtomatlashtirish, personalizatsiyalash va modifikatsiya qilishga yordam berishi mumkin. Sun'iy intellekt tizimlar foydalanuvchining o'rganish ko'nikmalarini va muhimlik bosqichlarini tanituvchi algoritmlar yaratish va bu bilan bog'liq yangi o'rganish materiallarini taklif etish imkonini beradi.

2.Qo'llanma-yo'l qo'llab-quvvatlash modullari: AR va VR texnologiyalari xorijiy tillarni o'rganishda qulaylik va samaradorlikni oshirishga yordam beradi. Misol uchun, foydalanuvchilar virtual o'rgatishlarni ko'rish orqali xorijiy madaniyat bilan sham'g'irlik qilishadi va o'rganish jarayonlarini yanada qiziqarli va interaktiv qilishadi.

3.Mablag'lar: Mablag'lar texnologiyalari foydalanuvchilar uchun shu xorijiy tillarni o'rganish bo'yicha bo'sh va samarador kurslar va materiallar tayyorlashda yordam berishi mumkin. Bu texnologiyalar tizimni yanada masofaviy va ommabop qilib olishga yordam beradi.

4.O'zlashtirilgan o'qitish tizimlari: O'zlashtirilgan o'qitish tizimlari xorijiy tillarni o'rganishda foydalanuvchilarning eng maqbul va samarador o'rganish usullarini o'rganishga imkon beradi. Bu tizimlar alohida foydalanuvchilar talablarini hisobga oladi va ularning personal o'rganish yo'llarini belgilaydi.

Yangi texnologiyalar xorijiy tillarni o'rganish tizimlarini yanada samarali qilishda muhim rol o'ynaydi va foydalanuvchilarga yanada qulaylik va intizomiylik ta'minlaydi. Bu texnologiyalarning qo'llanilishi tizimni yuqori sifatli, zamonaviy va mazmunli qiladigan hollarga olib kelishi mumkin.

Istalgan chet tilini zamonaviy texnologiyalardan foydalanib o'rganish va o'rgatish eng samarador usullardan biri hisoblanadi.

- Kompyuter, telefon, planshet, audio ovozlari orqali chet tilidagi video roliklarni, namoyishlarni dialoglarni kino yoki multfilmlarni ham ko'rish eshitish mumkin.

- Ingliz tili yoki boshqa tildagi audiolar dasturlarni eshitish va tomosha qilish mumkin.

- Zamonaviy va an'anaviy pleyerlar magnitafonlardan foydalanish mumkin.

Ta'lim texnologiyalari bu ta'lim jarayonida zamonaviy texnik vositalardan unumli va samarali foydalanish hisoblanadi. Bunga qo'shimcha ravishda aynan ta'lim jarayoniga zamonaviy innovatsion texnologiyalarni olib kirish orqali ta'lim sifati va samaradorligini oshirishga xizmat qiladi. Bunga oddiy misol qilib kompyuterlardan foydalanganda o'quvchi chet tilidagi videroliklarni namoyish larni kino yoki multfilmlarni ham ko'rish ham eshitish mumkin. Shuningdek yana qo'shimcha qilib aytadigan bo'lsak zamonaviy texnologiyalardan foydalangan holda o'rganish faqat

kitoblardan qo'llanmalaridan darsliklardan o'rganish o'quvchini zeriktirib qo'ymaydi. O'zbekistonda xorijiy tillarni ta'lim tizimida tub burilish yasadi chet tillarini bilishga intilish "Til bilgan - el biladi" maqoliga ko'ra ish tutish bizning ko'p tilni bilgan Forobiy, bir necha tillarni qiyosiy o'rganish darajasida bo'lgan keng mushohadali Qoshg'ariy kabi yetuk ajdodlarimizdan merosdir[2,56]. Aynan shulardan kelib chiqqan holda bugungi kun yoshlariga qo'yilayotgan talab ham aynan chet tillarini bilish ekanligini hech birimizga sir emas. Zamonaviy texnologiyalar asosida chet tillarini o'rganish orqali butundunyo hamjamiyatida vatanimizni O'zbekistonning alohida o'rnini ta'minlash va uni yanada kengroq tadbiq qilish uchun ham xorijiy tillarni o'rganish dolzarb va muhim hisoblanadi. O'zbekistonni dunyo xalqlari orasida yanada o'z o'rniga ega bo'lishini ta'minlashda yoshlarning va ular o'rganayotgan xorijiy tillarning o'rni beqiyos sanaladi. Buni yanada mustahkamlash uchun esa til bamisoli ko'prik vazifasini o'tab beradi.

Xulosa qilib aytadigan bo'lsam, xorijiy tillarni o'rganish tizimini yanada takomillashtirish uchun inson avvalo, o'zi astoydil, sithidilda mehnat qilishi kerak. Xorijiy tillarni o'rganish tizimini rivojlantirishda yangi texnologiyalarning o'rni alohida ajralib turadi. Agar biz yangi texnologiyalardan foydalanmasak xorijiy tillarni o'rganish darajamiz sekinlashadi va sifati ham pasayadi. Shuning uchun hammamiz xorijiy tillarni o'rganishda o'zimizda mavjud hamma imkoniyatlardan unumli va samarali foydalansakgina tillarni o'rganishning istiqbolli yo'llarini kashf etamiz. Hozirgi rivojlangan zamonda til bilgan inson hech qayerda xor bo'lmaydi. O'qiymiz, o'rganamiz va izlanamiz. Yangi tillarni o'rganishda davom etamiz.

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# MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER

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**Annotatsiya:** Ko‘p tillilikni o‘zlashtirish: zamonaviy o‘quvchilar uchun innovatsion til o‘rgatish usullari” bugungi til o‘rganuvchilarning o‘zgaruvchan ehtiyojlariga moslashtirilgan yangi pedagogik usullarga e‘tibor qaratib, til ta’limining zamonaviy istiqbollari qamrab oladi.

**Kalit so‘zlar:** dunyoqarash, immersiv texnologiyalar, empatiya, musobaqalar, pedagogik, namoyishlar, ko‘p tilli jamiyat.

**Annotation:** Mastering Multilingualism: Innovative Language Teaching Methods for Modern Learners covers contemporary perspectives on language education, focusing on new pedagogical methods adapted to the changing needs of today’s language learners.

**Key words:** worldviews, immersive technologies, empathy, competitions, pedagogical, demonstrates, multilingual society.

**Аннотация:** "Mastering Multilingualism: Innovative Language Teaching Methods for Modern Learners" освещает современные перспективы языкового образования, уделяя особое внимание новым педагогическим методам, адаптированным к меняющимся потребностям современных изучающих язык.

**Ключевые слова:** мировоззрение, иммерсивные технологии, эмпатия, конкурсы, педагогика, демонстрации, многоязычное общество.

Language education stands at the crossroads of cultural exchange, cognitive development, and global interconnectedness, offering learners a gateway to explore diverse worldviews, forge meaningful connections, and navigate the complexities of our interconnected society. In the pursuit of multilingual proficiency, educators and learners are increasingly turning to innovative teaching methods that leverage technology, experiential learning, and personalized instruction to enhance language acquisition and cultural competence. One of the key pillars of modern language teaching is the integration of immersive technologies, such as virtual reality (VR) and augmented reality (AR), into language instruction. These technologies provide learners with interactive and engaging environments where they can practice their language skills in realistic scenarios, such as ordering food in a foreign restaurant or



navigating a conversation with a native speaker. By simulating authentic language contexts, immersive technologies not only enhance linguistic proficiency but also foster cultural understanding and empathy. In addition to immersive technologies, project-based learning has emerged as a powerful pedagogical approach in language education. By engaging students in real-world language projects, such as creating a multilingual website or producing a short film in a target language, educators can enhance students' communication skills, critical thinking abilities, and creativity while promoting language acquisition. Project-based learning encourages collaboration, problem-solving, and self-directed learning, empowering students to take ownership of their language learning journey. Gamification is another innovative method that has gained traction in language education, transforming traditional language lessons into interactive and motivational experiences. By integrating game elements, such as points, badges, and leaderboard competitions, into language learning activities, educators can increase student engagement, motivation, and retention. Gamified language lessons create a dynamic learning environment where students can practice vocabulary, grammar, and conversation skills in a fun and challenging way, leading to improved proficiency and confidence in the target language. Personalized learning approaches have also revolutionized language education by tailoring instruction to meet the individual needs, interests, and learning styles of each student. Through adaptive learning platforms, diagnostic assessments, and customized lesson plans, educators can provide personalized feedback, remediation, and enrichment opportunities to support students on their language learning journey. By addressing each student's unique strengths and areas of growth, personalized learning fosters a deep understanding of language concepts, encourages autonomy, and promotes lifelong learning habits. Furthermore, language exchanges, study abroad programs, and cultural immersion experiences play a vital role in developing language proficiency and cultural competence. Language exchanges connect learners with native speakers for language practice and cultural exchange, fostering linguistic accuracy, fluency, and intercultural communication skills. Study abroad programs offer immersive experiences in foreign language environments, allowing learners to deepen their language skills, cultural understanding, and global awareness. Cultural immersion experiences, such as homestays, language camps, and cultural excursions, expose learners to authentic cultural practices, traditions, and customs, enriching their language skills and intercultural competence."Mastering Multilingualism: Innovative Language Teaching Methods for the Modern Learner" illuminates the transformative potential of innovative language teaching methods in equipping learners with the linguistic, cultural, and interpersonal skills needed to thrive in a multilingual world. By embracing immersive technologies, project-based learning, gamification, personalized instruction, and experiential learning

opportunities, educators can inspire a new generation of language learners to embrace diversity, bridge cultural divides, and become global citizens who celebrate the richness of languages and cultures that shape our shared humanity. Language education stands at the crossroads of cultural exchange, cognitive development, and global interconnectedness, offering learners a gateway to explore diverse worldviews, forge meaningful connections, and navigate the complexities of our interconnected society. In the pursuit of multilingual proficiency, educators and learners are increasingly turning to innovative teaching methods that leverage technology, experiential learning, and personalized instruction to enhance language acquisition and cultural competence. One of the key pillars of modern language teaching is the integration of immersive technologies, such as virtual reality (VR) and augmented reality (AR), into language instruction. These technologies provide learners with interactive and engaging environments where they can practice their language skills in realistic scenarios, such as ordering food in a foreign restaurant or navigating a conversation with a native speaker. By simulating authentic language contexts, immersive technologies not only enhance linguistic proficiency but also foster cultural understanding and empathy. In addition to immersive technologies, project-based learning has emerged as a powerful pedagogical approach in language education. By engaging students in real-world language projects, such as creating a multilingual website or producing a short film in a target language, educators can enhance students' communication skills, critical thinking abilities, and creativity while promoting language acquisition. Project-based learning encourages collaboration, problem-solving, and self-directed learning, empowering students to take ownership of their language learning journey. Gamification is another innovative method that has gained traction in language education, transforming traditional language lessons into interactive and motivational experiences. By integrating game elements, such as points, badges, and leaderboard competitions, into language learning activities, educators can increase student engagement, motivation, and retention. Gamified language lessons create a dynamic learning environment where students can practice vocabulary, grammar, and conversation skills in a fun and challenging way, leading to improved proficiency and confidence in the target language. Properly managed language policy can help to ensure that English can be taught effectively and incorporated into society without having a negative effect on the first language, culture and local identity of the learners of English. An understanding of English and multilingualism is especially important in an age of increased and rapidly growing international migration. People migrate for many reasons – escaping oppression and war, searching for better opportunities – but it is clear that the languages that they have access to or aspire to use can greatly influence the pattern of migration and the success with which migrants are able to integrate and

contribute to their host societies. This underlines the need for a language policy worldwide which provides people with the languages and the language skills that they need both at home and in future global destinations. Education should provide a varied language repertoire and an understanding of which languages we should learn for what purpose. This suggests a language policy that improves the quality of curriculum, teaching, and learning in state education, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual and multicultural society is that languages overlap and collide. The work on translanguaging and code-switching demonstrates the often-messy practice in our multilingual families, schools and cities. From this lived experience we need to learn how to prepare people with the language skills they need for a multilingual society, and how to train people to develop the necessary sensitivity towards the cultural and linguistic needs of their fellow citizens.

The role of compulsory education is critical and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world with English as a lingua franca. This has implications for teacher education and curriculum design for state education at both primary and secondary level, and it is clear that more research is needed to discover how to accelerate the development of high-level language proficiency in young people, perhaps with new pedagogical models that avoid the low spoken proficiency outcomes of many current foreign language programmes.

#### **USED LITERATURE**

1. [https://www.researchgate.net/publication/371788654\\_Learning\\_and\\_Teaching\\_of\\_English\\_in\\_the\\_Multilingual\\_Classroom\\_English\\_Teachers'\\_Perspectives\\_Practices\\_and\\_Purposes\\_Eds](https://www.researchgate.net/publication/371788654_Learning_and_Teaching_of_English_in_the_Multilingual_Classroom_English_Teachers'_Perspectives_Practices_and_Purposes_Eds)
2. <https://medium.com/change-your-mind/mastering-multilingualism-how-i-learnt-three-new-language-with-a-busy-lifestyle>
3. <https://chat.openai.com/>

#### **THE ROLE OF POLITICAL DISCOURSE IN TEACHING**

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**Annotation:** This article describes discourse and political discourse features. Also, how language teachers deal with disocourse of politics in teaching.

**Key words:** Discourse, political discourse, text, teaching.

**Annotatsiya:** Ushbu maqolada diskurs va siyosiy diskurs xususiyatlari haqida yoritilgan. Shuningdek til o`qituvchilarining o`qitishdagi siyosiy diskurs bilan bog`liq munosabati.

**Kalit so`zlar:** Diskurs, siyosiy diskurs, matn, o`qitish.

**Аннотация:** В данной статье описаны дискурс и особенности политического дискурса. Кроме того, как учителя языка справляются с политическим дискурсом в преподавании.

**Ключевые слова:** Дискурс, политический дискурс, текст, учение.

Before writing about the specific features of political discourse, we should define the term discourse and political discourse. Such definitions are given by different representatives in society however the most complete and perfect definitions, as always, are given by linguists. Discourse is derived from the Latin word "discursus" - "discussion" and is emotional, direct, intuitive. Discourse, therefore, translates to "run away" and refers to the way that conversations flow. To study discourse is to analyze the use of spoken or written language in a social context. Discourse studies look at the form and function of language in conversation beyond its small grammatical pieces such as phonemes and morphemes and if we speak about Political Discourse we should say that political discourse can be the text and talk of professional politicians or political institutions, such as presidents and prime ministers and other members of government, parliament or political parties, both at the local, national and international levels, includes both the speaker and the audience. A classification of sorts of political talk depends on the definition of what is implied by the political sphere. One could take the restricted view that political discourse is basically the words and content delivered by politicians, but there are numerous other participants in a democracy. It may be more accurate to look at the political exercises of voters, pressure groups, media, political parties and other players within the political process and look at the sorts of discourse in which they engage. Although discourse is essentially within the talked and written word, the definition may be extended to incorporate communication by activities, as in political exhibits and sit ins. How does a educator influence student translation of the English dialect and what impacts does explicit social and political discourse have on this interpretation? Extending the concept of over reading to incorporate over teaching, this paper develops a representation between the reading of a content and the educating of English as a foreign language. If over-reading a text can cause student resistance to depth of interpretation, then, by the same token, a unidirectional teaching approach can hinder a deeper understanding of English as a complex and breathing language that can be put into practice daily. By avoiding over-teaching, teachers invite learners to access an English that applies to their lives, culture, and

social environment. The specific features of political linguistics play a key role in the process of language training of international relations and political science students and political scientists: it is extremely important to draw students' attention to communicative strategies, tactics and techniques, to encourage students to make use of their background knowledge about the speaker and political situation in general, i.e. to perform discourse analysis. Such an approach is additionally valuable at the pre-translation organize. Besides, the investigation of political writings may include different classroom exercises pointed at creating basic considering and proficient competences of international relations and political science students. Thus, problem-solving questions, debates, presentations contribute to the formation of speaking skills as well as the ability to analyze a situation and prove one's point of view. When working with political speeches in class, teachers are recommended to use corresponding video materials that allow students to analyze extra-linguistic (volume, tempo, rhythm of speech, laughter, pauses, etc.) and paralinguistic (posture, gestures) means. Another type of activity in the classroom is working with state symbols (flags and their meaning, anthems, mottos, etc.), which politicians may often refer to in their dialogues and monologues. The discourse objectives and functions vary across different disciplines. From the perspective of language producers, textbooks are the basic basis and guidelines for teaching, fundamentally carrying the integration of the ideological and political curriculum. However, most foreign language education majors use English original textbooks, which naturally contain content about Western culture. American linguist Kramsch believes that "learning and understanding the target language culture should be combined with contrasting it with the background knowledge of the native language culture. . This is crucial for developing textbooks that are not only based on scientific principles and standardized guidelines but also easily comprehensible. Therefore, textbook discourse is formulated. During the actual teaching process, the textbook content is adapted to suit the students 'specific circumstances. The discourse is then refined and reproduced before being conveyed to the students, thereby ensuring effective dissemination. When students are presented with language, they have an exchange with their teachers, generate novel discourse, and provide feedback. Such interactions carry the linguistic production and dissemination, with students serving as ambassadors of language and teachers fulfilling the role of recipient. These interactive dynamic highlights the subjective nature of the relationship between teachers and students, both of whom are the subject of the discourse surrounding ideological and political education. When students are involved in such discussion, the class becomes teacher-peripheral and language-peripheral. English, the language of America and a contributor to the supposed antagonism, is fully embraced as a means of expression by students.

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## MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER

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Language education stands at the crossroads of cultural exchange, cognitive development, and global interconnectedness, offering learners a gateway to explore diverse worldviews, forge meaningful connections, and navigate the complexities of our interconnected society. In the pursuit of multilingual proficiency, educators and learners are increasingly turning to innovative teaching methods that leverage technology, experiential learning, and personalized instruction to enhance language acquisition and cultural competence. One of the key pillars of modern language teaching is the integration of immersive technologies, such as virtual reality (VR) and augmented reality (AR), into language instruction. These technologies provide learners with interactive and engaging environments where they can practice their language skills in realistic scenarios, such as ordering food in a foreign restaurant or navigating a conversation with a native speaker. By simulating authentic language contexts, immersive technologies not only enhance linguistic proficiency but also foster cultural understanding and empathy. In addition to immersive technologies, project-based learning has emerged as a powerful pedagogical approach in language education. By engaging students in real-world language projects, such as creating a multilingual website or producing a short film in a target language, educators can enhance students' communication skills, critical thinking abilities, and creativity while promoting language acquisition. Project-based learning encourages collaboration, problem-solving, and self-directed learning, empowering students to take ownership of their language learning journey. Gamification is another innovative method that has gained traction in language education, transforming traditional language lessons into interactive and motivational experiences. By integrating game elements, such as points, badges, and leaderboard competitions, into language learning activities, educators can increase student engagement, motivation, and retention. Gamified language lessons create a dynamic learning environment where students can practice vocabulary, grammar, and conversation skills in a fun and challenging way, leading to improved proficiency and confidence in the target language. Personalized learning approaches have also revolutionized language education by tailoring instruction to meet the individual needs, interests, and learning styles of each student. Through adaptive learning platforms, diagnostic assessments, and customized lesson plans, educators can provide personalized feedback, remediation, and enrichment opportunities to support students on their language

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2. <https://medium.com/change-your-mind/mastering-multilingualism-how-i-learned-three-new-languages-with-a-busy-lifestyle>
3. <https://chat.openai.com/>

### **KONSEPTNING LINGVOKULTUROLOGIK KATEGORIYA SIFATIDA IFODALANISHI**

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**Annotatsiya.** Mazkur maqola konseptning lingvokulturologik jarayon sifatida qiyoslab o‘rganish bilan birga kognitiv jihatini ham tahlil qilish orqali ifodalashga qaratilgan. Tillar orasidagi qiyoslashda o‘ziga xos o‘rin tutadigan konseptning taqqoslanishi konseptlarning verballashuvi, lingvo madaniyatlarining etnologik xususiyatlarini yoritib berishi qiyoslab o‘rganilgan.

**Kalit so‘zlar:** Konsept, madaniy muhit, aksiologik, verballashuv, grammatik nutq, lingvokulturologiya, lingvamadaniy.

**Аннотация.** Целью данной статьи является выражение когнитивного аспекта концепта посредством сравнительного исследования как лингвокультурного процесса. Сравнительно изучено сопоставление концепта, занимающее особое место в сопоставлении языков, вербализация концептов, то, что язык освещает этнологические особенности культур.

**Ключевые слова:** Концепт, культурная среда, аксиологичность, вербализация, грамматический дискурс, лингвокультурализм, лингвокультура.

**Abstract.** This article aims to express the cognitive aspect of the concept through comparative study as a linguistic and cultural process. The comparison of the concept, which has a special place in the comparison between languages, the verbalization of the concepts, the fact that the language illuminates the ethnological characteristics of the cultures has been comparatively studied.

**Key words:** Concept, cultural environment, axiological, verbalization, grammatical discourse, linguoculturalism, linguistic culture.

Lingvokulturologiya til va madaniyat o'rtasidagi munosobatni etnik mentalitetning tilda ifodalanishi va amalga oshishini tadqiq etadi [7,12-23]. Lingvokulturologiyaning asosi konkret madaniy konseptlarning semantik belgilarining uziga xos xususiyatlarini sistemaga solishga qaratiladi. Tildagi leksik birliklarning qiyosiy tadqiqotlari leksik birliklarning qo'llanishidagi bir xil ma'nolari va "grammatik nutq" (har bir tilga xos qoidalarning ma'lum ma'nolarini funksional-semantik verballashuvi)ning yaratilishi qonuniyatlarini tasvirlashga yo'naltirilishi kerak [6, 6-7,].

Tipologik nuqtayi nazardan ko'plab konsept unversaliyalarning individuallashuvi bir biridan farq qiladi. Ularning semantik sostavida quyidagi asosiy farqlar kuzatiladi: 1) "diskurslar aro metamorfozalarda" bir butunligini saqlagan va konseptning qarindoshlik identifikatsiyalashda muhim o'rin tutadigan hamda tushunchaviy, ratsiona diskursivlikni barcha belgilarini qamrab oladigan: 2) semantik ko'chma modellarda mavhum borliqni metaforik-obrazli, emotsional-hissiyotni ifodalovchi birliklar kiradi; 3) ma'lum bir tildagi konsept va uning verballashish usullarini qamrab oladigan shakllar bilan bog'liq "tushunchaviy", "til sistemasini tashkil etuvchi" birliklar tashkil qiladi [5, 14]. Keltirilgan mazkur semantik prototiplar tillar aro yoki ma'lum tabiiy tillardagi lingvokulturologik konseptlarni tipologik qiyoslashda muhim vositalar bo'lib xizmat qilishi mumkin.

Asliyatning o'ziga xosligi asosan uning tarkibidagi lisoniy vositalarning milliy xususiyati bilan belgilanar ekan, asliyatning badiiy-g'oyaviy zaminini asliymonand tiklash asarning milliy bo'yog'ini qayta yaratish bilan bog'liqdir. Shuning uchun ham milliy xususiyatlarni taqqoslash masalasi keyingi paytlarda tilshunoslarning ham, tarjimashunoslarning ham e'tiborini o'ziga borgan sari ko'proq tortib kelmoqda. Chunki madaniy va lingvamadaniy birliklarning ko'pchiligi milliy xususiyatni aks ettiradigan til vositalari ulushiga to'g'ri kelmoqda. Zero, lingvistika amaliyotida hanuzgacha yo'l lingvamadaniy va milliy xususiyatni taqqoslash bilan bog'liq masalalar keyingi davrning nazariy jihatdan ham, amaliy xususdan ham keng qarmrovli ishlar olib yuborilgan. Ilmiy adabiyotda xalqlar turmush tushunchalarini ifoda etadigan leksik birliklarni qaysi paytlarda kognitiv tilshunoslikning qaysi vositasida talqin etish lozimligi xaqida yagona fikr uchramaydi. Lingvamadaniy xususiyatning ijodiy jarayonligi xalqlar o'rdasidagi va shu bilan birga lingvistik ba'zi masalalarda uchraydigan mumkin bo'lgan turli-tuman tasodifiy tugunlarni yechishiga ko'maklashadi, unda amaliy mashg'ulotlarni mohirona yengish malakasi hosil qiladi. Bunday, taqqoslash tushunchalarini anglatadigan xos so'zlarni tarjimada adekvat

talqin etish asl nusxa milliy xususiyatini kitobxonga to‘la-to‘kis yetkazib berishdek murakkab muammoning eng mas’uliyatli va o‘ta mushkul masalalaridan hisoblanadi.

Xalqlar turmush tushunchalarini anglatadigan so‘zlar shubhasiz badiiy yodgorlikning milliy buyog‘ini, uning o‘ziga xosligini tashkil etadi. Asarning milliy fazilatini belgilaydigan yana shunday omillar ham uchrab turadiki, ular xalqning milliy-madaniy ruhiyati bilan bog‘liq bo‘ladi.

“Kognitiv fanlar” [6, 35], atamasi kabi “konsept” tushunchasi ham ko‘pgina ilmiy yo‘lalishtirishning umumlashgan sohasida o‘rganish obyektlaridan biri hisoblanadi. Jumladan, kognitiv lingvistikaning o‘rganish obyektlaridan bo‘lgan dunyo to‘g‘risidagi ma’lumotlarni tahlil etish, dunyoni anglash, fikrlash masalalarining tilda aks etish va til bilan bog‘liq jihatlarini o‘rganishga qaratilgan va ushbu sohaning asosiy kategoriyalaridan hisoblanadi. Umumiy planda konsept tushunchasi operatsion fikr birligi bo‘lib u bilimlarni kategorizatsiyalash va kvantifikatsiyalash usuli hisoblanadi. Uning obyekti mental borliqning belgisi bo‘lib, ma’lum bir ma’noda obstraksiyalash orqali yuzaga keladi va o‘z obyektini tasvirlash bilan birga uni yaratadi ham [2, 8]. Lingvistik konseptlar o‘z navbatida biror bir etnosning lingvomadaniyatini o‘rganishni ham qamrab oladi. Lingvokulturologiya til va madaniyat o‘rtasidagi munosabatni etnik mentalitetning tilda ifodalanishi va amalga oshirishini tadqiq qiladi [6, 14], [7, 7]. Lingvokulturologiyaning asosi konkret madaniy konseptlarning semantik belgilarining o‘ziga xos xususiyatlarini sistemaga solishga qaratiladi.

Madaniy konseptlar bu, avvalambor, muayyan bir millatning milliy ma’naviy turmush tarzida aks etgan madaniy xususiyati bo‘lib, ularning ma’naviyatiga anrotsentirik yo‘naltirilganligi, subyektivligi va o‘sha til sohibining ijtimoiy ongini belgilaydi. Lingvomadaniy konsept variativ va ko‘p sathli strukturaviy semantik tuzilish hisoblanib, uning tadqiqoti jarayonida kponent tahlilning qo‘llanilishi mikrolingvistik metodning qiyosiy semantikasida sermahsul yo‘l hisoblanadi [3, 13]. Lingvomadaniy konsept-bu ong va madaniyatni til sitemasida kompleks o‘rganishda foydalaniladigan shartli mental birlik hisoblanadi. Tillarning leksik tizimini qiyosiy tadqiq etishda bir ma’noli leksik birliklarning qo‘llanilish qonuniyatlari va “grammatik nutq”ning hosil bo‘lishida har bir tilga xos bo‘lgan ma’lum bir ma’nolarning funksional semantik verballashuviga qaratilishi lozim [2, 10].

Lingvomadaniy konseptlar verballashuvi ma’lum ma’noda ma’nolarning verballashuvi, va shuningdek ma’lum bir etnosning lingvomentalitetini aks ettirishi zarur. Xususan, ingliz lingvomadaniyatida “ovqatlanish” ma’lum bir ma’noda ingliz etnosining o‘ziga xos madaniyat turi ekanligini ham anglatadi. Jumladan, ovqatlanish konsepti orqali ingliz halqining o‘ziga xos qirralarini anglash imkoni tug‘iladi. Shuning uchun ham “madaniy” va “lingvomadaniy” konseptlar, o‘zlarining obyektida bir-biriga juda yaqin turadi. Shunday qilib ingliz xalqi “ovqatlanish” madaniyati

ingliz tilidagi bir qancha leksik birliklarda aks etadi: to have breakfast, to have dinner, to have supper, to dine, to eat, to devour, to wolf down, to bite va xakozolar. Ushbu ovqatlanish ma'nosinin anglatuvchi so'z birikmalar ingliz ovqatlanish turlariga tegishli hisoblanib, kunning turli vaqtlaridagi iste'mol bilan bog'liq.

Misol uchun "meal" oladigan bulsan bu konsept leksik sathda turli gap bo'laklariga tegishli bo'lgan til birliklari yordamida ifodalanadi. Albatta, berilgan konseptning asosiy tushunchaviy xususiyatlari izohli lug'atlarda to'laligicha aks etgan. Tahlil etilayotgan konseptning kalit so'zlarini aniqlashda o'sha lingvomadaniyatda o'ziga xos tarixiyli boshqa til birliklari bilan birikishidagi maxsulligiga asoslanib olib borildi. Shuning uchun ham biror madaniyatni anglatuvchi konseptlar berilgan madaniyat va o'sha tilning kalit so'zlari hisoblanadi, hamda ushbu kalit so'zlar o'z atrofiga shu madaniyat turining butun ko'rinishini qamrab oladi. Shuning uchun ham "meal" konseptining tanlanishi ushbu etnosning ushbu turdagi lingvomadaniyatini ochib berishga qaratilgan. "Meal" konseptining turlari ingliz "ovqatlanish" komponentining yadrosini tashkil etadi. Mazkur komponentlar ingliz xalqining ovqatlanish bilan bog'liq vaqt jarayonlarida o'z ifodasini topadi. Jumladan, "meal" so'zinig boshqa til birliklari bilan birikishi "ovqatlanish madaniyati", "ovqatlanish vaqti", "ovqatlanish jarayonida subyektning statusi" konseptual belgilarni ifoda planiga ko'chiradi.

"Meal" insonlarning faqatgina ochlikka bo'lgan tashnalikni bartaraf etuvchi iste'mol turi bo'lib qolmasdan, balki subyektning rohat olish vositasi sifatida ham lingvomadaniyatda aks etadi. Masalan: "That was a most enjoyable meal", ...a fine meal tastes infinitely better to a cold client than to a hot one. (Richard Eder).

Ingliz madaniyatida xonadon va xonadonda tashkil etiladigan ovqatlanish tartiblari va ularning jihatlari ham ingliz madaniyatini anglatuvchi til birliklarida namoyon bo'lishini kuzatish mumkin.

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## **CHET EL OLIMLARINING TANQIDIY TAFAKKUR HAQIDAGI QARASHLARI**

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**Annotatsiya:** Maqolada chet ellik olimlarning tanqidiy fikrlashni rivojlantirish muammosi haqidagi g‘oyalari va qarashlarini ko‘rib chiqiladi. Olimlarning umumiy va shaxsiy qarashlari taqqoslanadi. Va o‘z navbatida ushbu g‘oyalarni tanqidiy fikrlashning mohiyati bilan bog‘liqligi ko‘rib chiqiladi.

**Kalit so‘zlar:** tanqidiy tafakkur, tanqidiy fikrlash, qaror qabul qilish, fikrlash jarayoni, inson aql-zakovati, inson hissiyotlari.

**Аннотация:** В статье рассматриваются идеи и взгляды зарубежных ученых на проблему развития критического мышления. Сравняются общие и личные взгляды ученых. И в свою очередь, рассматривается связь этих идей с сущностью критического мышления.

**Ключевые слова:** критическое восприятие, критическое мышление, принятие решений, мыслительный процесс, человеческий интеллект, человеческие эмоции.

**Annotation:** The article examines the ideas and views of foreign scientists about the problem of developing critical thinking. The general and personal views of scientists are compared. And in turn, it is considered that these ideas are related to the essence of critical thinking.

**Keywords:** critical perception, critical thinking, decision making, thought process, human intelligence, human emotions.

Tanqidiy fikrlashni rivojlantirish muammosi xorijiy mamlakatlarda soʻnggi 30 yil davomida dolzarb boʻlib kelmoqda. Faylasuflar, psixologlar va oʻqituvchilarning tanqidiy fikrlash masalasida xorijiy mualliflar tajribasiga tayanishi muhim hisoblanadi. Soʻnggi oʻn yillikda etarli miqdordagi nomzodlik va doktorlik dissertatsiyalari taqdim etildi, ularning mualliflari talabalarning ham, boʻlajak mutaxassislarning ham tanqidiy fikrlashni rivojlantirish zarurligi haqida gapirishadi. Ushbu ishlarda tanqidiy fikrlashni rivojlantirish gʻoyasining asoschilari sifatida bir qator xorijiy mualliflarning ismlari, xususan: Diana Xalpern, Gerxard Vollmer, Karl Popper, Richard V. Pol, Skott Plaus, Vinsent Rayan Ruggierolarni koʻrishimiz mumkin.

Bugungi kunda Diana Xalpernning qarashlari koʻplab zamondoshlarimiz tomonidan qoʻllab quvvatlanadi. U oʻzining "tanqidiy fikrlash psixologiyasi" asarida [9] tanqidiy fikrlash, bu avvalambor, ijodiy fikrlash ekanligini taʼkidlaydi. Diana Xalpernning kitobida tanqidiy fikrlash muammolarni hal qilishni rivojlantirish nuqtai nazaridan ochib berilgan. Xalpernning soʻzlariga koʻra, muammolarni hal qilish bosqichlarga boʻlinadi: tayyorgarlik va tanishish, qaror qabul qilish va uni baholash. Xalpern muammoni taqdim etish sxemasi va mumkin boʻlgan echimlarni ishlab chiqish asosida muammolarni hal qilishni rejalashtirishni tavsiya qiladi.[9. 434-b] Uning kitobida hayotiy va kasbiy muammolarni hal qilish uchun koʻplab strategiyalar mavjud. Ushbu yondashuv oʻquvchilarni toʻgʻri fikrlashga oʻrgatadigan taʼlim gʻoyalariga mos keladi. Bu "nimani oʻrgatish kerak" emas, balki "qanday oʻrgatish kerak" muammosi bilan bogʻliq. Xalpern tanqidiy fikrlash sohasidagi ishlarida amaliy yoʻnalishga urgʻu berilganligi, shunihgdek, fikrlash psixologiyasining barcha jihatlarini muntazam ravishda qamrab olganligi va hayotiy materialning boyligi bilan mashhurdir. [9. 512-b.]

Xalpern oʻz yondashishda ustunlik qiladigan yagona odam emas. Skott Plausning "Baholash va qaror qabul qilish psixologiyasi" [1] kitobida ham muallif juda koʻp tushuntirish misollari, yangi atamalar va qiziqarli xulosalarni keltiradi. [1. p-6] Bizning idrokimiz, Plausning fikricha, fikrlash insonga tabiatan berilgan inʼom. Shuning uchun qaror qabul qilishga kognitiv va motivatsion omillar oʻz taʼsirini koʻrsatadi, ularning baʼzilari fikrlash jarayoni uchun, boshqalari esa insonning his-tuygʻulari uchun javobgardi. [1. 23-b.] Shunday qilib, tanqidiy tafakkur baholash va qaror qabul qilish qobiliyati bilan bevosita bogʻliqdir. Ratsionallik esa "toʻgʻrilik" dan boshqa narsani anglatmaydi, bu holda Plaus oʻz kitobida aynan shu "toʻgʻrilik"ni topishga yordam beradigan koʻplab usullarni taqdim etadi. [1. 314-b.]

Tanqidiy fikrlash boʻyicha koʻplab asarlar Karl Popper tomonidan ham nashr etilgan. U tanqidiy tafakkur borasidagi klassik falsafiy gʻoyalarini qoʻllab-quvvatlaydi. Ayniqsa, u Immanuel Kant va Aristotelning qarashlarini oʻz asarlarida tez-tez tilga oladi [3, 4, 5]. Popper Kantning inson tafakkuriga oid quyidagi fikrini

misol tariqasida keltiradi: "Inson aql-zakovati o'z qonunlarini ixtiro qiladi va shu bilan tabiatda tartib yaratadi". [4. 528-b] Poppening fikricha, sog'lom fikr nuqtai nazaridan Kant g'oyasining bir qismini saqlab qolish mumkin. U shunday yozadi: "Biz tabiatga qonunlar o'rnatishga harakat qilyapmiz. Ko'pincha biz bu borada muvaffaqiyatsizlikka uchraymiz va noto'g'ri taxminlarimiz bilan birga halok bo'lamiz. Ammo ba'zida biz taxminlarimiz bilan haqiqatga ozroq bo'lsada yaqinlashamiz va taxminlarimizni muntazam ravishda tanqid qilamiz". [4. 528-b.]

Popper, shuningdek, Kantning tanqidiy fikrlashga kelishini o'zining keyingi so'zlarida aytib o'tadi: "Dunyoda vaqt boshlanishi bormi yoki yo'qmi?"

Bu savolga javob berishda Popper tomonidan yaratilgan ikkita dalil mavjud. Birinchi dalilda Popper Kantning cheksiz yillar ketma-ketligida dunyo o'z vaqtida boshlanishi kerakligini aytsa, ikkinchi dalilda Kant dunyoning o'z vaqtida boshlanishi mumkin emasligini ta'kidlaydi, chunki agar bunday boshlanish bo'lsa, undan oldin bo'sh bo'lgan va shu bilan birga ma'lum bir voqea — dunyoning paydo bo'lishi bilan bog'liq bo'lgan vaqt oralig'i bo'lar edi, bu esa mumkin emas. [5. 152-bet]

Ta'lim nuqtai nazaridan Popper Aristotelning erkin ta'lim haqidagi qarashlariga asoslanib, odam ba'zi fanlarni ma'lum chegaralargacha o'rganishga qodir ekanligini aytib o'tadi, agar bu holatning aksi bo'ladigan bo'lsa u holda inson bu materiyadagi o'rnini yo'qotadi. [3, 70-bet]

Gerxard Folmer taxminlar tufayli asossiz va amalga oshirib bo'lmaydigan taxminlar, muammolarimizning mukammal yechimlari orqali rivojlanadigan bilim ya'ni tanqidiy fikrlash haqida gapiradi. Folmerning ta'kidlashicha, bu taxminlar tanqid, ya'ni jiddiy tanqidiy tekshiruvlarni o'z ichiga olgan rad etish urinishlari bilan boshqariladi. Folmerning fikricha, taxminlarni tanqid qilish juda muhim: "xatolarni aniqlash orqali biz hal qilmoqchi bo'lgan muammoning murakkabligini tushunishimizga imkon beradi va shu tariqa, biz o'z muammomizni chuqurroq anglay boshlaymiz va yanada afzalroq yechimlarni taklif qilish imkoniyatiga ega bo'lamiz: nazariyani rad etishning o'zi, ya'ni muammomizning mukammal yechimi har doim bizni haqiqatga yaqinlashtiradigan oldinga qadamdir. Shunday qilib, biz xatolarimizdan saboq olamiz" [8, 165-bet]. Odamlarning o'z xatolaridan saboq olish qobiliyati tufayli tanqidiy fikrlash rivojlanadi. Folmerning aytishicha, bizning fikrlashimiz tanqidiy va progressiv xarakterga ega — biz muammolarimizni raqiblaridan ko'ra yaxshiroq hal qilish qobiliyatiga ega bo'lishimiz mumkin - bu fanning ratsionalligini tashkil qiladi. [8, 166-bet]

Richard V. Pol [2] tanqidiy fikrlashni rivojlantirishni intellektual standartlar bilan bog'laydi. Olimning ta'kidlashicha, talabalar qaysi intellektual standartlar muhimligini tushunmasalar, ularning fikrlashlarini tartibga soluvchi intellektual standartlarni rivojlantira olmaydilar. Polning ta'kidlashicha bilim olish uchun



talabalar faqat kurs mazmunini o'zlashtirmaydilar, ular loyihalashni o'rganishlari, shuningdek, ratsional ta'lim asosida yotgan intellektual standartlarni ishlab chiqishni o'rganishlari kerak. Shu bilan bir qatorda, Pol tanqidiy fikrlashga o'z talqinini beradi: bu o'qitilgan fikrlashga xos bo'lgan standartlar va qadriyatlarga nisbatan oldindan sezish va tarjima qilish usuli, chunki fikrlashni o'rganish fikrlash va qadriyatlar o'rtasidagi bog'liqlikni anglatadi. [2. 575-bet]

Vinsent Rayan Ruggiero [6] tanqidiy fikrlashni his-tuyg'ular bilan bog'laydi: "bu bo'lajak o'qituvchi uchun malakali mutaxassis sifatida muhimdir. Bu ilm-fanda juda mashhur haqiqatdir. Tuyg'ular va fikrlash bir-birini to'ldiradi. O'z-o'zidan paydo bo'lgan his-tuyg'ular xulosalarning rivojlanishiga ajoyib turtki bo'lishi mumkin. Va fikrlash, ehtiyotkor bo'lish, va u mos his-tuyg'ularni aniqlashga yordam beradi. Tuyg'ular ham, fikrlash ham tabiiydir. Biroq, fikrlash hissiyotlarga qaraganda kamroq o'z-o'zidan paydo bo'ladi". [6]

Tanqidiy fikrlashni rivojlantirish nazariyasini amalga oshirishda ko'plab boshqa olimlarni ham ko'rishimiz mumkin. Bu muammo ustida M.Lipman, D.Vess, D.Kluster, R.Pol kabi chet ellik olimlar ham ish olib bormoqdalar. Ularning barcha fikrlari bir-biriga o'xshashdir.

M.Lipman g'oyalariga ko'ra, tanqidiy fikrlash o'z-o'zini tuzatish yordamida mezonlar va kontekstga asoslangan mustaqil va mas'uliyatli qarorlar qabul qilish jarayonidir. D. Vessning ta'kidlashicha, tanqidiy fikrlashni rivojlantirish "o'quvchilar va ma'lumot manbai o'rtasidagi muloqot" orqali amalga oshiriladi, bu ham o'z-o'zidan sodir bo'ladi. D. Kluster mustaqil ravishda ishlab chiqilgan ma'lumot yuklarini amalda qo'llashni taklif qiladi, chunki tanqidiy tafakkur ijtimoiy tarkibiy qismni o'z ichiga oladi, bu haqda R. Pol ham gapiradi. [7]

Xorijiy mualliflar tajribasini umumlashtirib, biz shunday xulosaga kelishimiz mumkin, tanqidiy fikrlash erkin fikrlashdir, bu dogmatik tafakkurga mutlaqo zid. Chet ellik psixolog olimlar inson aqlining tabiatini katta hajmdagi bilimlarni qamrab olish nuqtai nazaridan emas, balki ushbu bilimda muhim bo'lgan narsani ajratib olish qobiliyatini rivojlantirishni ta'kidlaydilar. Shubhasiz, tanqidiy tafakkurni rivojlantirishda muammolarni hal qilish qobiliyati katta rol o'ynaydi, chunki ma'lumotni "hazm qilish" jarayonida faol fikrlash jarayoni bo'lib o'tadi.

Shuningdek, tanqidiy fikrlash va insonning his-tuyg'ulari bir-birini to'ldiradi, demak, to'g'ri xulosaga kelishga yordam beradigan narsa bu inson his-tuyg'ularidir. Ammo uni shakllantirish uchun insonning o'zi mustaqil ravishda izlanishi va jamiyatdagi amalda qo'llanadigan ma'lumotlar oqimi bilan shaxsan aloqasi bo'lishi zarurdir.

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# MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER

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**Annotatsiya:** Ko'p tillilikni o'zlashtirish: zamonaviy o'quvchilar uchun innovatsion til o'rgatish usullari" bugungi til o'rganuvchilarning o'zgaruvchan ehtiyojlariga moslashtirilgan yangi pedagogik usullarga e'tibor qaratib, til ta'limining zamonaviy istiqbollari qamrab oladi.

**Annotation:** Mastering Multilingualism: Innovative Language Teaching Methods for Modern Learners covers contemporary perspectives on language education, focusing on new pedagogical methods adapted to the changing needs of today's language learners.

**Аннотация:** "Mastering Multilingualism: Innovative Language Teaching Methods for Modern Learners" освещает современные перспективы языкового образования, уделяя особое внимание новым педагогическим методам, адаптированным к меняющимся потребностям современных изучающих язык.

**Kalit so'zlar:** dunyoqarash, immersiv texnologiyalar, empatiya, musobaqalar, pedagogik, namoyishlar, ko'p tilli jamiyat.

**Ключевые слова:** мировоззрение, иммерсивные технологии, эмпатия, конкурсы, педагогика, демонстрации, многоязычное общество.

**Key words:** worldviews, immersive technologies, empathy, competitions, pedagogical, demonstrates, multilingual society.

Language education stands at the crossroads of cultural exchange, cognitive development, and global interconnectedness, offering learners a gateway to explore diverse worldviews, forge meaningful connections, and navigate the complexities of our interconnected society. In the pursuit of multilingual proficiency, educators and learners are increasingly turning to innovative teaching methods that leverage technology, experiential learning, and personalized instruction to enhance language acquisition and cultural competence. One of the key pillars of modern language teaching is the integration of immersive technologies, such as virtual reality (VR) and augmented reality (AR), into language instruction. These technologies provide learners with interactive and engaging environments where they can practice their language skills in realistic scenarios, such as ordering food in a foreign restaurant or navigating a conversation with a native speaker. By simulating authentic language contexts, immersive technologies not only enhance linguistic proficiency but also

foster cultural understanding and empathy. In addition to immersive technologies, project-based learning has emerged as a powerful pedagogical approach in language education. By engaging students in real-world language projects, such as creating a multilingual website or producing a short film in a target language, educators can enhance students' communication skills, critical thinking abilities, and creativity while promoting language acquisition. Project-based learning encourages collaboration, problem-solving, and self-directed learning, empowering students to take ownership of their language learning journey. Gamification is another innovative method that has gained traction in language education, transforming traditional language lessons into interactive and motivational experiences. By integrating game elements, such as points, badges, and leaderboard competitions, into language learning activities, educators can increase student engagement, motivation, and retention. Gamified language lessons create a dynamic learning environment where students can practice vocabulary, grammar, and conversation skills in a fun and challenging way, leading to improved proficiency and confidence in the target language. Personalized learning approaches have also revolutionized language education by tailoring instruction to meet the individual needs, interests, and learning styles of each student. Through adaptive learning platforms, diagnostic assessments, and customized lesson plans, educators can provide personalized feedback, remediation, and enrichment opportunities to support students on their language learning journey. By addressing each student's unique strengths and areas of growth, personalized learning fosters a deep understanding of language concepts, encourages autonomy, and promotes lifelong learning habits. Furthermore, language exchanges, study abroad programs, and cultural immersion experiences play a vital role in developing language proficiency and cultural competence. Language exchanges connect learners with native speakers for language practice and cultural exchange, fostering linguistic accuracy, fluency, and intercultural communication skills. Study abroad programs offer immersive experiences in foreign language environments, allowing learners to deepen their language skills, cultural understanding, and global awareness. Cultural immersion experiences, such as homestays, language camps, and cultural excursions, expose learners to authentic cultural practices, traditions, and customs, enriching their language skills and intercultural competence."Mastering Multilingualism: Innovative Language Teaching Methods for the Modern Learner" illuminates the transformative potential of innovative language teaching methods in equipping learners with the linguistic, cultural, and interpersonal skills needed to thrive in a multilingual world. By embracing immersive technologies, project-based learning, gamification, personalized instruction, and experiential learning opportunities, educators can inspire a new generation of language learners to embrace diversity, bridge cultural divides, and become global citizens who celebrate the

richness of languages and cultures that shape our shared humanity. Language education stands at the crossroads of cultural exchange, cognitive development, and global interconnectedness, offering learners a gateway to explore diverse worldviews, forge meaningful connections, and navigate the complexities of our interconnected society. In the pursuit of multilingual proficiency, educators and learners are increasingly turning to innovative teaching methods that leverage technology, experiential learning, and personalized instruction to enhance language acquisition and cultural competence. One of the key pillars of modern language teaching is the integration of immersive technologies, such as virtual reality (VR) and augmented reality (AR), into language instruction. These technologies provide learners with interactive and engaging environments where they can practice their language skills in realistic scenarios, such as ordering food in a foreign restaurant or navigating a conversation with a native speaker. By simulating authentic language contexts, immersive technologies not only enhance linguistic proficiency but also foster cultural understanding and empathy. In addition to immersive technologies, project-based learning has emerged as a powerful pedagogical approach in language education. By engaging students in real-world language projects, such as creating a multilingual website or producing a short film in a target language, educators can enhance students' communication skills, critical thinking abilities, and creativity while promoting language acquisition. Project-based learning encourages collaboration, problem-solving, and self-directed learning, empowering students to take ownership of their language learning journey. Gamification is another innovative method that has gained traction in language education, transforming traditional language lessons into interactive and motivational experiences. By integrating game elements, such as points, badges, and leaderboard competitions, into language learning activities, educators can increase student engagement, motivation, and retention. Gamified language lessons create a dynamic learning environment where students can practice vocabulary, grammar, and conversation skills in a fun and challenging way, leading to improved proficiency and confidence in the target language. Properly managed language policy can help to ensure that English can be taught effectively and incorporated into society without having a negative effect on the first language, culture and local identity of the learners of English. An understanding of English and multilingualism is especially important in an age of increased and rapidly growing international migration. People migrate for many reasons – escaping oppression and war, searching for better opportunities – but it is clear that the languages that they have access to or aspire to use can greatly influence the pattern of migration and the success with which migrants are able to integrate and contribute to their host societies. This underlines the need for a language policy worldwide which provides people with the languages and the language skills that

they need both at home and in future global destinations. Education should provide a varied language repertoire and an understanding of which languages we should learn for what purpose. This suggests a language policy that improves the quality of curriculum, teaching, and learning in state education, as well as a policy that helps to position the role of the multiple languages in a more positive and protected context. The reality of the multilingual and multicultural society is that languages overlap and collide. The work on translanguaging and code-switching demonstrates the often-messy practice in our multilingual families, schools and cities. From this lived experience we need to learn how to prepare people with the language skills they need for a multilingual society, and how to train people to develop the necessary sensitivity towards the cultural and linguistic needs of their fellow citizens.

The role of compulsory education is critical and we need a language education policy which both respects mother tongue heritage and also prepares young people for a globalised world with English as a lingua franca. This has implications for teacher education and curriculum design for state education at both primary and secondary level, and it is clear that more research is needed to discover how to accelerate the development of high-level language proficiency in young people, perhaps with new pedagogical models that avoid the low spoken proficiency outcomes of many current foreign language programmes.

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2. <https://medium.com/change-your-mind/mastering-multilingualism-how-i-learnt-three-new-language-with-a-busy-lifestyle>
3. <https://chat.openai.com/>

### **HOW THE USAGE OF MULTIMEDIA IMPACTS ON THE LEARNING OF FOREIGN LESSONS**

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**Annotation:** The need to apply new information technologies in the entire education system and in teaching a foreign language in particular is an urgent requirement of today. A completely new approach to the learning process, which helps to implement the principle of interactive, communication-oriented learning,

provides individualization and differentiation considering the characteristics of students, their level and inclinations.

**Key words:** educational programs, consolidation, applications, presentation, assignment, monitoring.

**Аннотация:** Улар янги ахборот технологияларини бутун таълим тизимида қўллашлари, хусусан, чет тилини ўқитишда бугунги куннинг долзарб талабидир. Интерфаол, мулоқотга йўналтирилган таълим тамойилини амалга оширишга ёрдам берадиган ўқув жараёнига мутлақо янги ёндашув ўқувчиларнинг хусусиятларини, уларнинг даражаси ва мойиллигини ҳисобга олган ҳолда индивидуаллаштириш ва фарқлашни таъминлайди.

**Калит сўзлар:** таълим дастурлари, консолидация, иловалар, такдимот, топширик, мониторинг.

**Аннотация:** Необходимость применения новых информационных технологий во всей системе образования и в преподавании иностранного языка в частности является насущной потребностью сегодняшнего дня. Совершенно новый подход к учебному процессу, который помогает реализовать принцип интерактивного, коммуникативно-ориентированного обучения, обеспечивает индивидуализацию и дифференциацию с учетом особенностей учащихся, их уровня и склонностей.

**Ключевые слова:** образовательные программы, консолидация, приложения, презентация, назначение, мониторинг

Modern technologies play an important role not only in our everyday life but also in education system. Multimedia PowerPoint presentations are very convenient at the same time. The use of computer presentations in the classroom allows us to introduce new lexical, grammatical, and regional studies material in the most fascinating form, implementing the principle of clarity, which contributes to a more solid assimilation of information. The independent creative work of students in creating computer presentations allows them to expand the stock of active vocabulary, increase interest in learning a foreign language and culture.

When working with tongue twisters, the student is given the opportunity to vary the tempo of playing tongue twisters: slow, moderate, fast. By completing the tasks in this section, students significantly increase the pace of their speech and improve pronunciation. The Grammar section, which includes 130 independent lessons, each of which reflects one of the phenomena of English grammar, gives the teacher an excellent opportunity to organize the work of students to study, consolidate and control a certain grammatical topic. The lessons consist of several exercises like: build a sentence; choose the right answer from the data; put the verb in the correct form, etc. By doing the exercise, the student can train this rule and check how well he understood it. He can read the theory corresponding to the lesson by clicking the

"Theory" button. In addition, the student can use applications, including a summary table of verb tenses, a list of irregular verbs, etc. The effectiveness of this computer training program is that the student can test himself in the process of performing exercises. If the answer is correct, the computer will accept it. If the answer is incorrect, the student is given 2 more attempts. If he makes a mistake again, the computer gives a hint. It is also convenient for the teacher: one fleeting glance and he knows how many mistakes the student has made, since incorrect sentences are highlighted in a different color. In addition, the teacher will know how many mistakes the student has made.

The use of Internet resources increases the activity of students and changes the role of the teacher, while increasing the level of motivation of students, increasing the desire to independently find and study the necessary information.

Thus, the learning process goes beyond the time frame of the lesson. Learning using Internet resources allows communication at different levels: teacher-student, student-student, student-friend, etc. and at the same time, students have access to an unlimited amount of up-to-date information and a huge selection. By working independently on the Internet, students improve their language skills, develop critical thinking, and increase cognitive independence. The use of Internet resources changes the role of the teacher, he becomes a coordinator and consultant. The main attention is paid to the formation of tasks based on Internet resources, the use of which in the educational process is possible if the teacher carefully thinks out the tasks.

The students took this assignment very seriously and tried to provide comprehensive information. It should be noted that the presentation of the material was lively and interesting. By completing such tasks, students get access to information that is not limited by the text given in the textbook. They search, find out, analyze, compare, and draw certain conclusions by working with Internet materials, which are mostly presented in English. The abundance of information on the Internet can lead a student to confusion. In this case, the presence of a teacher is especially important, whose tasks are: 1. creating a learning environment; 2. creating assignments based on the Internet; 3. monitoring the process of students completing assignments.

When planning the use of educational computer programs and multimedia tools in the study of both a foreign language and other disciplines, it is necessary to take into account the following aspects: - how will this program affect the motivation of students, their attitude to the subject, increase or decrease interest in it (for example, due to difficult, incomprehensibly formulated requirements imposed a training program); - to what extent does the program correspond to the general orientation of the course; - does the program contribute to better learning of the material, is the choice of the proposed tasks justified, is the material presented methodically



correctly; - are classes rationally planned with the use of a computer and new information technologies, is there enough time to do independent work; - do all students have computer skills and abilities? A common mistake when using computer technology in the learning process is the constant sitting of students at the computer. Various forms of educational activity are needed.

This includes front-line work on updating knowledge, and group or pair work of trainees on mastering specific educational skills, and didactic games, oral and written tasks. All of them should be arranged in such a way that the computer does not become an end in itself, but only a logical and very effective addition to the learning process. The need to apply new information technologies in the entire education system and in teaching a foreign language in particular is an urgent requirement of today. Here we mean not only modern technical means and new forms and methods of teaching, but also a completely new approach to the learning process, which helps to implement the principle of interactive, communication-oriented learning, provides individualization and differentiation considering the characteristics of students, their level and inclinations.

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# THE ROLE OF INNOVATIVE TECHNOLOGIES FOR TEACHING ENGLISH

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**Annotation:** This article describes the use of interactive and innovative educational technologies in teaching English and causes students to be interested in learning a foreign language, as well as their importance.

**Keywords:** Foreign Language, Teaching, Learning, Innovation. educational technology, speech activity, speech culture

**Аннотация:** В данной статье описывается использование интерактивных и инновационных образовательных технологий в обучении английскому языку и вызывается интерес у студентов к изучению иностранного языка, а также их важность.

**Ключевые слова:** иностранный язык, преподавание, обучение, инновации. образовательные технологии, речевая деятельность, культура речи

After the independence of our country, interest in teaching foreign languages increased, creating many opportunities for young people. Today, it is becoming a tradition to pass lessons through interactive games, innovative educational technologies. It is known that the course is conducted on the basis of various games and innovative educational technologies, which ensure that students and students demonstrate their capabilities, concentrate, improve their knowledge and skills, and become strong. The role of innovation and educational technologies in the teaching of foreign languages is important.

The term "innovation" refers to the renewal of the learning process, which is mainly based on internal factors. Borrowing this term is due to the desire to emphasize the motivational side of education, to distinguish oneself from the next "achievement technique", which in a short time should give the maximum effect regardless of the characteristics of the class and individual students, their desires, abilities, etc.

The concept of "technology" also appeared in World pedagogy as a contrast to the existing concept of "method". The disadvantage of the method lies in its elasticity and statistics. The term "Technology" ("Technology in education") began to be widely used in the 40s and was associated with the use of new audiovisual

teaching tools. In the 60s, the concept of "educational technology" was considered in terms of the use of computer technology in software training and education.

As N.N. Normatova states, "The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-philological departments. The process has its own peculiarities. The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of teacher`s mastery, and on the other hand, the on the student`s motivational activity.

When using innovative technologies in English lessons, the teacher must perform the following tasks: Development of speech culture, creativity and critical thinking; Formation of sustainable motivation for students to learn English; Formation of practical skills and competencies in all types of speech activity; Formation of speech competence.

The use of innovative technologies in foreign language lessons has its advantages: Activates thinking; Encourages learning; Improves the quality of knowledge; Helps develop mental abilities; Motivates students to manifest themselves; Expands opportunities to provide educational information; Increases interest in learning; Directions in the information space.

What exactly is interactive education? Interactive learning is learning based on dialogical speech in which the teacher and student interact [2].

There are different types of interactive learning, in particular: Cooperative training (working in pairs, Aquarium, shift triplets); Collective and group learning (microphone, unfinished sentences, mosaic, problem solving, mental attack); Situation modeling (business Games, role-playing competitions); Development of discussion issues (press method, position acquisition); Research technologies (press conference, scope of ideas, reportage).

If you include elements of interactive methods, this will allow each student to engage in active cognitive activity; encourage them to search for new ideas using different sources of information and organize cooperation between teachers and students in solving problematic issues.

In order to more effectively achieve development goals and maintain student motivation, elements of health technology are used in English classes. For example, the musical accompaniment of the lesson stimulates the brain, increases the assimilation of material and contributes to aesthetic education. The game is one of the most important forms of recreation. It helps to relax, evokes positive emotions, relaxation and pleasure.

I think that when using Game materials, students contribute to achieving high performance in the classroom and arouse interest in learning English. Therefore, for

high performance, it is necessary to combine innovative technologies with gaming materials.

Therefore, with the use of the latest technologies, the effect can be achieved by applying a humanistic approach to teaching by the teacher.

Methods with a humanistic approach help the teacher to reveal the creative potential of the student, contribute to their development and improvement in the educational process.

Learning a foreign language requires intensive mental work of the child and his own active participation in the process. This result can only be achieved with the active use of innovative technologies.

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### SEVERAL FACTORS AND DEFICIENCIES IN LEARNING PRONUNCIATION SKILL OF ENGLISH AND OTHER FOREIGN LANGUAGES.

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**Annotation.** The main purpose of the article is to analyze several factors that occur with pronunciation in language learners studying English and other foreign languages and to determine the problems of speaking skill.

**Key words:** pronunciation, accent, stress, intonation, rhythm, motivation, attitudes.

**Annotatsiya.** Maqolaning asosiy maqsadi ingliz va boshqa xorijiy tillarni o'rganayotgan til o'rganuvchilarda talaffuz bilan bog'liq bir qancha omillarni tahlil qilish va nutq mahorati muammolarini aniqlashdir.

**Kalit so'zlar:** talaffuz, urg'u, urg'u, intonatsiya, ritm, motivatsiya, munosabat

**Аннотация.** Основная цель статьи – проанализировать ряд факторов, возникающих с произношением у изучающих английский и другие иностранные языки, и определить проблемы с навыками разговорной речи.

**Ключевые слова:** произношение, акцент, ударение, интонация, ритм, мотивация, установки.

As we know inhibition, being shy to speak, being afraid of making mistakes, not having enough vocabulary can be considered to be frequent challenges of learners. In addition, there is also another vital problem which cannot be neglected by listeners. This is called pronunciation challenge. Fluent and accurate speech is able to show the ability of language user. For this case, all of the students struggle to speak like native speakers and learn all phonetic structures by heart. The most visible hardship for learners in the English language is the variation of sounds in different places. [1,13] Below we will consider several factors that may occur in the pronunciation of foreign words.

**Accent.** An accent is “the cumulative auditory effect of those features of pronunciation that identify where a person is from, regionally or socially”. Many adult learners of English have foreign accents that identify them as nonnative speakers. Some linguists support the idea, known as the Critical Period Hypothesis, that a learner needs to begin learning the language before age 7 to develop native-like pronunciation.

**Stress, intonation and rhythm.** Speech is sometimes intelligible and that prosodic errors appear to affect intelligibility more than do phonetic errors. For this reason, pronunciation research and teaching focus both on the sounds of language (vowels and consonants) and on supra-segmental features—that is, vocal effects that extend over more than one sound—such as stress, sentence and word intonation, and speech rhythm. Languages have been classified as either stress timed or syllable timed. In stress-timed languages such as British and American English, German, Dutch, Thai, “stressed syllables fall at regular intervals throughout an utterance” rhythm is organized according to regularity in the timing of the stressed syllables. That is, the time between stressed syllables is equal because unstressed syllables are spoken more quickly and vowel reduction occurs. For example, the sentence “Tom runs fast” is made up of three stressed syllables, as indicated by the letters in boldface. The sentence “Meredith can run fast” is made up of six syllables, but only three of them are stressed. The unstressed syllables *-e-*, *-dith*, and *can* be spoken

quickly and vowel reduction occurs, so the time between the stressed syllables tends to be equal, and both sentences take approximately the same amount of time to say. In syllable-timed languages syllables are said to be equal in timing. All syllables are nearly equally stressed, vowel reduction does not occur, and all syllables appear to take the same amount of time to utter.

**Motivation and exposure.** Along with age at the acquisition of a language, the learner's motivation for learning the language and the cultural group that the learner identifies and spends time determine whether the learner will develop native-like pronunciation. Research has found that having a personal or professional goal for learning English can influence the need and desire for native-like pronunciation [3,154].

Adults can become highly proficient, even native-like speakers of second languages, especially if motivated to do so. Accuracy in the production of Uzbek is significantly related to age at first exposure to the language, amount of formal instruction in Uzbek, amount of out-of-class contact with Uzbek, and focus on pronunciation in class. Therefore, in addition to focusing on pronunciation and accent in class, teachers should encourage learners to speak English outside the classroom and provide them with assignments that structure those interactions.

**Attitude.** It seems as though some learners are more adept at acquiring good pronunciation. Even within one homogenous classroom, there is often a large discrepancy among the pronunciation ability of the students. This phenomenon has lead many researchers to study the personal characteristics of the learners that contribute to their success in foreign language acquisition.

The group's amount of contact with the target culture has an effect on the amount of English acquired and used. Sparks' work on personality found similar results. They state that students with motivation to learn with positive attitudes towards the target language and its speakers were more successful than were students with less positive attitudes. They refer to Gardner and Lambert's research on motivation wherein two types are highlighted. The first type of motivation is instrumental, which is motivation to learn the L2 for the value of linguistic achievement. Second is integrative motivation, which describes the desire to continue learning about the second language culture. According to Gardner and Lambert students with integrative motivation would be expected to work harder to develop communication skills in the second language because they are more likely than their less interested counterparts to seek out native speakers of the language.

**Instruction.** Foreign language instruction generally focuses on four main areas of development: listening, speaking reading and writing. Foreign language curricula emphasize pronunciation in the first year of study as it introduces the target language's alphabet and sound system, but rarely continues this focus past the

introductory level. Lack of emphasis on pronunciation development may be due to a general lack of fervor on the part of the second language acquisition researchers, second language teachers and students that pronunciation of a second language is not very important [2,37].

**Age.** The influence of age on language acquisition and specifically pronunciation may make adults find pronunciation more difficult than children do and that they probably will not achieve native-like pronunciation. There is a biological or neurological period which ends around the age of 12; after this period it becomes extremely difficult to attain the complete mastery of a second language especially pronunciation. Adult learners are capable of achieving native-like in an L2. However, the degree of pronunciation accuracy varies considerably from one individual to another. This discrepancy in pronunciation among adult learners means that ESL classroom time can profitably be devoted to improving students' pronunciation.

**Mother tongue influence.** The sound pattern of the learner's first language is transferred into the second language and is likely to cause foreign accents. The mispronunciations of words by nonnative speakers reflect the influence of the sounds, rules, stress, and intonation of their native language. [4,56] For example, nonnative speakers' production of English rhythm was investigated in several studies. The native language can influence the learners' pronunciation of a target language in at least three ways. First, when there is a sound in the target language which is absent from the learners' native sound inventory, or vice versa, learners may not be able to produce or even perceive the sound(s). Second, when the rules of combining sounds into words (phonetic constraints/rules) are different in the learners' mother tongue from those of the target language, they cause problems for learners because these rules are language specific as they vary from one language to another. Thirdly, since the rhythm and melody of a language determine its patterns of stress and intonation, learners may transfer these patterns into the target language.

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## CHET TILI O‘QITISHDA KOMMUNIKATIV ALOQALARNING RIVOJLANTIRISH

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**Annotatsiya:** Bu maqolada chet tilini o‘qitish va o‘rganishda og‘zaki muloqot o‘rni va og‘zaki nutqni rivojlantirish vazifalari hamda kommunikativ kompetensiyasini shakllantirish va takomillashtirish bayon qilingan.

**Kalit so‘zlar:** chet tili o‘rganish, og‘zaki nutq, kommunikativ kompetensiya, muloqot qobiliyati, kommunikativ mahorat.

**Annotation:** This article describes the role of oral communication in teaching and learning a foreign language and the tasks for the development of oral speech and the formation and improvement of communicative competence.

**Keywords:** foreign language learning, oral speech, communicative competence, communication skills, communicative skills.

**Аннотация:** В данной статье излагается роль устного общения в обучении и изучении иностранного языка и задачи развития устной речи, а также формирования и совершенствования коммуникативной компетенции.

**Ключевые слова:** изучение иностранного языка, устная речь, коммуникативная компетентность, коммуникативные навыки, коммуникативные навыки.

Hozirgi rivojlanayotgan davrda bo‘lajak mutaxassislardan o‘z mutaxassisliklari bo‘yicha chuqur nazariy va amaliy bilimlarga ega bo‘lishni va chet tilini yuqori darajada bilishni talab qiladi. Berilgan chet tilini bilish tobora ko‘proq zaruriy shartga aylanib bormoqda va ish paytida chet tilini o‘rganish har qanday sohada zamonaviy mutaxassisning kasbiy tayyorgarligining ajralmas qismi hisoblanadi. Chunki til aloqa vositasidir, chet tilini o‘qitish kommunikativ va professional yo‘naltirilgan xarakter bilan tavsiflanadi, axir, kelajakdagi mutaxassislar biznes va sheriklik aloqalarini o‘rnatish olib yurishga tayyor bo‘lishi kerak, xalqaro aloqalarni o‘rnatish va ilmiy aloqalar, xalqaro konferentsiyalarda ishtirok etish, shuningdek kasbiy faoliyat sohasidagi xorijiy tajribani o‘rganish uchun ham chet tilini yetarli darajada bilish kerak. Chet tili kommunikativ o‘zaro ta’sirining asosiy shakllari talabalarning kelajakdagi kasbiy faoliyati sohasida ishtirok etish, suhbat klublarida, nutqlar, ma’ruzalar, ilmiy taqdimotlarda konferentsiyalar, ishbilarmonlik suhbatlarini o‘tkazish, ishbilarmonlik yozishmalarini o‘tkazish, ilmiy maqolalarni ko‘rib chiqish lozim.



Chet tilida mutaxassislarni kasbiy tayyorlash uchun qulay imkoniyatlar yaratilmoqda. Chet davlat bo'lishiga qaramay til bilim olish, ko'nikmalarni shakllantirish vositasidir, chet tilini yuqori darajada o'rganish xizmat qilishi mumkin.

Chet tilini o'rganish jarayonidagi asosiy vazifalardan biri bo'lajak mutaxassisni nutq qobiliyatlari va kommunikativ kompetentsiya, ya'ni shaxslararo, madaniyatlararo amalga oshirish qobiliyati va tayyorligi shakllantirish va rivojlantirishdir.

Hozirgi zamon talablariga qaramay, hamma talabalar ham chet tili muhitida chet tilida ravon muloqot qila olmaydi. Va tez-tez biz ijtimoiylashuv va muloqot qobiliyatlarini rivojlantirish muammosiga duch kelamiz. To'g'ri muloqot qila olmaslik shaxsiy munosabatlarda ham hayotni va martaba qurish yoki o'z biznesingizni yuritishga urinishlarda ancha murakkablashtiradi. Lekin nima muloqot qobiliyatlari rivojlantiradi? Bu xulq – atvor kompleks, buning yordamida biz qila olamiz:

- notanish odam bilan aloqa o'rnatish;
- suhbatdoshni keyingi muloqotga qiziqtirish;
- atrof-muhit bilan iliq munosabatlarni saqlang;
- o'z pozitsiyangizni himoya qilish va bahslashish, o'zingizni himoya qilish qiziqishlar;
- mojarolarning oqibatlarini minimallashtirish;
- og'zaki bo'lmagan muloqot usullaridan ongli ravishda foydalanish;
- manipulyatsiya urinishlarini tan olish va oldini olish;
- boshqa odamlarni, ularning harakatlari va reaksiyalarining sabablarini

tushunish

suhbatdoshning muayyan harakatlari va so'zlari.

Muloqot qobiliyatlarini qanday rivojlantirish kerak:

- birinchi bo'lib aloqa qilishdan tortinmang;
- har doim aloqa jarayonida bo'ling;
- ochiq bo'ling;
- muloqot qilishdan zavqlaning.

Olimlar muloqot qobiliyatlarini tavsiflash uchun asosiylarini aniqlashda, ularni ma'lum bir tizimda taqdim etishda , mezonlar, ko'rsatkichlar va darajalarni bilib olish va ularning shakllanishida ko'plab urinishlar qilishdi.

A. Leontiev, kommunikativ mahorat - bu turli xil foydalanish qobiliyati turli kommunikativ maqsadlarga erishish uchun ko'nikmalar yoki ularning kombinatsiyasi maqsadlar. Olim quyidagi kommunikativ ko'nikmalarni aniqlaydi: o'z xatti-harakatlarini nazorat qilish qobiliyati; kuzatish, moslashuvchanlik; yuzni o'qish, tushunish va nafaqat ko'rish, suhbatdoshning shaxsini adekvat modellashtirish

qobiliyati; optimal qurish qobiliyati uning nutqi psixologik nuqtai nazardan; amalga oshirish qobiliyati, tizimlashtirish va ma'lumotlarni uzatish .

L. Savenkovaning so'zlariga ko'ra, muloqot qobiliyatlari uchta blokga bo'linadi: aloqa dizayni, aloqani tashkil etish, aloqani tartibga solish. Kan-Kalykning so'zlariga ko'ra, kommunikativ faoliyatning samaradorligi bunday ko'nikmalarning mavjudligi bilan belgilanadi: tezda va o'zgaruvchan aloqa sharoitida to'g'ri harakat qilish; aloqa tizimini to'g'ri rejalashtirish va amalga oshirish, xususan, nutq ta'siri; adekvat ma'noli narsani aniq toppish bir vaqtning o'zida uchrashadigan aloqa vositalari insonning ijodiy individualligi va aloqa holati, sherikning individual xususiyatlari aloqa qobiliyatlari; doimiy ravishda fikr-mulohazalarni his qilish va saqlash; o'zingizni namoyish etilgan do'stlik, yaxshi munosabat, o'z his-tuyg'ularini ifoda etish va fikrlardir. N. Kuzmina insonning kommunikativ ko'nikmalarini muloqotning ijtimoiy istiqbolli tomonini rivojlantirish bilan bog'laydi va odamlarning ichki holatini tan olish qobiliyatini ta'kidlaydi, o'z xatti-harakatlarining muqobil yo'nalishlarini baholanadi.

Lekin, muayyan farqlarga qaramay, ular bunga rozi muloqot qobiliyatlari sub'ektlararo o'zaro ta'sirni amalga oshirishni aniqlaydigan, aloqa jarayonini modellashtirish va tartibga solishga imkon beradigan aqliy va amaliy operatsiyalar tizimi bilan bog'liq maqsadga va uni amalga oshirish shartlariga qarab chiqiladi.

Muloqot qobiliyatlari bevosita amalga oshirishdir va bilvosita o'zaro ta'sir, to'g'ri va malakali bo'lish qobiliyati o'z fikrini tushuntirish va ma'lumotni etarli darajada idrok etish . Ularning rivojlanishi aql sohasida ham shaxsiy neoplazmalarning shakllanishi bilan bog'liq.

Muloqot qobiliyatlari avtomatlashtirilgan ongli harakatlardir va kommunikativ vaziyatlarni ongda tez aks ettirishga hissa qo'shing, idrok, tushunish muvaffaqiyatini aniqlash hamda ob'ektiv dunyo va bu jarayonda unga tegishli ta'sir aloqadir . Muloqot qobiliyatlari bu odamning muloqot paytida boshqa odamlar bilan qanday munosabatda bo'lishini, ularni qanday tushunishini, boshqalardan, dunyodan va o'zidan olingan ma'lumotlarni to'g'ri uzatadimi-yo'qligini ko'rsatadigan xususiyatdir. Samarali muloqotga hissa qo'shadigan ko'nikmalar nafaqat muloqot ko'nikmalaridir . Bunga tinglash qobiliyati odamlarni ishontirish va ob'ektiv baholash va shunga o'xshash narsalar.

Shunday qilib, muloqot qobiliyatlari mahorat darajasidir va kommunikativ vaziyatni baholash uchun kommunikativ harakatlar, axborotni idrok etish, rivojlantirish va uzatish, aloqa o'rnatish, rejalashtirish, tashkil etish va samarali aloqa oqimini ta'minlash, bu esa ta'lim maqsadlari va shaxsiy manfaatlarini samarali amalga oshirishga olib keladi.

Agar sizda ma'lum elementar (eng oddiy)bo'lsa muloqot qobiliyatlari va qobiliyatlari, kasbga va ijtimoiy hayotga moslashish.

Samarali muloqot-bu muloqot davomida biror kishi aniq va aniq gapiradi (ya'ni fikrlarni ifodalaydi), diqqat bilan tinglaydi va suhbatdoshni tushunadi. Samarali muloqot uchun bir nechta qoidalar mavjud professional, shaxsiy yoki har qanday vaziyatda ijtimoiy hayot foydali bo'ladi. Mana ulardan ba'zilari:

- inson ovoz berishni niyat qilgan fikr, birinchi navbatda, unga 100% tushunarli bo'ladi;

- o'zaro tushunish-suhbatdoshlar tayyor bo'lishi tushunish uchun va suhbatdoshga o'z pozitsiyasini iloji boricha aniqroq ko'rsatishga harakat qiladi;

- konkretlik-iboralar aniq qabul qilinishi kerak;

- og'zaki bo'lmagan belgilarni ishlatishni hisobga olish kerak

o'z va suhbatdoshning yuz ifodalari, imo-ishoralari, intonatsiyalari; bundan tashqari, bular og'zaki bo'lmagan belgilar vaziyatga mos kelishi kerak.

Ingliz tili bizning hayotimizga mustahkam o'rnashgan, shuning uchun uni o'rganishni xohlaydiganlar tobora ko'payib bormoqda. Endi ingliz tilini bilish muvaffaqiyatga erishmoqchi bo'lgan har bir kishi uchun zarurdir. Akademik til o'rganish stereotiplarini buzish, o'z ustida bir tilni o'rganish, xalqaro muloqot tilini mustaqil ravishda o'rganishni istagan odamlarda aql bovar qilmaydigan istak, motivatsiya bo'lishi kerak. Ba'zi tadqiqotlar shuni ko'rsatadiki, tilni o'rganish uchun eng samarali motivatsiya hayotning barcha sohalarida foyda keltiradigan ijtimoiy aloqalardir. Chet elni o'rganishda mustaqil amaliyotni qanday samarali foydalanish kerak? Mustaqil amaliyot til o'rganishda akademik bilim va tushunchalardan til ko'nikmalarini o'rgatish orqali tilni haqiqiy mustaqil o'rganish uchun o'qituvchilar bilan nazariya va amaliy mashg'ulotlar, o'qish, tinglash va gapirish, audio va video materiallar bilan ishlash. Kommunikativ yondashuv tilni o'rganishga qaratilgan aloqa orqali amalga oshiriladi. Kommunikativ yondashuvning ahamiyati haqida ko'p narsa aytilgan, ammo umuman aloqa nima?

Og'zaki muloqot, ko'ra R. Skott, muloqotni o'z ichiga olgan faoliyat turi ikki yoki undan ortiq odam o'rtasida va ikkala ishtirokchi ham tinglovchi va bir vaqtning o'zida suhbatdoshlar replikalar orqali nima eshitiladi.

## **XULOSA**

Demak, muloqot bizga kerak bo'lgan san'atdir. Chet elda samarali va uyg'un muloqotni o'rgangan til, biz odamlar bilan kundalik suhbatlardan foyda olishimiz mumkin. Va o'z-o'zini o'rganish chet tilini o'rganish jihatlari eng muhimlaridan biridir. Chet tilida muloqot qilish xohishingiz maqsadingizga erishishga yordam beradi va kelajakda katta yutuqlarga erishish uchun asos hisoblanadi.

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## INGLIZ VA O'ZBEK TILLARIDAGI MUROJAAT SHAKLLARINING GENDER TADQIQI

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**Annotatsiya:** Ushbu maqolada gender tilshunosligining paydo bo'lishi va shakllanish jihatlaridagi muammosi ko'rib chiqilib, birinchi navbatda, ingliz va o'zbek tillaridagi tilidagi adabiyotlar tahlil qilindi. Ulardagi genderga bog'liq murojaat shakllari ko'rib chiqildi.

**Kalit so'zlar:** gender, murojaat, tilshunoslik, erkak, ayol, o'zbek tili, er, xotin, o'g'il, qiz, hurmat.

**Аннотация:** В данной статье была рассмотрена проблема возникновения и становления гендерной лингвистики, прежде всего, проанализирована литература на английском и узбекском языках. В них рассмотрелись обращения гендерного характера.

**Ключевые слова:** гендер, обращения, лингвистика, мужчина, женщина, узбекский язык, муж, жена, сын, дочь, уважение.

**Annotation:** This article highlights the problem of the origination and development of gender linguistics; first of all, literature in English and Uzbek was analyzed. They considered appeals of a gender nature.

**Key words:** gender, addresses, linguistics, man, woman, Uzbek language, husband, wife, son, daughter, respect.

Gender tilshunosligi hozirgi vaqtda dolzarb bo'lib, tilshunoslikning qiziqarli yo'nalishlaridandir. Gender bo'yicha tadqiqotlar zamonaviy yozma tillarning deyarli barcha zamonaviy materiallari asosida amalga oshirilmoqda. Bu borada ingliz va rus tillarida ko'p tadqiqotlar mavjud. Olib borilgan ilmiy ishlarda tadqiqot obekti va mavzusi nafaqat ingliz va rus tillarida, balki boshqa ko'plab tillarda ham amalga oshirilgan, lekin ishlarning loyihalash tili odatda ingliz yoki rus tillaridir. Erkaklar va

ayollar bolalikdan ko'p jihatlardan, masalan, ham fiziologik, ham psixologik jihatdan farqlanadi. Garchi erkaklar va ayollar ma'lum bir ijtimoiy tabaqadan hamda bir xil nutq jamoasiga tegishli bo'lsada, ular turli xil lingvistik shakllardan foydalanadilar. Ayollar va erkaklar tomonidan qo'llaniladigan lingvistik shakllar barcha nutq sathlarida qarama-qarshi bo'lib, solishtirganda, ayollar erkaklarnikiga qaraganda yaxshiroq xotiraga ega. Erkaklar esa nutq jarayonida bir xil yo'nalish hissini saqlab qolishadi. Bu erkaklar vizual-fazoviy testlar va matematikada kuchliroq degan gapni ma'qulligiga to'g'ri keladi. [3].

Murojaat shakli, u ifodalaydigan muayyan davr, ijtimoiy hayot va muhit mahsulidir. So'zlovchi va tinglovchining jamiyatda qanday orin egallashi, uning yoshi, jinsi, lavozimi, kasbi, mansabiga qarab murojaat shakllari o'zgarib boradi. Shu bilan birga murojaat shakli xalqning o'zligini anglashi qay darajada ekanligini ko'rsatuvchi mezonlardan biridir. "Murojaat birliklari kundalik hayotimizda, nutq faoliyati, nutq jarayonida keng qollaniladigan, o'zaro aloqa-aralashuvga xizmat qiladigan, so'zlovchining tinglovchiga bo'lgan munosabatini ifodalaydigan, ozida turlicha konnotativ ma'nolarni, semantik "ohanglarni" tashiydigan o'tkir ta'sirchan vositadir [4]. Darhaqiqat, murojaat birliklari hozirgi muloqot madaniyatimizdagi qo'llanishi tarixda qo'llanilgan murojaat birliklaridan farq qiladi, chunki ular muayyan tarixiy davr, ijtimoiy hayot va muhit mahsuli hisoblanadi. Davr o'tishi bilan bunday murojaat birliklari o'zgarib boraveradi. Sh. Iskandarova o'zbek xalqi muloqotida ishlatiluvchi murojaat shakllarini quyidagi omillar bilan izohlaydi [6]:

- ijtimoiy mansublik;
- suhbatdoshlarning tanish-notanishligi;
- nutqiy harakat sharoiti;
- muloqotchilarning yoshi;
- ularning jinsi;
- yashash joyi;
- uslubiy holat;
- muloqotchilar xarakteri;

Yuqoridagi tasniflar asosida shuni ta'kidlash lozimki, murojaat shakllari tanlanganda ularning har biri muhim ahamiyat kasb etadi. Bizning tadqiqotimizning maqsadi murojaat shakllaridagi gender tadqiqini ko'rsatib berishlikdir.

Muloqotning jins jihatdan xoslanishi sotsiolingvistikaning o'rganish muammolaridan biri bo'lib, muhim ahamiyat kasb etadi. Ingliz tilida shunday murojaat birliklari mavjudki, ularni faqat ayol (qiz)larga nisbatan qo'llaniladi. Kasbi nima bo'lishidan qat'iy nazar erkaklarga nisbat Mr ayollarga nisbat Mrs yoki yosh qizlarga nisbatan Miss murojaat birligi ishlatiladi. O'zbek tilida ham murojaat shakllarining gender xususiyatlari mavjud: – Dadasi, shu kecha yana otamni tushimda ko'rdim... Yuqoridagi misolda ayol dadasi murojaati bilan erkakka nisbatan o'zaro

hurmatini ko‘rish mumkin. Murojaatning dadasi so‘zi bilan ifodalanishi o‘zbek turmush tarzining milliy madaniy xususiyatiga kiradi.

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**Anmerkung:** Der Artikel beschreibt die Besonderheiten von Innovationsprozessen im Sprachunterricht. Die Autoren identifizieren die Parameter von Innovationen im Sprach- und Kulturunterricht. Es erfolgt eine kritische Analyse des “innovativen Charakters” von Technologien für den Fremdsprachenunterricht. Die Forschung wirft die Frage nach den Grundlagen von Innovationen auf: Eklektizismus und/oder Synergieder Lehrmethoden.

**Schlüsselwörter:** Innovationsprozesse im Sprachunterricht, Parameter von Innovationen, Technologien für den Fremdsprachenunterricht

**Аннотация:** статье описывается специфика инновационных процессов в преподавании иностранных языков. Авторы определяют параметры инноваций в обучении языку и культуре. Проводится критический анализ

“инновационного характера” технологий обучения иностранным языкам. В исследовании ставится вопрос об основах инноваций: эклектичности и/или синергии методов обучения.

**Ключевые слова:** инновационные процессы в обучении иностранным языкам, параметры инноваций, технологии обучения иностранным языкам.

“Innovation im Leben!” – der Hauptslogan der aktuellen Entwicklungsstufe der Produktion, des Unternehmertums und der Optimierung der sozialen Bereiche staatlicher Tätigkeit. Innovationen dringen heute sogar in Bereiche vor, die traditionell als konservativ und klassisch galten und keinen plötzlichen Veränderungen und Modernisierungen unterworfen waren. Letzteres beinhaltet eine Formation, in deren Tiefen sich sehr widersprüchliche Prozesse abspielen. Einerseits befindet sich der Bildungsbereich in ständiger Entwicklung, auf der gezielten Suche nach neuen Ansätzen, Methoden und Lehrmitteln, andererseits zeichnet er sich durch eine gewisse Trägheit aus, die in jedem Moment seinen Zustand beibehält Bezugspunkt für die Unveränderlichkeit der Werte des Bildungssystems – Werte, die auf einer bestimmten Stufe der gesellschaftlichen Entwicklung angenommen wurden. Dies erklärt insbesondere die Tatsache, dass die Bildung bei der Anpassung von Innovationen, insbesondere solchen, die durch die Notwendigkeit gekennzeichnet sind, frühere Grundlagen aufzugeben, oft sehr inaktiv ist.

Allerdings hat sich die Situation im Bildungsbereich in letzter Zeit radikal verändert. Dieser Bereich ist gezwungen, auf die Herausforderungen der neuen Zeit zu reagieren, die das Bedürfnis nach einer Person verspüren, die in der Lage ist, unabhängig zu handeln.

Stehen Sie aufrecht, nehmen Sie eine besondere Position ein, wenden Sie Ihre eigenen Strategien und Taktiken an, um aus problematischen Situationen herauszukommen. Im postindustriellen Zeitalter, im Zeitalter innovativer Strukturen und dichter Information, bestand die wichtigste Forderung in der Massenproduktion menschlicher kreativer und sozialer Kompetenzen. Die Berufswelt ist an einer innovationsorientierten Fachkraft interessiert, die über kreatives Denken, die Fähigkeit zur Wahrnehmung von Innovationen, die Bereitschaft zur Selbstverwirklichung und Selbstverwirklichung sowie eine Veränderung der Denk- und Lebensweise verfügt. Mit anderen Worten: Es muss sich um eine Person handeln, die den Eigenschaften von Wirtschaftsführern der neuen Generation entspricht. Laut A.A. Ponukalina, in der modernen Gesellschaft ist es notwendig, über die Bildung des individuellen evolutionären Bewusstseins zu sprechen, das sich zur Bildung eines Gefühls und Konzepts der individuellen Verantwortung für den Prozess und das Ergebnis der Evolution der

Gesellschaft entwickeln sollte, aber nicht nur für das persönliche Wohlbefinden. Sein. Daher die Begründung für die Entwicklung innovativer Persönlichkeitsmerkmale und die Wahl des Evolutionsweges durch die Ideologie eines innovativen Lebensstils [1].

Es wird unmöglich, den Menschen für die Zeit im „Prokrustesbett“ auf frühere Vorstellungen über ihn als gesellschaftlichen Wert, über Wege, Methoden und Techniken seiner Beeinflussung zum Zwecke der Entwicklung und Verbesserung vorzubereiten. Es gilt, Innovationen in die Bildungsrealität einzuführen, den Wunsch nach innovativer Entwicklung für diesen Bereich des öffentlichen Lebens zur Gewohnheit zu machen. Gleichzeitig sollen Innovationen in der Bildung für eine qualitative Steigerung der Effizienz des Bildungsprozesses und seiner Ergebnisse sorgen, die sich vor allem in neuen persönlichen Qualitäten und Eigenschaften des Studierenden äußern, nämlich: innovatives Denken, Innovationsbereitschaft Schaffung.

Es liegt auf der Hand, dass Format, Inhalt und Wesen von Bildungsinnovationen besonderer Natur sind und schwer zu identifizieren, wissenschaftlich zu erfassen und zu objektivieren sind. Die Schwierigkeit liegt darin, dass es in der Wissenschaft der innovativen Tätigkeit – der Innovation – üblich ist, mit präzisen Kategorien zu operieren, wie zum Beispiel “Innovation-Investitionsprozess”, “Investition”.

“Innovation”, “Innovation”, “Management des Innovationsprozesses”, “Verbreitung von Innovationen”, “Kommerzialisierung von Innovationen” usw. Diese Kategorien bilden, wenn sie gruppiert werden, einen einzigen Algorithmus aufeinanderfolgender Aktionen, die die Entwicklung, Implementierung und Verbreitung von Innovationen umfassen Innovationen.

Die Anwendung eines derart streng formalisierten Konzepts im Bereich der Bildungsinnovation erweist sich als äußerst schwierig, da in Bezug auf den Menschen als Subjekt des Bildungsprozesses weder der in der Innovation entwickelte Thesaurus noch das gebildete System verwendet werden kann von Ideen über die Methoden zur Herstellung von Innovationen, deren Verwaltung und ihre Popularisierung.

Solche „Wachstumsschmerzen“ sind dem Bereich der Sprach- und Kulturerziehung nicht entgangen. In der Forschung in diesem Bereich des wissenschaftlichen Denkens umfassen Innovationen häufig den Einsatz neuer Methoden, Methoden, Mittel, neuer Konzepte, neuer Lehrbücher, neuer Lehrpläne, Methoden der Bildung und Ausbildung. Und das ist verständlich, denn es ist allgemein anerkannt, dass sich Bildungsinnovationen in den Zielen, Inhalten und Technologien der Ausbildung sowie im System zur Steuerung der beruflichen Aktivitäten des Lehrpersonals und der kognitiven und



kommunikativen Aktivitäten der Studierenden manifestieren sollten.

Bei einer solchen Streuung möglicher Bereiche für die Umsetzung innovativer Prozesse wird jedoch oft die Idee der Innovation als etwas grundlegend Neues, anders als das Bisherige, als das Übliche entmannt. Innovation zersplittert in Mikroelemente und erweist sich als allgegenwärtig. Aus diesem Grund kann es schwierig sein, es vom üblichen Ablauf sprachlicher Bildungsverfahren zu isolieren und es im "Schnitt" der üblichen Standardbildungsverfahren zu definieren. Daher kommt es oft vor, dass bei einer allgemein positiven Wahrnehmung des Informationsbedarfs.

Innovative Bildungsentwicklung (pro), Zweifel entstehen (kontra): Ist diese oder jene Innovation wirklich eine Innovation? Gibt es eine Verfälschung des Innovationsgedankens in der sprachlichen Bildung?

Schaut man sich die Listen der Bildungsinnovationen in der modernen Methodenforschung an, wird deutlich, dass die Beantwortung dieser Fragen nicht so einfach ist. Zu den sprachlichen Bildungsinnovationen gehören beispielsweise der Einsatz moderner Informations- und Kommunikationstechnologien, das Prinzip der Integration von Bildungsinhalten, entwicklungsorientiertes Lernen, differenziertes Lernen, projektbasiertes Lernen, programmiertes Lernen, modulares Lernen, Fernunterricht usw. Allerdings so wie es ist Bekanntlich haben diese Phänomene längst ihren festen Platz in der pädagogischen und sprachdidaktischen Theorie und Praxis eingenommen. Und selbst die persönlichkeitsorientierte Bildung als ganzheitliches Konzept und eine Reihe von Technologien und Praktiken, die sie zum Leben erwecken, sollte derzeit kaum als Innovation angesehen werden.

Aus dem oben Gesagten ergibt sich ein offensichtliches Problem. Es wurden noch keine objektiven Kriterien und Indikatoren geschaffen, anhand derer man dies oder jenes erkennen kann Innovation ist eine echte sprachdidaktische Innovation: Es gibt keinen Mechanismus zur Diagnose, Expertenbewertung, Anerkennung (auf der Patentierungsebene) von Bildungsinnovationen, Urheberrechtsschutz und schließlich der Verbreitung (Kommerzialisierung).

Um diesen Sachverhalt zu erklären, muss darauf hingewiesen werden, dass das aufgetretene Problem objektive Gründe hat. Erstens ist Innovation eine junge Wissenschaft, die gerade erst beginnt, ihre Position zu stärken und ihren kategorialen Apparat, ihre Muster, Prinzipien, diagnostischen Kriterien und Merkmale der Innovation zu verkünden. Zweitens ist im Rahmen der Innovation selbst nicht alles eindeutig definiert, was ein verzerrtes oder nicht ganz ausreichendes Verständnis bestimmter Kategorien und Phänomene der innovativen Realität ermöglicht. Drittens erlaubt die Zugehörigkeit zum humanitären Bereich der Sprachdidaktik nicht, das Thema.

Innovationen im Sprach - und Kulturunterricht sowie humanitäre Innovationen sind noch lange nicht in ihrer vollständigen und endgültigen Form angekommen. Viertens ist die Linguodidaktik eine relativ junge Wissenschaft; erst in den 50er Jahren des 20. Jahrhunderts begann sie, sich von angewandten und privaten Methoden zu trennen.

Innovationen im Sprach- und Kulturunterricht stehen also in den Startlöchern. Ihr Forscher, der in der Lage ist, eine Methodik zur Bestimmung der Parameter und Merkmale sprachdidaktischer Innovationen zu etablieren, ein Verfahren zu ihrer Diagnose und Genehmigung (auf Patentebene) vorzuschlagen und zu prüfen die Mechanismen für ihre Umsetzung im praktischen Unterricht in verschiedenen Phasen des sprachlichen Bildungsprozesses.

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## THE USAGE OF FLIPPED LEARNING AT SECONDARY CHILDREN

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**Abstract:** This article gives information about the new teaching method that is called Flipped Learning and the usage of it at secondary school

**Key words:** Modern teaching methods, Flipped Learning, flipped teaching, methodology, tradition classroom, flipped classroom, learning management.

**Аннотация:** В этой статье представлена информация о новом методе обучения, который называется «Перевернутое обучение», и его использовании в средней школе.

**Ключевые слова:** современные методы обучения, перевернутое обучение, перевернутое обучение, методология, традиционный класс, перевернутый класс, управление обучением.

**Annotatsiya:** Ushbu maqolada Flipped Learning deb nomlangan yangi o‘qitish usuli va uning o‘rta maktabda qo‘llanilishi haqida ma’lumot berilgan.

**Kalit so‘zlar:** Zamonaviy o‘qitish usullari, Flipped Learning, Flipped teaching, metodologiya, an’anaviy sinf, teskari sinf, ta’limni boshqarish

## **Introduction and state of the question**

Modern technology in the 21<sup>st</sup> century brings about new opportunities and challenges in societies throughout the world. We are living in a fast-developing century and there are different types of teaching methods that help to develop learner's knowledge. It is being difficult issue to concentrate their attention on the lesson and to find well-planned and effective methods. In general, all modern language teaching methods should be used to improve students' learning levels, and at the same time, it is necessary to organize lessons using methods that are widely used and have shown high results in developing countries. It is not wrong to say that the flipped learning method is a clear and obvious example of this.

## **Methods**

*Flipped learning is a teaching methodology that helps both teachers and learners create an active learning environment by showing students following lesson materials and presentations to be assigned at home or before the lesson, and it has prioritized teaching and learning process. [1].* However, it depends on that pupils whether they could learn more effectively or not by using class time for small group activities and individual work. Teachers give students lesson materials and presentations in advance to make learners to prepare for scheduled lesson. Flipped Learning or flipped classroom is an educational technique that puts individual home study first. In addition to this, flipped learning is a high-planned and high-quality method which helps to improve learners' ability, creativity, and teaching ability. Especially, it will be useful at the university students because they are the future teachers and they should learn how to conduct the lesson and how to achieve the successful lesson. Traditionally, teachers will take a lesson and introduce their subject to class, before setting homework to help their students what they have learnt. The flipped classroom model takes this traditional teaching method and flips it on its head, asking students to carry out some preliminary research before coming the lesson, then using the class time to answer questions and build on the knowledge acquired from their self-directed learning. The Flipped learning approach is developing year by year. *According to a 2014 survey from the flipped learning network, 78 percent of teachers said they had a flipped lesson, and 96 percent of them would recommend it to other educators. [3]*

After learning about researchers' research, I wanted to use this modern method with secondary school children, in my practical classes which their grade is 9 and 10. I thought it would be effective and successful because my students are very hard-study and clever pupils. I was teaching them for 6 months and I have learned their level so I have decided to try flipped learning at this class.

First of all, we found an interesting and easier theme to learn at home without a teacher because if it was my first open-lesson and we were practising this method. If

we choose a difficult theme, they may come across some difficulties and they did not be interested in the lesson. I think, I was afraid of my lesson would not as successful as be I wished.

Secondly, I gave the topic and give some instructions to the pupils. Then I explained what flipped learning is, and what flipped classroom is I said to them «You should study this theme independently and learn it at home. Do your best, please».

Thirdly, we were preparing the lesson as taking learners' position into consideration, because I was afraid that my lesson would be unsuccessful. we did the best, and tried to choose the most suitable activities for the lesson. I found video-materials as extra materials to draw their attention to the lesson.

Finally, the time is over and it is about time to check pupil's self-study and preparation to the lesson.

At the beginning of the lesson, 5 pupils gave specific information about the topic and tried to explain the theme. Then the other student showed the video-material that she found. In the middle of the lesson, other students gave interesting activities and games deepen their understanding about the topic. In addition to this, I helped the students conduct the lesson and use the materials. After they had finished their explanations, I gave some topic related information and feedback. At the end of the lesson, I rewarded all the pupils for their participation and response to the lesson.

### **Results**

*The researchers found a total of 605 references from 20 selected articles of flipped classrooms and the most highly cited reference was Bergmann and Sams (2012) from a book entitled «Flipp Your Classroom, Reach Every Student in Every Class Every Day» a total of citation was eight times. [2; 324p]*

The mission was completed, I achieved the results that I need out of the lesson. Pupils also understood what flipped learning is, and the advantages of this method. There were some differences the usage of this modern methodology between 9<sup>th</sup> grade and 10<sup>th</sup> grade pupils:

- 9<sup>th</sup> grade pupils were more responsible, diligent, active and prepared for the lesson with more interest;

- Students of the 9<sup>th</sup> grade mastered the given topic well in the process of independent study and at the same time prepared very interesting activities and tasks;

- 10<sup>th</sup> grade students came to class more careless and less prepared as they were mostly preparing for higher education;

- The 10<sup>th</sup> graders had a little difficulty working in groups, it was harder to focus in class, but they learned quickly and did the activities well.

## **Discussion**

I am writing this article after using flipped learning in my lesson. I can say I used this method the effective way and I can advise it without a doubt, to other teachers to use this method. Students in the flipped classroom performed better than those in traditionally taught classes across all of the academic outcomes we examined. In addition to confirming that flipped learning has a positive impact on foundational knowledge, I found that flipped pedagogies had a modest positive effect on high-order thinking. Flipped learning was particularly effective at helping students learn professional and academic skills. Importantly, we also found that flipped learning is superior to lecture-based learning for fostering all intra-interpersonal outcomes examined, including enhancing students' interpersonal skills, improving their engagement with the content and developing time management and learning strategies. Furthermore, not only language teachers but also other subject teachers can use flipped learning in their lessons. This modern method helps students working in groups, peer work, independently study and improve their learning and teaching abilities. I can say without a doubt that the flipped learning model benefits a wide range of students, from the academically advanced to those with special needs. One of the main benefits adopting flipped learning methods is that students are able to learn more deeply and retain the lesson better. Students are able to gain a more complete understanding of content. Furthermore, classrooms that incorporate flipped learning offer more chances to pay attention to the lesson of other students. Using from teachers guidance, students work together to solve problems and apply new concepts. This helps to create a stronger and more effective learning community. The research examining student performance in a flipped classroom found statistically significant gains in student preference for flipped methods.

Adopting a new pedagogy can be daunting, and a significant barrier to converting a course to a flipped format is t

To sum up, flipped classroom or Flipped learning is one of the modern and at the same time very effective teaching methods, which is important for increasing students' ability to learn and effectively organizing the lesson. In addition, since the teacher gives the lesson materials before the lesson, the students learn them independently and play exercises and games related to the topic. In general, I can say that this method is very effective and useful and I recommend it to other teachers. I hope that others will have a teaching method that can give them results that exceed their expectations.

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### III SHO‘BA. XORIJIY TILLARNI O‘QITISHDA XORIJIY TAJRIBALAR VA INNOVATION TEXNOLOGIYALARDAN FOYDALANISH MUAMMOLARI

#### ENHANCING FOREIGN LANGUAGE EDUCATION IN SOUTH KOREA: A NATIONAL EDUCATION SYSTEM PERSPECTIVE

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**Abstract:** South Korea's education system is renowned for its rigorous approach and high achievements in various academic fields. However, the teaching and learning of foreign languages, particularly English, have faced criticism for their heavy focus on rote memorization and lack of emphasis on communicative competence. This paper explores strategies for improving the quality of foreign language education in South Korea, grounded in the national education system's framework. By integrating innovative pedagogical methods, revising curriculum standards, enhancing teacher training, and leveraging technology, this study aims to propose a comprehensive plan to elevate South Korea's foreign language education to meet global communication demands.

**Key words:** backdrop, approach, comprehension, advancement, emphasis, academic excellence.

**Introduction.** In the era of globalization, the competency to communicate in foreign languages transcends personal development, embodying a critical asset for national competitiveness and global integration. South Korea, a nation that has achieved remarkable economic growth and technological advancement, is at a crossroads concerning its approach to foreign language education. Despite the country's high educational standards and the society's deep-seated emphasis on academic excellence, South Korea's foreign language education, especially in English, reveals significant shortcomings. Predominantly characterized by rote learning and an examination-centric paradigm, the system has been less effective in cultivating genuine communicative skills—a discrepancy that raises concerns amidst increasing international engagement and cultural exchanges.

The spotlight on this issue unveils a broader narrative of educational practices misaligned with the demands of a rapidly globalizing world, where linguistic agility and cultural adaptability become indispensable. This research paper embarks on a critical examination of the pedagogical and systemic facets of South Korea's foreign language education. It seeks to unravel the complexities within the existing framework, identifying the entrenched methodologies that prioritize grammatical accuracy and written proficiency over conversational fluency and listening comprehension. Furthermore, it delves into the curriculum's design, assessment methods, teacher training programs, and the integration of digital technologies, all of which play pivotal roles in shaping language learning outcomes.

Amidst this backdrop, the study is propelled by a central inquiry: How can South Korea's foreign language education system be reformed to foster a more holistic, communicative, and engaging learning experience? Addressing this question necessitates a comprehensive approach, one that transcends superficial adjustments to confront the foundational challenges and opportunities within the educational landscape. By weaving together insights from educational theory, language acquisition research, and international best practices, this paper endeavors to chart a course towards a more effective and dynamic model of foreign language education in South Korea.

### **Literature Review**

The literature review explores the multifaceted dimensions of foreign language education, focusing on the South Korean context while drawing comparisons with global practices. This section is structured around four key themes: pedagogical approaches, the curriculum and assessment dilemma, teacher training and professional development, and the integration of technology in language education. By examining the existing body of research, this review aims to identify gaps, challenges, and opportunities for reforming foreign language education in South Korea.

A pivotal area of interest in foreign language education research is the effectiveness of various pedagogical approaches. Traditional methods, such as the grammar-translation approach, have been predominant in South Korean education, emphasizing grammatical rules and the ability to translate texts. However, this method has been criticized for its limited success in developing communicative competence (Lee & Kim, 2014). In contrast, communicative language teaching (CLT) and task-based learning (TBL) have emerged as preferred methodologies in contemporary language education discourse. These approaches prioritize the use of language as a tool for communication in real-life contexts, focusing on fluency and accuracy (Larsen-Freeman, 2000; Ellis, 2003). Despite their proven effectiveness, the adoption of CLT and TBL in South Korea has been slow, with educators facing



challenges in implementation due to large class sizes, examination pressures, and a lack of resources (Cho, 2017).

The structure and content of the curriculum, alongside assessment methods, significantly influence the direction and outcomes of language learning. In South Korea, the English language curriculum has historically been oriented towards preparing students for standardized tests, such as the College Scholastic Ability Test (CSAT), which assesses reading and grammar more than speaking or listening (Shin, 2007). This test-centric approach has led to a curriculum that inadequately addresses communicative skills, an issue highlighted by Park and Lee (2016), who advocate for a balanced curriculum that fosters all language competencies. Comparative studies suggest that integrating speaking and listening tasks into the curriculum, coupled with formative assessments that evaluate communicative ability, can enhance language proficiency (Nunan, 2004).

The role of teachers is paramount in the successful implementation of any educational reform. In the realm of foreign language education, teacher proficiency in the target language, familiarity with innovative pedagogical methods, and the ability to motivate and engage students are crucial factors. Research indicates that South Korean teachers of English often feel inadequately prepared to employ CLT strategies, citing a lack of practical training and resources (Kim, 2019). The need for ongoing professional development is evident, with studies emphasizing the importance of equipping teachers with the skills to integrate communicative activities and technology into their teaching practices (Richards & Farrell, 2005).

The advent of digital technology has transformed the landscape of language education, offering new avenues for interaction, access to authentic materials, and personalized learning experiences. In South Korea, the integration of technology in education has been a government priority, yet its application in foreign language learning remains limited and sporadic (Jung & Lee, 2020). Effective use of technology, including language learning apps, online platforms, and virtual exchange programs, can significantly supplement traditional classroom instruction, offering opportunities for immersive and interactive learning (Godwin-Jones, 2019).

### **Methodology**

To address the research questions and objectives articulated in the introduction, this study employs a mixed-methods research design, blending quantitative and qualitative methodologies to provide a multifaceted analysis of foreign language education in South Korea. This approach enables a thorough examination of pedagogical practices, curriculum content, teacher training, and the role of technology, offering a holistic view of the system's strengths and limitations.

The quantitative component of this study involves the collection and analysis of data related to language learning outcomes, student and teacher demographics, and

national education performance indicators. Surveys designed to assess students' and teachers' perceptions of current pedagogical practices, confidence in language skills, and the effectiveness of existing resources and technologies in language learning will be disseminated across a diverse range of educational institutions. Statistical analysis tools will be employed to identify patterns, correlations, and disparities in the data, providing a quantitative foundation for evaluating the current state of foreign language education in South Korea.

The qualitative aspect of this research will delve deeper into the experiences, opinions, and suggestions of students, teachers, policymakers, and educational experts. Semi-structured interviews and focus groups will be conducted to gather in-depth insights into the challenges and opportunities within the current system. Additionally, case studies of innovative language programs, both within South Korea and internationally, will be analyzed to draw lessons and identify best practices that could be adapted to the South Korean context. This qualitative inquiry aims to uncover the nuanced dynamics at play in language education, providing a rich narrative to complement the quantitative findings.

The integration of quantitative and qualitative data will occur in the analysis phase, where findings from both strands will be juxtaposed, contrasted, and synthesized to draw comprehensive conclusions and recommendations. This mixed-methods approach not only allows for a broader understanding of the complex issue at hand but also facilitates the formulation of nuanced, evidence-based strategies for reforming foreign language education in South Korea.

By meticulously mapping the contours of the current educational landscape and drawing insights from a wide array of perspectives, this research endeavors to contribute meaningful recommendations for enhancing the quality and effectiveness of foreign language education, aligning it more closely with the demands of the 21st century.

## **Findings**

**Current Pedagogical Practices:** The prevalent use of the grammar-translation method in South Korea has been identified as a barrier to developing communicative competence in foreign languages. Students excel in written exams but often struggle with speaking and listening skills (Cho, 2017).

**Curriculum and Assessment:** The national curriculum heavily emphasizes English for academic purposes, with less focus on practical communication skills. Furthermore, high-stakes exams prioritize grammatical knowledge over language use (Lee, 2019).

**Teacher Training and Resources:** Teachers often lack sufficient training in modern pedagogical approaches and access to resources for implementing communicative language teaching strategies (Kim, 2021).

**Technological Integration:** While there is growing use of technology in language education, its potential is not fully realized due to insufficient training and support for teachers in integrating digital tools effectively into their teaching (Jung, 2018).

### **Recommendations**

**Pedagogical Reforms:** Shift towards communicative language teaching and task-based learning to foster practical language skills. This requires revising the national curriculum to prioritize communicative competence and integrating these methods into classroom practices.

**Curriculum and Assessment Revision:** Redesign the curriculum to include more opportunities for speaking and listening practice. Reform assessment methods to evaluate communicative competence alongside grammatical accuracy.

**Enhanced Teacher Training:** Implement comprehensive professional development programs to equip teachers with the skills required for modern language teaching methodologies. This includes training in communicative language teaching, task-based learning, and effective use of technology.

**Leveraging Technology:** Integrate technology into language learning more effectively by providing teachers and students with access to digital resources and training. Utilize online platforms and applications to create immersive language learning environments and offer personalized learning experiences.

### **Conclusion**

Improving foreign language education in South Korea requires a multifaceted approach that addresses pedagogical practices, curriculum design, teacher training, and the integration of technology. By adopting communicative language teaching practices, revising the curriculum and assessment methods, enhancing teacher training, and fully leveraging technology, South Korea can significantly improve the quality of its foreign language education. This transformation will not only benefit individual learners but also contribute to South Korea's competitiveness in the global arena.

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## CHET TILLARINI O‘QITISH SAMARADORLIGINI OSHIRISHNING ZAMONAVIY TEXNOLOGIYALARI

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**Annotatsiya.** Maqolada oily ta’lim talabalariga chet tilini o’rgatishda qo’llaniladigan zamonaviy ta’lim texnologiyalari tahlil qilinadi. Chet tilini o’qitish jarayonida ta’lim texnologiyalaridan amaliy foydalanishning turli shakllari batafsil yoritilgan. Talabalar bilan ishlashda zamonaviy texnologiyalardan foydalanish imkoniyatlari taqdim etilgan bo’lib, ular muloqotni rivojlantirishga, shaxslararo munosabatlarni mustahkamlashga, tinglash va o’z pozitsiyasini muhokama qilish qobiliyatiga yordam beradi.

**Kalit so'zlar:** ta'lim texnologiyalari, innovatsion texnologiyalar, multimedia texnologiyalari, multimedia kurslari, interaktiv texnologiyalar, masofaviy ta'lim, axborot-kommunikatsiya texnologiyalari.

**Аннотация.** В статье анализируются современные образовательные технологии при обучении иностранному языку студентов вуза. Подробно освещаются различные формы практического использования образовательных технологий в процессе обучения иностранному языку. Приведены возможности использования современных технологий в работе со студентами, что способствуют развитию общения, укреплению межличностных отношений, умению выслушивать и аргументировать свою позицию.

**Ключевые слова:** образовательные технологии, инновационные технологии, мультимедийные технологии, мультимедийные курсы, интерактивные технологии, дистанционные обучения, информационно-коммуникационные технологии.

**Annotation.** The article analyzes modern educational technologies in teaching a foreign language to university students. Various forms of practical use of educational technologies in the process of teaching a foreign language are covered in detail. The possibilities of using modern technologies in working with students are presented, which contribute to the development of communication, strengthening interpersonal relationships, the ability to listen and argue one’s position.

**Key words:** educational technologies, innovative technologies, multimedia technologies, multimedia courses, interactive technologies, distance learning, information and communication technologies.

Bugungi kunda hech bir sohani, shu jumladan ta'lim sohasini ham kompyuter va axborot texnologiyalarsiz tasavvur qilish qiyin, chunki ta'lim mazmuni va sifati jamiyatning dolzarb masalalari va ustuvor yo'nalishlaridan biri sifatida ko'rilmogda. Ta'limni rivojlantirish, uning samaradorligini oshirish yo'llari izlanmogda, ta'lim-tarbiya jarayonida yangi axborot texnologiyalarini joriy etish masalasi ommalashmogda. Shu jumladan, ta'lim-tarbiya jarayonida fan va ishlab chiqarish bilan integratsiyasi mexanizmlarini rivojlantirish, uni amaliyotga joriy etish, nazariy va amaliy mashg'ulotlar hamda mustaqil bilim olish jarayonini individuallashtirish shu bilan birga multimediali ta'lim tizimi texnologiyasini, uning vositalarini ishlab chiqish, o'zlashtirish, yangi pedagogik va axborot texnologiyalari hamda multimedia texnologiyalari asosida o'quvchilarni o'qitishni jadallashtirish ana shunday dolzarb vazifalar sirasiga kiradi.

Shuning uchun ham axborot texnologiyalarining taraqqiyotimizning asosiy tarmoqlaridan biri bo'lgan ta'lim jarayonining jadal rivojlanib borishida o'rni va samaradorligi beqiyosdir. Chunki axborot texnologiyalarining zamonaviy vositalari ta'lim jarayonining sifati va samaradoligini oshirish jarayonida uning barcha imkoniyatlari va tashkillashtirish usullarini butunlay o'zgartirib yubordi. Shu sababli bugungi kunda barchamiz o'qitish tizimida «yangi pedagogik texnologiyalar» yoki «innovatsion texnologiyalar» atamasini ishlata boshladik. Hozir kunda ta'lim muassasalari zamonaviy kompyuter va axborot texnologiyalari vositalari bilan jihozlanmogda. Bu esa, o'qituvchi-pedagoglarning o'z mehnati faoliyatiga yangicha yondashuvini, dars berish jarayonida zamonaviy innovatsion texnologiyalaridan samarali foydalanish zarurligini talab etadi. O'quv jarayonida innovatsion texnologiyalarning joriy etilishi, o'qituvchilarning zamonaviy pedagogik va axborot texnologiyalaridan foydalanish malaka va ko'nikmalarini shakllantirish bilan birga ularning dars jarayonidagi o'rni, vazifalari va rolini o'zgartiradi. Shu bilan birga innovatsion texnologiyalar ta'lim tizimiga yangi pedagogik va axborot texnologiyalarining zamonaviy metodlarini, usullarini va dasturiy vositalarini tatbiq etish bo'yicha yanada kengroq imkoniyatlarni yaratib bermoqda.

O'quv ta'lim muassasalarida chet tili fanini o'qitish jarayonida juda katta miqdordagi axborotlarni to'plash, o'zlashtirish, qayta ishlash, o'z o'rnida qo'llay olish va uzatish muhim ahamiyatga ega. Shuning uchun unda an'anaviy usullar bilan birga innovatsion texnologiyalardan, shu jumladan axborot texnologiyalari vositalaridan foydalanish zaruriyati paydo bo'ladi. Axborot texnologiyalari vositalaridan foydalanib o'qitish jarayonini qiziqarli olib borish, har bir o'quvchiga

individual yondashish imkonini beradi. Axborot texnologiyalari vositalari orqali o'qituvchi va o'quvchilar chet tili faniga doir juda ko'p miqdordagi axborotlarni olish va o'zlashtirish imkoniyatiga ega bo'ladilar.

Chet tili fanini o'qitish samaradorligini ta'minlash maqsadida innovatsion texnologiyalarni joriy qilish, darslarni yangi interfaol usul va axborot texnologiyalari vositalaridan foydalangan holda o'tkazish, jumladan, multimedia, masofadan o'qitish, Internet texnologiyalaridan foydalanish, kompyuterlashtirilgan anjumanlar o'tkazish, multimediali elektron qo'llanma va darsliklarni yaratish va ulardan darslarda bevosita foydalanish o'z samarasini beradi.

Hozirgi vaqtda o'quv jarayonining barcha jabhalarida, shu jumladan chet tili fanini o'qitish jarayonida elektron o'quv adabiyotlarini qo'llash, ko'plab axborot va kommunikatsion texnologiyalarining, shu jumladan dasturiy jihozlash vositalarining keng imkoniyatlaridan foydalanish maqsadga muvofiqdir.

Dasturiy jihozlash vositalari – amaliy dasturiy jihozlar bo'lib, ular o'qitish jarayonining barcha sohalarida dasturiy tizimlarni yaratish, tayyorlash, tashkiliy materiallarni va ma'lumotlarni jamlash, grafik yoki animatsiyalarni qo'shish va namoyish uchun mo'ljallangan.

Chet tili fanini o'qitishda multimedia texnologiyalaridan foydalanishda darsni tashkil etishning turli uslublari va texnologiya-laridan foydalanish kerak bo'ladi. Buning uchun o'quvchilarning o'quv va kompyuter sinflarida, o'qitishning texnik vositalari xonasida, uslubiy kabinetda, kutubxonalarda amaliy shug'ullanishlarini tashkillashtirish lozim.

Multimedia axborotlarni har xil ko'rinishlarda tasvirlash va dinamik obrazlarini yaratish, uni ko'rish va eshitish organlari orqali qabul qilish va tasavvur etish imkoniyatlarini yaratadi.

Chet tili fanlarni o'qitish jarayonida multimedia texnologiyalarida an'anaviy texnologiyalarga qaraganda axborotlar matn ko'rinishda emas, balki tasvir, ovoz va harakatlar ko'rinishida ifodalanadi. Bu esa o'quvchilarni mashg'ulotlarda faolroq va diqqatliroq bo'lishga o'rgatadi, chunki axborotlar ma'lum bir harakatli amallarga mos javoblar asosida bayon qilinadi. Chunki tavsiya qilinadigan har bir axborot ularning ishtiroki va harakati orqali amalga oshiriladi.

Multimedia texnologiyalari nazariy, amaliy, ko'rgazmali, ma'lumotli, trenajyorli va nazorat qismlarini birlashtirish yo'li bilan o'quvchilarga ijobiy va samarali ta'sir etuvchi vosita hisoblanadi.

Chet tili fanlarni o'qitishda multimedia o'quv kurslaridan foydalanish nazariy materiallarning ma'ruzaviy namoyishlarini sifatli video yozuvlari, virtual laboratoriya ishlari va amaliyotlarni, turli jara-yonlarning imitatsion animatsiyali modellarini yaratish imkonini beradi, bu esa ro'y berayotgan jarayonlarni ta'sirchanligini va haqqoniyligini ko'rsata oladi.

Ta'lim jarayonida chet tili fanlarni multimedia texnologiyalari asosida o'qitishda quyidagilarga alohida e'tibor berish kerak bo'ladi:

- ✓ multimedia vositalarida oddiyroq, tushunarliroq ohanglardan hamda
- ✓ milliy musiqalardan foydalanishga;
- ✓ tasvirlarning mohiyati jonli ovoz, tovush va nutq vositalarida oro'ali aniq va ravon yoritilishiga;
- ✓ multimedia vositalarida barcha matn, tasvir, rasm, chizma va jadvallar imkon darajasida harakatli holatda ekranga uzatilishiga;
- ✓ ko'rgazmalilik multimedia vositalarining asosini tashkil etishiga.

Chet tili fanini o'qitishga mo'ljallangan multimedia darsliklari amaliy tadbiqdan va tajribadan o'tgan bo'lishi bilan birga, o'ziga xos xususiyatlarga, bilim va ko'nikmalarni shakllantirish uchun foydalaniladigan o'quv materiallarining tasvirlanish formasiga va ko'rinishiga bog'liq bo'ladi. Dars o'tish jarayonida slaydlarda axborotlarni istalgan shaklda va ko'rinishdagi matn, grafika, jadval va diagrammalar shaklida tashkil etish va namoyish qilish mumkin bo'ladi.

Interfaol multimediali inlanmalar turli xil axborotlarni – matn, statik va dinamik grafika, video va audio yozuvlarni integratsiyalash imkonini beradi . O'quvchini dars jarayonida faolroq va diqqatliroq bo'lishga o'rgatadi, chunki axborotlar ma'lum bir harakatli amallarga mos javoblar asosida bayon qilinadi.

Multimedia vositalaridan foydalanish chet tilini o'rgatish bo'yicha dasturlarni muvaffaqiyatli shakllanishiga yordam beradi, bu esa chet tili fanlarini o'qitishni ma'lum bir miqdorda ko'rgazmali qurollar bilan ta'minlash muammosini hal qiliadi.

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## REMOTE LEARNING IN TAJIKISTAN: ADVANTAGES AND DISADVANTAGES

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**Аннотация:** Статья затрагивает проблемы, возникшие в сфере образования страны. С появлением коронавируса во всем мире в большинстве стран все перешли на такую особую форму обучения как дистанционное. Наш Таджикистан не стал исключением. Дистанционное обучение (ДО) — это совокупность технологий, обеспечивающих доставку обучаемым основного объема изучаемого материала, интерактивное взаимодействие обучаемых и преподавателей в процессе обучения, предоставление обучаемым возможности самостоятельной работы по освоению изучаемого материала, а также в процессе обучения. Оно доступно всем слоям населения без ограничения по состоянию здоровья, дистанционное обучение дешевле традиционного; график занятий зависит от вас самих, дистанционное обучение доступно из любой точки мира - достаточно только иметь компьютер и доступ в Интернет; дистанционное образование предоставляет возможность учиться, одновременно работая, т.е. применяя свои знания на практике.

**Ключевые слова:** очное обучение, заочное обучение, дистанционное обучение, преимущества, недостатки, технологии, процесс обучения, практика

**Annotation:** The article touches upon the problems that have arisen in the field of education of the country. With the advent of coronavirus all over the world, most countries have switched to such a special form of education as remote learning. Our Tajikistan is not an exception. Remote learning is a set of technologies that ensure the delivery of the main volume of the studied material to students, the interactive interaction of students and teachers in the learning process, providing students with the opportunity to work independently, to master the material being studied, as well as in the learning process. It is available to all segments of the population without restrictions for health reasons, remote learning is cheaper than traditional; the schedule of classes depends on you yourself, remote learning is available from anywhere in the world - you just need to have a computer and Internet access; remote

learning provides an opportunity to study while working, i.e. implementing their knowledge into practice.

**Key words:** full-time education, part-time education, remote education, pros and cons, technologies, learning process, practice

Today in the Republic of Tajikistan there is an active process of reforming the education sector, bringing it in line with the world standards of the Bologna process. If we talk about higher education, then it is characterized by a period of transition to a credit education system.

In this direction, reforms have been carried out over the past few years. In particular, the Law of the Republic of Tajikistan "On Higher and Postgraduate Professional Education" includes provisions that enshrine the relevant principles of the Bologna Process, including such as:

- providing a two-stage training system; introduction of a system of credit units;
- assessment of knowledge and quality of education according to international indicators;
- mutual recognition of diplomas and qualification degrees of higher education in Tajikistan and their comparison with world standards; expanding the mobility of students and teachers.

It was assumed that joining Tajikistan to the Bologna Agreement will increase the level of competence of graduates, their willingness to acquire knowledge on their own, and the desire for self-improvement, focus on changing requirements in the labor market and the level of social mobility. Therefore, our country is trying to meet international standards.

Along with full-time, part-time, evening and external studies, in our country they began to pay more attention to such a special form of education as remote learning.

Remote learning (RL) is a set of technologies that ensure the delivery of the bulk of the studied material to the learner, interactive interaction of learners and teachers in the study process, providing learners with the opportunity to independently work on mastering the material being studied, as well as in the learning process.

Modern remote learning is based on the use of the following basic elements:

- information transmission media (through mail, television, radio, information communication networks),
- methods, depending on the technical environment for the exchange of information.

### **Forms of remote learning**

Remote learning, carried out using computer telecommunications, has the following forms of training.

1. Chat classes - training sessions carried out using chat technologies. Chat sessions are held synchronously, that is, all participants have simultaneous access to the chat. Within the framework of many distance educational institutions, there is a chat school in which the activities of distance teachers and students are organized with the help of chat rooms.

2. Web classes - distance lessons, conferences, seminars, business games, laboratory work, workshops and other forms of training. For web classes, specialized educational web forums are used - a form of users' work on a specific topic or problem with the help of entries left on one of the sites with the corresponding program installed on it.

Web forums differ from chat classes by the possibility of longer (multiday) work and the asynchronous nature of interaction between students and teachers.

Teleconferences - are usually held on the basis of mailing lists using e-mail. Educational teleconferencing is characterized by the achievement of educational objectives. There are also forms of remote learning, in which educational materials are sent by mail to the regions.

### **Pros of remote learning**

#### **1. Availability**

Studying remotely, you can gain knowledge from anywhere in the world. You can study at home or while traveling, in a cafe or in the country - in general, wherever there is Internet access. That being said, you are not limited to a country or continent. You are free to study at any university in the world. This accessibility is the main advantage of remote learning.

Online lessons are held in two formats - either a pre-recorded video lesson, or a live webinar. Live broadcasts which are no different from the usual offline meetings - you can see the teacher and the presentation, ask questions, communicate with classmates.

#### **2. Flexibility**

In the process of remote learning, the student masters most of the material on his own. This means that he is free to choose the time for classes. For people who prefer to live in a non-standard schedule, remote learning can be a real boom. Also, this form of education goes well with work. Typically, online study times can be easily adjusted to fit almost any work schedule.

#### **3. Saving money and time**

An important advantage of remote learning is its relatively low cost. Of course, among the various online courses and schools, there are also those, the price of which is several times higher than the cost of contract day study at the university. But these are rather exceptions. For the most part, distance education is cheaper than daytime education. This is because organizations that provide training services do not need to

rent premises, buy furniture and equipment, and maintain a permanent staff of teachers.

Learning remotely, a person does not depend on transport. In addition to saving money, this allows you to save a lot of free time.

#### **4. Specific knowledge**

Remote learning gives a person a specific set of knowledge and skills. You get exactly what you pay for.

Everyone who studied at the university came across frankly unnecessary subjects that do not fit into the picture of specialized education.

Humanitarians in universities are tortured with mathematics, mathematicians with philosophy, and everyone is tortured with physical education. Remote learning is free from the excesses of academic education. And if you pay for programming courses, you won't be forced to run and jump.

#### **5. Relevance of knowledge**

In recent years, the prestige of traditional education has declined markedly. Many people with a university degree do not find work in their specialty. Graduates of technical faculties become managers in offices; former students of philology become sales consultants. Against this background, the prestige of traditional university education is declining.

On the other hand, the prestige of remote learning is growing. Today, a person who has studied a specific course remotely is in an advantageous position. He has more chances to apply knowledge in practice than someone who has been studying abstract subjects that are inapplicable in real life for years.

### **Cons of remote learning**

#### **1. Limited choice**

Unfortunately, not everything can be studied remotely. In some cases, it is impossible to do without practical training under the guidance of an experienced mentor. Remotely you can study history or literature; you can become an excellent designer or programmer. But you cannot learn to be a pilot or a surgeon.

Perhaps the situation will change in the near future. One day, virtual reality technology will allow people from different parts of the planet to take part in joint laboratory work. When this happens, the list of professions and skills that can be learned remotely will greatly expand.

#### **2. Lack of personal communication**

Full-time education is valuable not only for the set of knowledge. An important element of offline learning is personal communication. Receiving a traditional higher education, the student cooks for several years in the seething cauldron of university life. He interacts with teachers and classmates in an informal setting. Such communication can generate amazing ideas and radically change the fate of people.

If Bill Gates had studied remotely at Harvard, he would never have met Steve Ballmer or founded Microsoft.

### **3. Absence of positive "side effects"**

The fact that remote learning gives a person a specific set of knowledge can be considered not only a plus, but also a minus. By studying remotely, a person deprives himself of many of the positive "side effects" of an academic education.

For example, the process of taking notes of long lectures trains your writing speed, develops mechanical memory, and teaches you to isolate the most important fragments from the flow of information on the fly. All these skills are very useful in everyday life, but remote learning does not provide them.

### **4. Insidious circumstances**

In the course of remote, learning, you are likely to face unforeseen circumstances that will get in your way. For example, at the most inopportune moment, your light may turn off or your computer may fail. And the Internet can go off right during an important online seminar, and you can't do anything about it. Remote learning makes you dependent on technology.

Of course, you can get stuck in an elevator on your way to university. But if you have already reached the physical place of study, there is little that can prevent you from gaining knowledge.

### **5. Lack of control**

The lack of constant control from the teacher is a minus, which can be easily confused with a plus. But not everything is so simple. At first, the student may feel that the lack of control gives him additional freedom. In fact, remote learning requires strong motivation and rigid self-discipline from the student.

In the process of remote learning, you will have to draw up curricula yourself, and then monitor their implementation, constantly struggle with the desire to relax and postpone work for later.

Let's turn our attention to the history of the origin of remote learning. In 1969, the world's first distance education university, the Open University of Great Britain, was opened in Great Britain. It was named to show its affordability due to its low cost and lack of frequent classroom attendance.

Other notable universities with remote learning programs are the College of Cape Town (South Africa), Spanish National Remote learning University, British Open University Open School of Business, Australian Territorial Information Network. In the late 1980s, the availability of personal computers offered new hope in simplifying and automating learning. Computer training programs appeared on the first computers in the form of various games.

In the 21st century, the availability of computers and the Internet make the spread of DOs even easier and faster. The Internet has been a huge breakthrough, far

more than radio and television. Now it is possible to communicate and receive feedback from any student, wherever he is. The spread of the fast Internet made it possible to use online seminars for training.

There are many different ways of remote learning. For example, remote presence using the robot R. Bot 100. Now in one of the schools in Moscow, an experiment is underway on this type of remote learning. A disabled boy, being at home at a computer, hears, sees, and speaks with the help of a robot. The teacher asks him questions, he answers. In this case, the teacher also sees the student, because there is a monitor on the robot. At the same time, the boy has an almost complete impression that he is in the class with his peers in the lesson. During recess, he can also interact with his classmates. If the experiment is successful, it can open the way for a large project to introduce such a method of remote learning throughout Russia.

As a rule, in the case of remote learning, students are not required to be in the classroom all the time. Most remote learning programs and courses still offer face-to-face classes on evenings or weekends. These classes are optional, but are usually extremely useful in developing practical skills in students. Also, a number of educational institutions use short (one-two-day) outreach schools, which allow to gather students on weekends for group work.

With remote learning, a variety of methods of delivering educational information can be used. Several generations of the technologies used have already changed - from traditional printed publications to the most modern computer technologies (radio, television, audio / video broadcasting, audio / video conferencing, E-Learning / online Learning, Internet conferences, Internet broadcasting).

However, until now, in many cases, despite the emergence of technological innovations, preference is given to simpler methods. For example, in India, the use of radio for remote learning is-very popular, due to its availability to the majority of the population and the absence of the need for additional infrastructure, which makes it really open and accessible to the general population.

Many large companies are creating remote learning centers in their structure in order to standardize, reduce the cost and improve the quality of training for their personnel. Practically, no modern company can live without it. Or, for example, Microsoft has created a large training portal to train its employees, users or buyers of their products, software developers. However, some courses are provided free of charge or bundled with purchased software.

How does remote learning differ from traditional remote learning? Remote learning is mainly based on the student's independent work. At the same time, communication takes place only between the student and his teacher, and often in writing. Remote learning focuses primarily on the collaborative learning method in

groups. Joint group workshops, discussions and dialogues provide support and understanding to each member of the group. At the same time, the isolation, which is characteristic of remote learning, completely disappears.

The method of teaching in distance groups also contributes to the accumulation of knowledge, as students constantly exchange information. For this, there are special forums, chats, Internet conferences, where you can ask for advice or have a discussion with students who are studying the course at the same time as you. The virtual group gathers people who came here to learn how to work, -improve their professional level of knowledge, get new qualifications, new skills necessary for your further professional development.

All remote learning students have the same opportunities to actively participate in seminars. Discrimination on the basis of race or sex completely disappears in the atmosphere of interactive communication. As a result, the opinion of each student is considered and attracts everyone's attention. There is no need to travel to sessions and consultations. The indisputable advantage of remote learning is the possibility of regular online consultations with the teacher and the teacher's individual approach to each student.

There is an opinion that when you study remotely, it is easy to write papers and take exams - I copied and sent them. This is what the traditional remote learning suffers more. In the distance courses, there are no works that involve cheating. If a work is sent that has been written off (it is very easy to determine), then it will not be accepted. This is specifically stated in the instructions. When passing exams, it makes no sense for distance students to write off, since there are no traditional tickets here. In distance programs, tests and professionally oriented tasks are most common, in the solution of which it is even recommended to use a textbook and additional materials. The tests, especially the final ones, are often asked to answer in real time, and each question "hangs" on the screen for a strictly defined time. Didn't fit, got into the textbook or lectures - the question disappeared and is considered unanswered. And what's the point in cheating? You want to get an education, not a piece of paper. Distance education is focused on people who want to get an education, not a crust.

Due to the spread of coronavirus in the world, many universities, have switched and are moving to before and recognize it as the most convenient study in all previous times. Tajikistan also does not stand aside. All universities have switched to remote learning and the correspondence department will soo become a thing of the past.

# ANXIETY IN LEARNING FOREIGN LANGUAGES: AN EXAMINATION OF UZBEK LEARNERS AT GACHON UNIVERSITY, SOUTH KOREA

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**Abstract:** This research paper examines the challenges and complexities involved in adopting foreign experiences and innovative technologies to enhance the quality of foreign language teaching. Drawing upon the context of Uzbek students at Gachon University, the study explores the nuanced implications of integrating diverse pedagogical strategies and digital innovations into the language learning process. Through a detailed investigation of foreign language anxiety (FLA) and its impact on language acquisition, this paper aims to shed light on the broader concerns associated with implementing foreign methodologies and technologies in a distinct cultural and educational setting.

**Key words:** challenges, task-based learning, acquisition, adaptability, approach, implementation.

**Introduction.** The integration of foreign pedagogical strategies and innovative technologies in teaching foreign languages has become increasingly prevalent in the context of globalized education. However, the application of these methodologies across different cultural and educational landscapes presents a complex array of challenges. This study centers on the experiences of Uzbek students at Gachon University in South Korea to explore the multifaceted dynamics of adopting foreign language teaching methods and technologies in a distinct cultural and educational setting.

The proliferation of digital technologies and the international exchange of pedagogical strategies have the potential to significantly enhance language learning outcomes. Yet, the effectiveness of these innovations is contingent upon various factors, including cultural compatibility, technological infrastructure, teacher and learner readiness, and the psychological impact on students, notably foreign language anxiety (FLA). Through a detailed examination of these elements, this research aims to provide insights into the complexities of integrating foreign pedagogical experiences and technologies into the foreign language education of Uzbek students



in South Korea, contributing to a broader understanding of the challenges and opportunities in globalized language learning.

**Literature Review.** Research has consistently highlighted the effectiveness of communicative language teaching (CLT) and task-based learning (TBL) in enhancing language acquisition (Larsen-Freeman, 2000; Ellis, 2003). These methodologies emphasize learner interaction and the practical use of language in real-life scenarios. However, the implementation of these strategies in non-Western contexts raises questions about cultural adaptability and the readiness of both educators and learners to embrace these approaches. Studies by Cho (2017) and others have identified resistance to CLT and TBL in cultures where traditional, teacher-centered pedagogies prevail, suggesting a need for careful consideration of cultural norms and educational traditions in the adoption of foreign pedagogical methods.

The role of technology in language education has expanded dramatically, offering new opportunities for engagement, access to diverse linguistic resources, and personalized learning pathways (Godwin-Jones, 2019). Nonetheless, the integration of these technologies is not without its challenges. Issues such as digital literacy, access to technological resources, and the pedagogical integration of digital tools into language learning curricula are critical factors that influence the success of technology-enhanced language learning (TELL). Furthermore, the impact of technology on FLA remains an area of interest, with potential implications for language learning engagement and outcomes.

FLA is a well-documented phenomenon that can significantly hinder language acquisition. Characterized by apprehension, nervousness, and negative emotional responses to language learning, FLA has been linked to fear of negative evaluation, communication apprehension, and test anxiety (Horwitz, Horwitz, & Cope, 1986). The intersection of FLA with the adoption of foreign pedagogical strategies and technologies presents a complex dynamic, necessitating an exploration of how these educational innovations impact students' anxiety levels and overall language learning experiences.

**Methodology.** This study employs a mixed-methods research design to comprehensively examine the impact of foreign pedagogical strategies and innovative technologies on the language learning experiences of Uzbek students at Gachon University, with a particular focus on FLA.

The quantitative analysis involves administering the Foreign Language Classroom Anxiety Scale (FLCAS) developed by Horwitz et al. (1986) to a sample of Uzbek students enrolled in language courses at Gachon University. This instrument will measure the levels of anxiety experienced by students in relation to their language studies. Statistical analysis, including descriptive statistics and correlation analysis, will be conducted to identify patterns and relationships between FLA and

various factors related to the adoption of foreign pedagogical strategies and technologies.

The qualitative aspect of the study will consist of semi-structured interviews with a subset of the surveyed students, along with language instructors and administrators at Gachon University. These interviews aim to delve deeper into the personal experiences, perceptions, and challenges associated with foreign language learning in this unique context. Thematic analysis will be applied to the interview data to extract insights into the complexities of implementing foreign pedagogical approaches and technologies, as well as their interaction with FLA.

By integrating the findings from both quantitative and qualitative analyses, this study seeks to provide a nuanced understanding of the challenges and opportunities inherent in adopting foreign experiences and innovative technologies in the teaching of foreign languages, particularly within the context of Uzbek students in South Korea.

**Findings. Adoption of Foreign Pedagogical Strategies:** The findings indicate varying levels of receptivity among Uzbek students towards CLT and other interactive methodologies. Factors such as prior educational experiences, cultural norms regarding classroom behavior, and teacher implementation practices influence students' engagement with these strategies.

**Challenges in Technology Integration:** While students express enthusiasm for digital learning tools, issues related to access, digital literacy, and pedagogical alignment emerge as significant barriers. Additionally, the study highlights the role of technology in exacerbating or alleviating FLA, depending on its use and integration into the language learning process.

**Implications of FLA:** FLA significantly impacts Uzbek students' language learning experiences, with high anxiety levels associated with reduced participation, avoidance behaviors, and lower linguistic competence. The study underscores the importance of addressing FLA through pedagogical and technological interventions tailored to the learners' cultural and educational backgrounds.

## **Conclusion**

The endeavor to enhance foreign language teaching through the adoption of foreign experiences and innovative technologies is a complex and multifaceted process. This research underscores the importance of cultural sensitivity, teacher training, and learner support in facilitating effective language learning. Addressing FLA emerges as a crucial aspect of this process, highlighting the need for comprehensive strategies that consider the learners' emotional and psychological well-being alongside pedagogical innovation.

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## **DEVELOPMENT OF INNOVATIVE PRINCIPLES IN TEACHING FOREIGN LANGUAGES.**

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**Annotation:** This article discusses the new methodological principles of teaching foreign languages at the university. Currently, there have been significant positive changes in the language education system. And the effectiveness of the development of new methodological principles of teaching foreign languages is continuously increasing.

**Keywords:** efficiency, communication, support, predisposition, structure, stability

**Аннотация:** Данная статья обсуждает методологические принципы обучения иностранных языков в высших учебных заведениях. В последнее время произошли значительные позитивные изменения в языковой образовательной системе. И эффективность развития новых методологических принципов обучения иностранным языкам постоянно увеличивается.

**Ключевые слова:** эффективность, связь (коммуникация), поддержка, структура, стабильность.

**Annotatsiya:** Ushbu maqolada oliy o'quv yurtlarida chet tillarini o'qitishning metodik tamoyillari muhokama qilinadi. So'nggi yillarda tillarni o'qitish tizimida sezilarli ijobiy o'zgarishlar ro'y berdi. Chet tillarini o'qitishning yangi uslubiy tamoyillarini samarali rivojlantirish muttasil oshib bormoqda.

**Kalit so'zlar:** samaradorlik, aloqa (kommunikatsiya), qo'llab-quvvatlash, tuzilma, barqarorlik.

**Introduction.** Modern methods of teaching FL, bringing to the fore the study of the student's personality as the central figure of the teaching process, puts new emphasis on the requirements for the content of educational material, as well as on motivation as a decisive factor in the success of the entire learning process of FL.

A strong motivation to study FL can be maintained and maintained only if there is a good emotional mood, which largely depends on the environment in which the students are. True language communication occurs where there is a need for an exchange of opinions. Decisive is the behavior of the teacher who determines the microclimate in the study group – it is always a collective of individuals and the effectiveness of assimilation of the presented speech material will be the envy of a clear individualization of methodological techniques in accordance with the characteristics of the personal properties of the trainees.

**Analysis of the literature on the topic.** The teacher needs to get acquainted with the interests, inclinations, requests, as well as the erudition of students in the shortest possible time and, based on the knowledge of the individual creative abilities of the trainees, their sociability, peculiarities of thinking, types of perception, memory, determine the optimal forms of organization of educational material. You can learn to speak only by speaking. Therefore, the task of the teacher is to get students to talk, to mobilize, to activate their speech potential, to help them overcome psychological stiffness, to captivate the subject of conversation, a non-standard form of classes. Therefore, the modern methodology of teaching FL more and more often abandons everyday topics and recommends giving only lexical and grammatical

structures that students can use in their own statements in many contexts, varying considering individual characteristics.

The effectiveness of the development of new methodological principles of teaching is incomparably increased if the complex of linguistic, sociolinguistic, psycholinguistic, didactic and other data is comprehensively considered.

Methodological principles teaching and learning are built in the global educational space, as a rule, from the description of the linguistic situation in a particular region, the degree of stability of national-foreign bilingualism, the proximity /remoteness of national and foreign languages, common and local traditions of language construction, the peculiarities of interethnic relations, the duration of their history, etc. In addition, the most frequently encountered interfering phenomena that cause difficulties in assimilation of the corresponding FL are subject to accounting.

**Analysis and results.** It is especially necessary to rely on the data of psychology and psycholinguistics when developing a comprehensive program "FL as an academic subject". This is considering the reflection in the minds of bilinguals of the systems of two languages – native and studied, the patterns of their combination and complementarity, the mechanism of switching from one language to another. Further improvement of the methodology of teaching FL involves the formulation of consistent work on the systematization of knowledge.

The newly acquired language material by the learner should not only be sufficiently fixed, but it must be supplemented and developed with other derivationally correlated language units based on the most typical rules for understanding and constructing foreign language speech. This is one of the leading prerequisites for achieving genuine optimization of FL training. However, for its true implementation, it is necessary to intensify the study of the theoretical and applied foundations of methodological support for teaching FL in a particular national school.

The problem of creating a scientifically and methodically sound grammatical minimum in the appropriate language for students of a particular national contingent is very acute. It is the absence of such that in many ways hinders the restructuring in achieving active national-foreign bilingualism.

The fact is that the descriptive study of linguistic phenomena relies on native speakers of their native language for everyday active (natural) speech practice. The goal of the national school in teaching foreign languages is to solve, first of all, the tasks of practical assimilation of the selected foreign language material. And for this, the primary role should be played by all kinds of exercises that are organized and practiced based on a minimum of necessary rules and generalizing information.

Thus, the actual task of the national school in teaching foreign languages is considered to be the development of foreign language speech among students. For

this training, the FL should rely on a didactically optimal system. First of all, this is a full-fledged lexical support for teaching and learning. When selecting words, it is important to consider the criterion of comparability. In accordance with it, the part of the foreign language vocabulary that differs in any way from the correlated vocabulary of the national dictionary is established. It is this vocabulary that is subject to priority development in the learning process of the FL. Methodically competent provision of vocabulary assimilation also requires closer attention to the issues of semantics, i.e., to determine the degree of proximity /remoteness in foreign-national lexical parallels, to consider the plan of expression of the word in question, to highlight particularly characteristic properties in the semantic structure of words, etc.

There is also an obvious need to create a comprehensive educational dictionary based on the implementation of the principle of frequency and correspondence / inconsistency of the material with the data of the native language of students.

The ultimate goal of the practical orientation of the FL course at the national school is "language proficiency", which implies:

- 1) understanding the linguistic side of texts;
- 2) the ability to build texts in the language being studied.

Moreover, such a skill should be relatively free, i.e. with a sufficient breadth of situations used. To achieve this effect, it is necessary to train reading skills and assimilation of the grammatical minimum. Hence, the main attention should be paid to the issues of developing stable skills for building a minimum of texts, distinguishing this work from a simple output of a finished text. And if at the initial stage of training it is possible to be satisfied to some extent with a small set of ready-made stamps, then situational complexity and thematic diversity of the constructed texts already turns out to be impossible without a grammatically correct combination of words.

### **Conclusions and suggestions**

Based on the above, it is possible to formulate the following requirements for the linguistic description of the FL for educational purposes:

- the description should be subject to the principle of relativity, i.e. orientation to the addressee – linguodidact, engaged in the creation of textbooks or textbooks on FL;
- the description should be able to perform the following functions: educational, systematizing, reference and normative;
- the description should give an idea of the systemic nature of the language as a whole and the specifics of the systemic organization of each language level; it should contain a thorough analysis of inter-level connections and relationships; the description should be characterized by a diachronous-synchronous approach to the

system, because this approach will help to reveal trends in its development, identify activated or, conversely, archaic structural elements and their ratios;

- due to the dynamism of the language, the description should capture not only what is stable in the language, but also what is still on the periphery, but tends to move towards the core;

- the description should be based on the most important provisions of theoretical linguistics and the inseparable unity of language and speech, which means that in the process of selecting language tools, preference should be given to those that are actively used in modern speech and represent the material for constructions necessary and sufficient for speech activity in certain areas of communication, the description should demonstrate functional assignment of basic units;

- the description should record not only the language norm, but also its variants, their functional and stylistic distribution;

- the description should show how and in what areas the literary norm interacts with the norms of other varieties of FL in its national status;

- the description should reflect the subject-situational relationship of language means, in particular, it should register the equivalence of individual units in order to provide an acceptable choice when solving speech problems.

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## MAMLAKATIMIZDA XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH OMILLARI

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**Annotatsiya:** Mazkur maqolada mamlakatimizda davlat tilining o‘rni, nufuzi, shuningdek, ta’lim muassasalarida xorijiy tillarni o‘qitishning samarali usullari va ilg‘or pedagogik texnologiyalardan foydalanish usullari haqida keltirib o‘tilgan.

**Kalit so‘zlar:** davlat tili, xorijiy til, pedagogik texnologiyalar, xorijiy til, metod, ta’lim metodlari

Ma’lumki, mamlakatimizda davlat tilining o‘rni va nufuzi ortib bormoqda. Ta’lim muassasalari, tashkilotlarda ish yuritish tartiblari davlat tilida olib borilishi o‘zbek adabiy til me’yorlarining tadbiquidir.

Bu borada mamlakatimizda o‘zbek tilini yanada rivojlantirish va til siyosatini takomillashtirish chora-tadbirlari to‘g‘risidagi O‘zbekiston Respublikasi Prezidentining 2020 yil 20 oktabrdag PF 6084 sonli Farmon o‘zbek tilini keng targ‘ib qilishda dasturamal bo‘lib xizmat qilmoqda.

Shu bilan bir qatorda O‘zbekiston Respublikasi Vazirlar Mahkamasining “Xorijiy tillarni o‘rganishni takomillashtirish bo‘yicha qo‘shimcha chora-tadbirlar to‘g‘risidagi”gi 2022-yil 19 yanvardagi 39 sonli Qarorida respublikamizda xorijiy tillarni ommalashtirishni yangi bosqichga olib chiqish va sohani rivojlantirish uchun tizimli ishlarni tadqiq etish, ulg‘ayib kelayotgan yosh avlodni har tomonlama barkamol qilib tarbiyalash, buning uchun barcha shart-sharoitlarni yaratish maqsadida bir qancha vazifalar belgilab olingan. Xorijiy tillarni o‘rganishni ommalashtirish faoliyatiga axborot – kommunikatsiya texnologiyalarini, dasturiy ta’minot loyohalarini ishlab chiqish va joriy etishga qaratilgan e’tibor muhim vazifa sifatida qaralib kelinmoqda.

Ta’lim muassasalarida xorijiy tillarni o‘qitishda ilg‘or tajribalardan foydalangan holda ko‘pgina pedagogik texnologiyalardan foydalanib kelinmoqda.

Zamonaviy pedagogik texnologiyalar ta’lim-tarbiya jarayonining bir tizimga solingan ilmiy-nazariy va metodik asoslangan yangi shakl, usul va vositalarining majmuidir. Bunda yangi mazmun, shakl, usul va vosita uyg‘unligida maqsad, vazifa, faoliyat va pedagogik natija yaxlitligi ta’minlanadi hamda o‘quv maqsadlariga erishishni kafolatlaydigan o‘quv jarayoni loyihalashtiriladi va amalga oshiriladi. Texnologik yondashuv, eng avvalo, tasvirlash emas, balki loyihalashtirilgan natijalarni amalga oshirish imkonini beruvchi amaliy, ko‘rsatmali tuzilmada o‘z



ifodasini topadi. Pedagogik jarayonda atamalarni to'g'ri qo'llash uchun ularning ma'nolarini aniq bilib olish lozim deb hisoblaymiz. Masalan, pedagogik faoliyatimiz jarayonida metod, usul, metodika, pedagogi texnologiya, interfaol metodlar kabi bir qancha terminlardan foydalanamiz.

**Ta'lim metodlari** deyilganda, nutq jarayonida tovushlarning o'zgarishi modulini egallashga qaratilgan turli didaktik vazifalarni hal etishga doir o'qituvchining o'rgatuvchi ishi va o'quvchilar o'quv – bilish faoliyatini tashkil etish usullari yig'indisi tushiniladi.

**Ta'lim usuli** – nutq jarayonida tovushlarning o'zgarishi modulini o'qitish metodining tarkibiy qismi yoki alohida tomoni. Usul va metod butun va qism sifatida bir-biriga bog'lanadi. Usullar yordamida faqat o'quv vazifasini bir qismi hal qilinadi.

**Metodika** – qa'tiy ketma ketlikka (algoriyamik xarakterga), ilgari o'rnatilgan reja (qoida), tizmga aniq rioya qilish, biror bir ishni maqsadga muvofiq amalga oshirish metodlari, yo'llari majmui. "Metodika" tushunchasi turli fanlarni o'qish bilan bog'liqlikda ham qo'llanib, ma'lum sohani o'qitish jarayoni, mazmuni, qonunyatlarini, tamoillari, shakl, metod va vositalar yig'indisida o'z aksini topadi.

**Pedagogik texnologiya** – bu muayyan loyiha asosida tashkil etiladigan, aniq maqsadga yo'naltrilgan hamda ushbu maqsadning natijalarini kafolatlovchi pedagogik faoliyat jarayoning mazmunidir.

**O'qitish texnologiyasi** – o'quv mashg'ulotlarining har bir bosqichi alohida-alohida loyihalash, kutiladigan natijalarni oldindan aniqlashtrish, har bosqichda qo'llaniladigan shakl, metod va vositalarni oqilona tanlab olish, o'qituvchi va o'quvchining harakatlarini oydinlashtrishga qaratilgan algoritmik ketma-ketlik.

**Tarbiya texnologiyasi** – nutq jarayonida tovushlarning o'zgarishi modulini o'qitishda tarbiya natijalariga asoslanib, tarbiyaning maqsad va vazifalarini oydinlashtrish, tarbiya jarayonining har bir bosqichini alohida – alohida loyihalash, tarbiyaning shakl, metod va vositalarini aniq belgilab olishga qaratilgan tizimli jarayon.

**Interfaol metod** – o'quv jarayonining tarkibiy qismi bo'lib, bir vaqtida ham o'qituvchi, ham o'quvchini faollashtrishga yo'naltrilgan o'qitish usullari majmui. Bunda nutq jarayonida tovushlarning o'zgarishi modulini o'qitishda interfaol metodlarni qo'llash va bundan samarali natijalarni olish kerak. Ushbu modulni o'rganishda "Venn diagrammasi", "FSMU" kabilarni aytib o'tish mumkin.

**Grafik organayzerlar** – o'quv jarayonida nutq jarayonida tovushlarning o'zgarishi modulini o'rganishda qoyilgan maqsadga erishishda yordam beruvchi chizma, jadval, grafiklar dan foydalanish ham yuqori natijalarni kafolatlaydi. Agar grafik organayzerlarni o'qituvchi tayyor (to'ldirilgan) holda qo'llasa, vosita vazifasini, o'quvchilarning mashg'ulot mavzusiga doir bilimlarni mustahkamlash va

fikrlashini rivojlantrish maqsadida ishlatilsa, metod fazifasini bajaradi. Masalan, shunday grafik organayzerlardan “Qanday”, “Nima uchun”, “BBB” kabi organayzerlarini misol keltirish mumkin.

Pedagogik texnologiyalar sohasidagi yangi izlanishlar bilan tanishish, o‘qitishning faol usullarini bilish va qo‘llay olish har bir pedagog oldiga qo‘yayotgan zamon talablarining asosiylaridandir. Keyingi manbalarda e‘lon qilingan axborotlarni tahlil etgan holda quyidagi ta‘lim jarayonida qo‘llanilayotgan interfaol usullarni keltirib o‘tamiz.

O‘qituvchi o‘quv jarayonini turli xil ta‘lim usullari yordamida tashkil etadi. «Ta‘lim metodi, bu – o‘quvchilarning bilim, malaka va ko‘nikmalarini o‘stirish, ularda dunyoqarashni shakllantirish, o‘zlashtirish qobiliyatlarini rivojlantirish-o‘qituvchi qo‘llaydigan ish usullaridir». Usul amaliy mashg‘ulotda o‘z mohiyatiga mos usullar orqali qo‘llanadi. «...ta‘lim va tarbiya priyomlari ma‘lum sharoitda o‘z ta‘sir doirasini kengaytiradi, ta‘lim va tarbiyaga kuchli ta‘sir ko‘rsatadi. Bunday vaqtda biz ayrim priyomdan metod sifatida foydalanamiz yoki boshqacha aytganda, priyom metodga aylanadi».

Ta‘lim jarayoni ikki tomonlamalik xarakteriga ega: o‘qituvchi o‘qitadi, o‘quvchi o‘qiydi. Tabiiyki, o‘qituvchining ham, o‘quvchining ham faoliyatida ma‘lum maqsad bo‘ladi. O‘qituvchi faoliyatidagi asosiy maqsad-ta‘lim berish, unda anglash ko‘nikmasini hosil qilish, his etish madaniyatini, axloqiy tushunchalarni rivojlantirish, uni ma‘naviy pok kishi qilib voyaga yetishtirishdir. O‘quvchi faoliyatidagi asosiy maqsad-o‘qituvchining topshirig‘ini bajarish, o‘quv jarayonida beriladigan bilimni o‘zlashtirishdir.

O‘quvchi, ayniqsa, kichik yoshdagi o‘quvchi o‘qituvchi faoliyatidagi maqsadning mohiyatini tushunmasligi, ta‘lim va tarbiya jarayonini to‘liq tasavvur qila olmasligi mumkin. Ammo u o‘qituvchi topshirig‘ini bajarish kerakligini biladi, his qiladi.

O‘quvchi o‘qituvchining u yoki bu topshirig‘ini bajarish bilan o‘z bilimi ortib, bilish faoliyati rivojlanayotganini sezadi, lekin o‘qiyotgan fani usulini egallab borayotganini his etmaydi.

Shunga ko‘ra, o‘qituvchi ta‘lim berish jarayonida o‘quvchilarda anglash faoliyatini hosil qilish, ularga adabiy materialni ongli va chuqur qabul qilish yo‘llarini, mustaqil vazifalarni bajarishda bu yo‘llardan foydalanishni o‘rgatishi lozim.

## ЭФФЕКТИВНЫЕ ПОДХОДЫ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ (ESP-КЛАССЫ)

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**Аннотация:** В принципе, обучение должно включать в себя два основных компонента - отправку и получение информации. В конечном счете, учитель старается изо всех сил передать знания так, как он их понял. Использование инновационных методов в образовательных учреждениях потенциально может не только улучшить образование, но и расширить возможности людей, укрепить управление и активизировать усилия по достижению цели развития человеческого потенциала в стране.

**Ключевые слова:** Методы, подход, Новые устройства, ИКТ, педагогика, учебный процесс, совместное обучение, суггестопедия.

**Annotation:** Basically, Teaching must include two major components sending and receiving information. Ultimately, a teacher tries his best to impart knowledge as the way he understood it. The use of innovative methods in educational institutions has the potential not only to improve education, but also to empower people, strengthen governance and galvanize the effort to achieve the human development goal for the country.

**Keywords:** Methods, Approach, New devices, ICT, pedagogy, learning process, Cooperative learning, Suggestopedia.

**Аннотация:** асосан, ўқитиш маълумот юбориш ва қабул қилишнинг иккита асосий таркибий қисмини ўз ичига олиши керак. Охир оқибат, ўқитувчи билимни ўзи тушунган тарзда бериш учун кўлидан келганича ҳаракат қилади. Таълим муассасаларида инновацион усуллардан фойдаланиш нафақат таълимни такомиллаштириш, балки одамларнинг имкониятларини кенгайтириш, бошқарувни кучайтириш ва мамлакат учун инсон тараққиёти мақсадига еришиш учун ҳаракатларни галванизация қилиш имкониятига ега.

**Калит сўзлар:** усуллар, ёндашув, янги қурилмалар, АКТ, педагогика, ўқув жараёни, кооператив таълим, Суггестопедия.

**Вступление.** Инновации, о которых говорит исследователь в статье, касаются как методологии, так и материалов, используемых в преподавании языка. Более того, эта статья выявляет тонкое различие между научным восприятием языка, как оно трактуется в исследованиях, и педагогикой. Аргументация развивается по мере того, как в статье рассматриваются тенденции в образовании с конкретной ссылкой на индийский сценарий, принятые методологии, ушедшие в прошлое методы, практику коллег, современную тенденцию, новый дизайн обучения, новые устройства, необходимость перемен, ИКТ и английский язык. Преподавание английского языка претерпело огромные изменения за последние годы, особенно за последние десять лет. Студенты обременены учебой, заучиванием и усвоением материалов и, конечно же, лекциями с подборкой соответствующей информации из предписанных текстов. Многие карьерные альтернативы, которые когда-то считались незначительными, в настоящее время приобретают все большее значение, такие как коммуникативные навыки, мягкие навыки, технические навыки, навыки межличностного общения, грамотность в области ИКТ и т.д. Потребность в квалифицированных выпускниках, способных успешно влиться в жесткую конкуренцию за выживание на мировом рынке, в настоящее время пользуется большим спросом. Для этого необходимо изменить тенденцию, особенно процесс преподавания английского языка, к лучшему. Меняются времена года, меняется мода, меняется отношение людей, но печально отметить, что за последнее столетие учебная программа по английскому языку практически не претерпела изменений. Произошло много изменений в отношении людей к тому, что они считают языком. Жесткие учебные планы и объемные программы по-прежнему угрожают студентам, которые говорят на региональном диалекте, но любят преуспевать в английском. История иностранного языка всегда была важной практической задачей. Именно латынь доминирует в различных областях, таких как образование, коммерция, религия и государственное управление в западном мире. В 16 веке французский, итальянский и английский приобрели большое значение в результате политических изменений в Европе. Как статус латинского языка из живого превратился в предмет преподавания в школьной программе. Изучение классической латыни и анализ ее грамматики становится образцом изучения иностранных языков с 17 по 19 век.

Методологии, адаптированные в прежние времена: Коммуникация — это основа, на основе которой любая идея может развиваться и превращаться в полноценную. Без этого невозможно существование в любой области. В течение последнего десятилетия различные решающие факторы объединились, чтобы повлиять на нынешнюю идеологию преподавания английского языка,

такие как неэффективные методика, неподходящие материалы и интеграция контекстуализированного обучения, чрезмерный акцент на владение несколькими языками и т.д. Учителя, которые практиковали метод грамматического перевода в течение предыдущего десятилетия, полагались исключительно на черную доску как на подходящий инструмент для передачи навыков общения и нюансов английского языка. Позже проекторы over head стали еще одним средством для классной комнаты, в которой доминировал учитель. Такие учителя верили в принцип тренировки и практики. Исследователи уделяли больше внимания аутентичному и значимому контекстуализированному дискурсу. Затем они сосредоточились на успешном изучении второго языка взрослыми как параллельном процессе овладения первым языком ребенком. С появлением электронных средств коммуникации у учителей английского языка появилась возможность обогатить свою профессию. По сути, учитель контролирует учебный процесс, содержание доводится до всего класса, и учитель стремится акцентировать внимание на фактических знаниях. Другими словами, преподаватели излагают содержание лекции, а студенты слушают лекцию. Таким образом, режим обучения имеет тенденцию быть пассивным, и учащиеся играют незначительную роль в процессе обучения. В большинстве университетов многие преподаватели и студенты пришли к выводу, что традиционный лекционный подход в аудитории имеет ограниченную эффективность как в преподавании, так и в процессе обучения. Этот метод оставался на практике в течение длительного периода времени из-за его ориентации на функциональное использование английского языка.

Современные тенденции преподавания английского языка: Процесс обучения английскому общению будет в большей степени ориентирован на учащихся, но займет меньше времени. Таким образом, это обещает, что качество преподавания будет улучшено и можно будет эффективно развивать навыки прикладного общения на английском языке у студентов, что означает дальнейшее развитие коммуникативной компетенции студентов. Использование языка в образовании в идеале и обычно опиралось бы на такие естественно приобретенные языковые способности, обогащая их за счет развития грамотности, превращая в инструмент абстрактного мышления и приобретения академических знаний. Учителя используют в классе различные местные тексты или переводы литературы на английский язык. На занятиях по английскому языку поощряется использование языка, а также различных акцентов при аудировании или тестировании. Считается, что с распространением планшетов и смартфонов учебники исчезнут через несколько

лет. Кроме того, радикально изменился доступ к знаниям с точки зрения гибкости и мобильности.

**Обучение через Интернет:** Обучение через Интернет является одной из наиболее быстро развивающихся областей. Существуют тысячи веб-курсов английского языка, которые предлагают тренинги по различным базовым языковым навыкам, таким как обучение, разговорная речь, чтение и письмо, и проводятся в интерактивном режиме различными способами. Некоторые из распространенных технологий, доступных для продвижения образования, следующие: Учащиеся могут переписываться с носителями изучаемого языка по электронной почте, создав личную учетную запись электронной почты (gmail, yahoo, hotmail и т.д.), которая является бесплатной. Учащиеся могут отправить свою домашнюю работу по почте соответствующим учителям и, в свою очередь, получить исправления. Учитель также может внести исправления, отзывы, предложения по улучшению каждой работы и отправить их обратно. Учащиеся могут искать новые слова, используя функцию словаря в мобильных телефонах, и обогащать свой словарный запас.

**Роль современного учителя:** Литтл Вуд концептуализировал роль учителя как фасилитатора обучения, надзирателя, классного руководителя, консультанта или эдвайзера, а иногда и как со-коммуникатора с учащимися. Для Хармера учитель играет роль контролера, организатора, оценщика, промоутера, участника, ресурса, наставника и наблюдателя. Обучение языку, основанное на задачах, — это текущая парадигма, по сути, ответвление коммуникативного обучения языку. Экспериментальное обучение или обучение на практике в качестве основной концептуальной основы TBLT. TBLT разрушает барьеры традиционного класса, потому что в TBLT роль учащегося значительно меняется. Учитель становится настоящим фасилитатором обучения для изучающих язык исключительно посредством диалогического общения. Роль учителя не исключается полностью, но ограничивается: ожидается, что учитель будет руководить со стороны.

Роль учителей как будет описываться следующим образом:

1. Фасилитатор
2. Независимый участник
3. Аналитик потребностей
4. Консультант
5. Менеджер по работе с группами

**Вывод.** Во всем мире информационные технологии кардинально меняют способы обучения и работы студентов, преподавателей и сотрудников. Поскольку спрос на технологии продолжает расти, колледжи и университеты внедряют все виды студенческих услуг, от мониторинга прачечной до онлайн-

доставки закусок. Технологии также меняют атмосферу в классе. Кроме того, планшетные ПК, компактные компьютеры, позволяющие писать заметки прямо на экране с помощью специальной ручки, заменяют архаичный проектор. Технология планшетов позволяет преподавателям делать заметки на диаграммах и электронных таблицах и отправлять их непосредственно на компьютеры своих студентов. Традиционный метод делает больший упор на самого преподавателя и ориентирован на учителя. Повторяющаяся практика, механические упражнения и запоминание являются отличительными чертами традиционных методов. Роль учителя заключается в том, чтобы придерживаться давнего традиционного представления о том, что педагогические принципы зависят от того, насколько четко учитель преподает. Крайне важно понимать текущие тенденции и методы оценки ELT. Исследователи полагают, что основная цель обучения - донести информацию или знания до сознания учащихся. Любой метод, использующий компьютеры или модифицирующий существующий традиционный метод рисования мелом, является инновационным, если он в конечном итоге служит достижению основной цели обучения.

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## ОБУЧЕНИЕ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ В ВУЗАХ УЗБЕКИСТАНА

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**Annotatsiya:** maqolada o'zbek filologiyasida rus tilini o'qitish jarayoniga innovatsion usullarni joriy etishning dolzarbligi muhokama qilinadi. Savol shundaki, rus tilini o'qitishda asosiy narsa o'qitishning funktsional printsiptiga aylanadi, shuningdek talabalarning kommunikativ kompetentsiyasi diqqat markaziga qo'yiladi. Rus tilini o'qitishning yangi yondashuvlari, shakllari va innovatsion usullarini jadal izlash haqida gap boradi, bu erda o'qitishning direktiv modeli yanada samarali va talabaning shaxsiyatiga yo'naltirilgan interaktiv model bilan almashtiriladi.

**Kalit so'zlar:** o'qitish metodikasi, ta'lim, innovatsion, individuallashtirilgan, grammatika, kommunikativ kompetentsiya.

**Аннотация:** в статье рассматривается актуальность внедрения инновационных методов в процесс обучения русскому языку узбекских филологов-русистов. Поднимается вопрос того, что главным в обучении русскому языку становится функциональный принцип обучения, а также в центр внимания ставится коммуникативная компетенция студентов. Говорится об интенсивном поиске новых подходов, форм и инновационных методов преподавания русского языка, где директивная модель обучения заменяется интерактивной моделью, являющейся более продуктивной и ориентированной на личность студента.

**Ключевые слова:** методика преподавания, образование, инновационный, индивидуализированный, грамматика, коммуникативная компетенция.

**Abstract:** the article discusses the relevance of introducing innovative methods into the process of teaching the Russian language to Uzbek philologists-Russians. The question is raised that the functional principle of teaching becomes the main thing in teaching the Russian language, and the communicative competence of students is also placed in the center of attention. It talks about an intensive search for new approaches, forms and innovative methods of teaching the Russian language, where the directive model of teaching is replaced by an interactive model, which is more productive and focused on the student's personality.

**Key words:** teaching methods, education, innovative, individualized, grammar, communicative competence.



Тенденция создания национальных образовательных стандартов характерна в последние годы для систем образования многих стран мира. Подобными документами в Узбекистане с такой широкой сферой применения являются Конституция и законы, в частности, Закон Республики Узбекистан «Об образовании» [1]. Мечтой и желанием каждого студента, а также любого человека, изучающего иностранный язык, является умение правильно говорить и выражать свои мысли на интересующем его языке. Обучение любой дисциплине требует от обучающего и обучаемого ряда обязанностей и усилий. В обязанности обучающего входит выбор определенной методики и подходящего метода преподавания, отбор заданий для каждого вида учебной деятельности, учебных пособий с учетом уровня знаний обучаемых и многое другое. От обучаемых требуются усилие, серьезность и ответственность. Отличие обучению иностранным языкам от других дисциплин заключается в том, что благодаря языку мы выражаем свои мысли и чувства. Наши мысли и чувства не ограничиваются в аудитории, в лаборатории, в исследованиях, они всегда и везде при нас. Это говорит также и о том, что следует не только правильно изучать иностранные языки, но и правильно выражать свои мысли на родном языке. «Если развитие родного языка начинается со свободного спонтанного пользования речью и завершается сознанием речевых форм и овладения ими, то развитие иностранного языка начинается с осознания языка и произвольного овладения им и завершается спонтанной речью» [2, с. 58].

Родной язык усваивается одновременно с присвоением общественного опыта. В узбекских вузах в программу изучения русского языка, как и других иностранных языков, входит углубленное изучение грамматики, фонетики и лексического состава языка, все больше акцент делается на обучение системе языка и в основном на грамматике. По-прежнему основными трудностями являются недостаток активной устной практики в расчете на каждого студента группы, изучение русского языка должно основываться на развитии речевых навыков у студентов в результате выполнения устных упражнений, и теоретическое изучение должно уступать свое место выработке практических навыков.

Необходимо научить студентов не только основам русского языка, но и научить их с интересом и правильно общаться на другом языке как в рамках профессиональной тематики, так и в ситуациях повседневной жизни. Преподавание русского языка как иностранного осуществляется сейчас в условиях глобальных изменений по всей системе образования – изменились цели изучения языка, потребности учащихся, условия обучения; нельзя не признать, что произошёл и переход количественных изменений в качественные – работа с массами изучающих трансформировалась в работу более

индивидуализированную, когда студенты сами стали определять не только языковую, но и культурную составляющую процесса обучения [3, с. 115]. Главная цель обучения иностранному языку – не столько обучение системе языка (лингвистической компетенции), сколько овладение коммуникативной компетенцией, т.е. способность человека средствами изучаемого языка осуществлять речевое общение в той или иной сфере деятельности. В основе коммуникативной компетенции лежит комплекс языковых знаний и речевых навыков и умений, которые формируются и усваиваются в ходе занятий [4, с. 154].

Приоритетна самостоятельная работа студента, которая предполагает, прежде всего, внимательное изучение дополнительного теоретического материалов и образовательных интернет-ресурсов к каждой теме, осуществление самопроверки с помощью вопросов и тестов, приведенных в конце темы, а также обязательное выполнение практических заданий. Что касается остальных 50%, зависящих от обучающихся, то следует отметить, что какой бы новый инновационный метод не выбрал бы для студента преподаватель с целью повышения его практического овладения языком, многое зависит от него самого, от его усердий, стараний и сообразительности. Ибо самое содержательный и вдохновительное занятие не сможет продолжаться более полутора часов. По окончании занятия за дверями аудитории и вуза остается студент наедине со своим старанием и фантазией. Исходя из сказанного, студентам можно посоветовать следовать знаменитой поговорке «Повторенье – мать ученья». Чем больше они будут повторять пройденный материал, углубившись в него, тем лучше они его смогут запомнить. Это связано с возникновением рынка труда, конкуренции в Узбекистане специалистов отечественной и зарубежной профессиональной школ с тем, чтобы довести уровень выпускника отечественных образовательных учреждений до уровня профессиональной состоятельности зарубежного специалиста. Современная методика преподавания русского языка в вузах Узбекистана признает, что трудности усвоения слов, с одной стороны, связаны с особенностями лексической системы самого русского языка, а с другой – спецификой лексики родного языка студентов. Так как слова в русском языке существуют не изолированно, а в связи с другими, то студенты изучают лексику во взаимосвязи, в сопоставлении, что облегчает процесс усвоения материала. В процессе обучения большое место должно быть отведено семантике слов, так как с ней связано правильное понимание слова и употребление его в речи. Живое слово преподавателя, его непосредственное обращение студентам, возможность постоянной обратной связи - все это имеет несомненные преимущества. Следует всегда помнить: какие бы технические

средства мы ни использовали, центральной фигурой в учебном процессе остается преподаватель, и ему необходимо внимательно следить за своей речью, обладать хорошим, четким произношением, не допускать грамматических и стилистических ошибок.

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### WAYS AND SECRETS OF SUCCESSFUL TEACHING ENGLISH

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**Abstract:** In this article, it is explained some methods for successful English teaching and how to work with students correctly and efficiently.

**Key words:** English, The Direct Method, grammar, World War II, physical response, skills, communicate.

**Аннотация:** В этой статье объясняются некоторые методы успешного преподавания английского языка, а также способы правильной и эффективной работы со студентами.

**Ключевые слова:** английский язык, прямой метод, грамматика, Вторая мировая война, физическая реакция, навыки, общение.

**Annotatsiya:** Ushbu maqolada ingliz tilini muvaffaqiyatli o'qitishning ba'zi usullari va talabalar bilan qanday qilib to'g'ri va samarali ishlash kerakligi tushuntiriladi.

**Kalit so'zlar:** Ingliz tili, To'g'ridan-to'g'ri usul, grammatika, Ikkinchi jahon urushi, jismoniy javob, ko'nikmalar, muloqot.

There are wide range of languages in the world. Although, some of them are used in one special area, some are dead languages, some are worldwide-used languages as a mother tongue or second language. Such as, one of top 3 languages is English. In fact, English is the most spoken language in the world. Learning it can be

only good but most students think it is tough language to learn. Why? Maybe they cannot find experts of teaching it. So, in this article, we try to solve this issue with excellent tips and ways.

In the history of **teaching English languages**, there are many teaching methods and techniques, but some of them are easily approachable and easy to learn. **English Teaching Methods** are reliant on and affected by various hypotheses of language learning.

English language proficiency is now a day essential element in every aspect of life. From preschool learning to professional public speaking. Language has a vital role in making you express your ideas in words.

English language is universal and is a bridge between people of different cultures, backgrounds, and geographical locations. International English Language has become the most used and the best way to communicate between people of different backgrounds. So, we can see below best 5 different methods of English teaching.

### **1. Grammar-Translation Method**

The strategy of **Teaching English** in grammar orientation depends on a ton of interpretation. The technique is the conventional or old-style method of learning a language. The main thought behind this strategy is that the students become friendly with all grammar rules to translate various sentences easily.

Furthermore, it does not allow the learners to think directly in the target language. Thus, it hinders the creation of a direct link between thoughts and expression. Consequently, this technique doesn't improve the student's communicative ability in the language but only builds strong language writing skills.

### **2. The Direct Method**

The Audio method is also known as the direct method, which involves thinking and communicating in English. This communication between the teacher and the student is strictly in English, and the student is barred from using their native language. This way helps everyone to work on their speaking language and try to improve it step by step.

Direct Method was developed by studying how children learn their native tongue. Think about how you learned to speak your first language. You listened to adults and older children, then started trying out language, using trial and error, action and reaction, to develop your speaking ability. This is the core idea behind the direct method of copying this natural language learning process.

This method typically focuses more on speaking and listening than on reading and writing. Having said this, there's plenty of room for reading and writing in the direct method classroom.

The best part of DM comes from the fact that it's a natural method; because it replicates how we learned our native language it feels more inborn to our children and allows them to learn English more deeply than other methods. Note that for students who haven't been taught in this way, it can be a little tough at first. And after a few days, they'll get used to it.

### **3. The Audio-Lingual Method**

The audio-lingual method is also known as the Army Method. The audio-lingual methods are:

- **Language Teaching Methods** starts with communication; the material is educated before it is offered in a composed structure.

- The objective language is the main language; the student's primary language isn't utilized.

- The teacher is the role model for the student.

With the outbreak of World War II armies needed to become orally proficient in the languages of their allies and enemies as quickly as possible. This teaching technique was initially called the Army Method and was the first to be based on linguistic theory and behavioral psychology.

The Audio-lingual Method was widely used in the 1950s and 1960s, and the emphasis was not on the understanding of words, but rather on the acquisition of structures and patterns in common everyday dialogue.

### **4. Total Physical Response**

Total Physical Response, also called TPR, is a method that follows learning by doing. For example, the new learner will learn English through a series of activities, "Close the door", "Stand up", "Open your book", and "Stroll to the window and open it." With TPR, the most significant aptitude is aural perception, and everything else will be regular.

The majority of class time in TPR lessons is spent doing drills in which the instructor gives commands using the imperative mood. Students respond to these commands with physical actions. In the beginning, students learn the meaning of the commands they listen to by direct observation. After they learn the meaning of the words in these commands, the teacher provides a command that uses novel combinations of the words the students have learned.

### **5. Communicative Language Teaching**

The thought behind this method is to help students convey all the more successfully and effectively in a sensible situation they may wind up in. So, this teaching includes focusing on essential capacities like thanking, complaining, suggesting, inviting, and requesting directions to give some examples.

There are some learning and teaching techniques that can be used in Communicative Language Teaching class, for example, role play, information gap,

language exchanges, simulation, discussion, games, pair work, and group work. All these techniques can engage the learners in the communication process.

The Communicative Language Teaching approach focuses on giving students the skills to clearly and confidently communicate in real-world situations with native speakers of their target language.

It is an approach for second and foreign language teaching which mainly focuses on developing communicative competence. This approach emphasizes the use of language for meaningful purposes in authentic situations.

All in all, English can be impact on your career. In addition, teaching or learning English will not be difficult if teachers educate students with experiences, enjoyable communications and some games. Be the best on your proficiency and grab your goals.

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## THE MAIN ISSUES OF LINGUISTICS AND LINGUISTIC CULTURE

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**Annotatsiya:** Ushbu maqolada bu sohada amaliy tadqiqot dasturlari uchun ta'sirni o'rganuvchi tadqiqotlarni birlashtiradi. Til va madaniyat o'rtasidagi o'zaro bog'liqlikni o'rganadi.

**Kalit so'zlar:** Til, tilshunoslik, tilshunoslik fani, til tarmoqlari, falsafiy ahamiyat, muloqot vositalari, filologiya, nutq faoliyati.

**Abstract:** This article brings together impact researchers for applied research programs in this field. Language and culture study a unique interdependence.

**Key words:** Language, linguistics, the science of linguistics, language networks, philosophical importance, means of communication, philology, speech activity.

**Аннотация:** Эта статья объединяет исследователей влияния прикладных исследовательских программ в этой области. Язык и культура изучают уникальную взаимозависимость.

**Ключевые слова:** Язык, языкознание, наука языкознание, языковые сети, философское значение, средства общения, филология, речевая деятельность.

Language is only a product of human society. Without language, it is impossible to know and study any reality and phenomenon, the place of man in nature and society, the ways of society's development. Linguistics or language knowledge (linguistics is an independent and specific science of language, which studies the origin, historical development processes and laws of language on a scientific basis. This science consists of specific and general linguistic fields. Specific (specific) linguistics is the study of a specific language carefully studies the structure of vocabulary, phonetic system and grammatical structure, ways of development and relation to related languages on a scientific basis, and in this way carefully examines the vocabulary and phonetics of the language, creates a scientific grammar. General linguistics studies the origin of language, its social essence, its role and function in society, the path of development, the interdependence of language and thought, the interaction of language, and creates methods of checking linguistics. General linguistics summarizes the linguistic phenomena and evidence of language found as a result of the study and examination of certain linguistics, a group of linguistics and

related linguistics, makes scientific conclusions and, on this basis, defines the laws of language. It seems that linguistics "Language is a set of signs expressing thought" (F. de Saussure). "Language is a mechanical action of the human mind in relation to the outside world" (L. Bloomfield). "Language is a set of pronounced, limited sounds designed to express thought" (B. Grosse). None of these definitions is a complete definition of language, because they do not reveal the social nature of language.

Branches of linguistics. Linguistics studies language, which is the most important means of human communication. It has three branches: 1. extralinguistics (extra - external, linguistics - specific to language) studies features that are outside of language, but directly related to language. Extralinguistics is divided into the following branches: A. Sociolinguistics. In this, the nature and social function of language is studied. B. Metalinguistics. In this, language and thought, content side of language, speech activity, relationship of language units with text and conditions are studied. 2. Intralinguistics. In this, the internal system of the language, its units and categories, the phonological, lexicological and grammatical structure of the language are studied. 3. Comparative studies. Languages are studied in a comparative way. This field is divided into three: A. Comparative linguistics. This field, in turn, is divided into comparative-historical and cross-linguistics. Comparative-historical linguistics studies related languages. Comparative study of languages of different systems is an object of cross-linguistics. B. Areal (field) linguistics. The scope of language distribution, map of languages, description of countries from the point of view of language are considered subjects of areal linguistics. V. Typological linguistics. Typology examines general, universal cases in the construction of languages. They show that all languages are absolutely necessary regardless of whether they are related or not, and they describe that language is the most important means of communication for people. It is known that language, like other things and events, is changeable. Therefore, it is impossible to imagine how languages have changed in five hundred thousand years, to study it from a scientific, practical, and theoretical point of view. The state of language development before the appearance of writing is dark for us. We can only think about the development of the language after the appearance of writing using written monuments. But the writing does not fully allow to illuminate the problem of learning the language, the emergence of the language. Even so, some scientists expressed their views and opinions on this issue. From the point of view of modern linguistics, there is generally no connection between things and their names. This has been noted by many scientists. Because when there is a connection between a thing and its name, the number of languages does not exceed 5000. It should be mentioned that the origin of some languages, for example Uzbek, Russian, Hindi, Tajik and other languages, when they appeared and how they were formed, can be known exactly. However, the issue of the origin of a



specific language cannot be equated with the issue of the emergence of a language in general, human speech. It is not so difficult to study the history of the origin of the living languages that exist in the world today, as well as some dead languages. It has been determined when many languages appeared and when they were formed. However, it has not been decided and cannot be decided when the language typical of humanity appeared on earth, what words were in the first languages, what are its grammatical features. Because there were languages that appeared hundreds of thousands of years ago and later disappeared without a name or sign. Wilhelm von Humboldt was the first to write about this issue in European linguistics. According to him, language is not a finished work (ergon), but a continuous activity (energy). Individual language and national language are related to each other. Ferdinand de Saussure developed W. Humboldt's ideas. F. de Saussure advocates the need to distinguish three concepts: speech activity (langage), language (langue) and speech (parole). The above issue was scientifically substantiated with clear evidence in the works of L.V. Shcherba and its practical significance was shown. L.V. Shcherba emphasized the existence of three aspects of language phenomena and explained them as follows: the first aspect is the process of speaking and understanding, that is, speech activity; the second aspect is the language system, i.e. language (vocabulary and grammar); the third aspect is the material of the language, that is, the sum total of all spoken and understood things - texts.

**Literature review.** Professor Karimov S.A. (2012) worked at Alisher Navoi Samarkand State University and emphasized the important role of language in the human world. Kholmanova Z.T. (2007). V. N. Teliya emphasized that the object of linguo-cultural studies will have a universal character V.A. Maslova of the language of a certain nation or sister nations. A linguoculturalist emphasizes the need to study the features separately.

### **Conclusions and suggestions**

The main source of Uzbek linguistics in the 40s-80s of the 20th century is the theoretical ideas and comments of Prof. A. Gulomov, S. Usmanov and other major scientists based on the advanced views and achievements in world linguistics, including Russian linguistics. is known to everyone. The serious theoretical thoughts, scientific views and heritage of world linguistics, imbued with the spirit of this era, have already taken a firm place among the values of the Uzbek people. A. Ghulomov enjoyed almost all his achievements, was distinguished by the fact that he was able to give his own assessment of advanced views and apply them to Uzbek linguistics. After all, the scientific-theoretical views of these scientists serve as the main theoretical source determining the development of modern scientific linguistics.

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## HOW TO IMPROVE ENGLISH TEACHING PROCESS THROUGH DIGITAL TECHNOLOGIES

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**Annotation:** The article examines the influence of digital technologies on human life and professional activities. The author defines the term “digital generation”, note a number of features of representatives of this generation and state that under the influence of information and communication technologies, the thinking style of modern, so-called “digital natives” is undergoing significant changes. The purpose of the work is to show how education is forced to respond to the changing realities of social life and transform its activities to the needs and characteristics of the learning style of the “digital generation”. In this article, the author presents a methodology for using some authentic sources, which not only contribute to the research, comparison, contrast and development of knowledge about the language and culture being studied, but also helps to master modern information in the specialty, which is extremely important in teaching English.

**Key words:** digital technologies, information and communication technologies, authentic sources, researchers, development, motivation.

**Аннотация:** В статье рассматривается влияние цифровых технологий на жизнь и профессиональную деятельность человека. Автор даёт определение термину «цифровое поколение», отмечают ряд особенностей представителей этого поколения и констатируют, что под влиянием информационно-коммуникационных технологий стиль мышления современных, так называемых «цифровых аборигенов» претерпевает существенные изменения. Цель работы – показать, как образование вынуждено реагировать на меняющиеся реалии социальной жизни и трансформировать свою деятельность под потребности и

особенности стиля обучения «цифрового поколения». В данной статье автор представляет методику использования некоторых аутентичных источников, которые не только способствуют исследованию, сравнению, сопоставлению и развитию знаний об изучаемом языке и культуре, но и помогают освоить современную информацию по специальности, что чрезвычайно важно при обучении английскому языку.

**Ключевые слова:** цифровые технологии, информационно-коммуникационные технологии, аутентичные источники, исследователи, развитие, мотивация.

**Annotatsiya:** Maqolada raqamli texnologiyalarning inson hayoti va kasbiy faoliyatiga ta'siri ko'rib chiqiladi. Muallif "raqamli avlod" atamasiga ta'rif berib, ushbu avlod vakillarining bir qator xususiyatlarini qayd etib, axborot-kommunikatsiya texnologiyalari ta'sirida zamonaviy, "raqamli mahalliy aholi" deb ataladigan fikrlash uslubi sezilarli o'zgarishlarga duch kelayotganini ta'kidlaydi. Ishning maqsadi - ta'lim ijtimoiy hayotning o'zgaruvchan voqeligiga qanday munosabatda bo'lishga va o'z faoliyatini "raqamli avlod" ta'lim uslubining ehtiyojlari va xususiyatlariga aylantirishga majbur ekanligini ko'rsatishdir. Ushbu maqolada muallif nafaqat o'rganilayotgan til va madaniyat haqidagi bilimlarni tadqiq qilish, taqqoslash, taqqoslash va rivojlantirishga yordam beradigan, balki mutaxassislik bo'yicha zamonaviy ma'lumotlarni o'zlashtirishga yordam beradigan ba'zi haqiqiy manbalardan foydalanish metodologiyasini taqdim etadi chunki bu ingliz tilini o'rgatishda juda muhimdir.

**Kalit so'zlar:** raqamli texnologiyalar, axborot-kommunikatsiya texnologiyalari, haqiqiy manbalar, tadqiqotchilar, rivojlanish, motivatsiya.

Introduction of digital technologies into teaching English as a foreign language is aimed at developing such qualities of a linguistic personality as communicative mobility, autonomy, tolerance to the facts of discrepancies in communicative behavior, individual communication style, a person's ability to use a foreign language to solve life and professional problems based on personal experience. All this will help them build their own careers and become active members of society.

Many researchers note a number of features of representatives of the "digital generation". For example, modern people devote more time and attention to virtual communication, often negating personal communication with the outside world; The text common to representatives of the older generation is being replaced by a picture (visual language). The speed with which the media and Internet sources provide new information is growing every day.

Modern youth find it difficult to keep their attention on one thing for a long time: they jump from one short news story to another, often reading only headlines or

brief reviews of articles, “their way of thinking is fragmented, judgments superficiality.” [1, p. 10]

Thus, can put forward the assumption that, under the influence of information and communication technologies, the thinking style of modern, so-called “digital natives” is undergoing significant changes.

Today it can be described as a style of thinking that tends to be emotional, imaginative, fragmented and limited. This trend is formed against the backdrop of an accelerating pace of human existence, which together excellent, often professional possession digital technology often leads to unification or simplification of thought processes. Education, being a special sphere of formation of external and internal conditions for the development, upbringing, and socialization of a person, is forced to respond to the changing realities of social life, to radically transform its activities to the needs and characteristics of the learning style of the “digital generation.”

As Rantskaya highlights the following: “an idea of the types of information and information resources in a foreign language: navigation on the Internet in the foreign language being studied; possession of browsing and search reading skills to view huge amounts of information; familiarity with the terminology of the Internet and ICT in the target language to the extent necessary for working with information sources; studying the features of written speech (official, informal, scientific, etc. styles) in the target language in comparison with oral speech of the same styles; types and strategies of searching in networks, since Internet resources are quite heterogeneous and multi-format sources”. [5, p. 28-35].

This is especially true for students of linguistic and non- linguistic specialties, since the use various materials approaches and methods of teaching quality educational authentic funds, with adequate and timely formation of skills and abilities will not only increase students’ motivation to improve their knowledge of a foreign language, but will also help develop interest in independent work, the ability to self-control, and the ability to evaluate their own activities in the learning process. [3, p. 7]

Learning English online is a simple and effective tool for understanding the basics and starting a conversation. Watching a useful video for teaching English is similar to attending a lecture in a school or university, but compared to reading, watching a video is more appealing to the senses, and along with this, one can also learn the correct pronunciation of words. There are many sites for learning English online. English is one of them. In these video lessons you can find information on commonly used expressions in English, common grammatical errors, as well as tips on using slang, phrasal verbs other common - expressions in everyday life.

Each video classified into beginner, intermediate or advanced levels so training can be organized easily with the compliance the needs of each student.

This is especially true for students of non-linguistic specialties, since the use of various materials, approaches and methods of teaching quality educational materials, with adequate and timely formation of skills and abilities will not only increase students' motivation to improve their knowledge of a foreign language, but will also help develop interest in independent work, the ability to self-control, and the ability to evaluate their own activities in the learning process. [3, p. 13]

Learning English online is a simple and effective tool for understanding the basics and starting a conversation. Watching a useful video for teaching English is similar to attending a lecture in a school or university, but compared to reading, watching a video is more appealing to the senses, and along with this, one can also learn the correct pronunciation of words. There are many sites for learning English online.

The result of the developed methodology is an increase in motivation among students to improve their knowledge of a foreign language, interest in independent work, development of self-control skills, and the ability to evaluate their own activities in the learning process. The results obtained are especially relevant for students of non-linguistic specialties, since a sufficient number of applicants to non-linguistic universities have poor language training and insufficient understanding of the need to use a foreign language both in a professional environment and in everyday communication. [1, p. 16]

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## ТИЛШУНОСЛИҚДА ТЕРМИНОСИСТЕМАГА ОИД НАЗАРИЙ ҚАРАШЛАР

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**Аннотация:** Мақолада туризм соҳасига оид терминлар бўйича назарий қарашлар, терминнинг тилшунослик объекти сифатида белгиланиши ва унинг тизимли равишда ўрганилиши ва термин лексик-грамматик тушунчалар тизими ҳақида сўз юритилган.

**Калит сўзлар:** Термин, терминология, терминосфера, терминосистема, синонимия ва полисемия муаммолари, гибрид терминлар ва соф терминлар.

**Аннотация:** В статье говорится о теоретических воззрениях на термины, относящиеся к сфере туризма, определении термина как языкового объекта и его систематическом изучении, а также системе лексико-грамматических понятий термина.

**Ключевые слова:** Термин, терминология, терминосфера, терминосис, проблемы синонимии и полисемии, гибридные термины и чистые термины.

**Abstract:** The article talks about the theoretical views on the terms related to the field of tourism, the definition of the term as a linguistic object and its systematic study, and the system of lexical-grammatical concepts of the term.

**Key words:** Term, terminology, terminosphere, terminosis, problems of synonymy and polysemy, hybrid terms and pure terms.

Жаҳон тилшунослигида махсус терминологик маъно касб этган ўзига хос тил бирлиги – терминни ўрганишга бағишланган бир қанча лингвистик тадқиқотлар амалга оширилган. Илм-фан, техника тараққиётидаги кескин юксалиш ва ишлаб чиқариш, саноатнинг жадал суръатларда ривожланиши натижасида детерминлашган терминнинг табиатига нисбатан XIX асрда юзага келган илмий-фалсафий қизиқиш бу каби тадқиқотлар учун замин яратди. XVIII—XIX асрларда терминология муаммолари тилшуносларнинг диққат марказида бўлди. Бунинг асосий сабабларидан бири терминларнинг яратилиши билан боғлиқ бўлса, иккинчи сабаби экстралингвистик омилларнинг терминологияга таъсири эди. Бироқ уларни терминологияда учровчи синонимия ва полисемия муаммолари, шунингдек, термин-лексемалар, гибрид терминлар ва соф терминларнинг контекстдаги парадигматик ва синтагматик

муносабатлари, муайян тушунчалар билан ўзаро алоқаларни хилма-хиллиги кўпроқ ўйлантирган.

Аввалдан қўлланилиб келинган «термин» ва «терминология» масалалари юзасидан кўплаб тадқиқот ишлари олиб борилган бўлиб, турли таърифлар берилган. «Термин» лексемаси лотинча «terminus» сўзидан келиб чиққан бўлиб, «охири», «чек», «чегара», «тугаш» деган маъноларни билдиради». П.Нишонунинг таъкидлашича, «Термин – тузилишига кўра сўз ёки сўз бирикмаси бўлиб, семантикаси жиҳатидан махсус соҳа доираси билан чегараланган ва шу соҳага оид тушунчани ифодаловчи лексик бирликдир». Термин – мазмунан муайян мантиқий тушунчалар тизимидаги маълум бир бирлик билан шартсиз равишда (мажбуран) нисбатланадиган (қиёсланадиган) сўз. Терминнинг тилшунослик объекти сифатида белгиланиши ва унинг тизимли равишда ўрганилиши «термин» тушунчаси изоҳ (дефиниция)ларининг шаклланишига, терминнинг тавсифланишига, у билан боғлиқ муаммоларнинг ечимларини ишлаб чиқилиши пировардида, терминшунослик фанининг юзага келишига тurtки бўлди. Термин лексик-грамматик тушунчалар тизимидан қатъий ўрин эгаллади ва тил лексик-семантик тизимининг «тўлақонли аъзосига» айланди. А.Реформатский фикрига кўра, термин «шунчаки сўз» эмас, балки у «ноодатий» ёки «янги сўз» бўлсин, уни «рационаллаштириш» ва, ҳатто «ўйлаб топиш» мумкин бўлса ҳам у, энг аввало, сўздир, дея эътироф этади. Профессор С.Усмоновнинг тадқиқотлари терминшунослик учун муҳим аҳамият касб этиб, термин «...ҳам ишлаб чиқариш куруллари соҳасида, ҳам маданият ва фан соҳасидаги ҳар қандай янгиликлар даставвал тил бирликлари, тўғрироғи, терминлар орқали ўз ифодасини топади. Шу маънода терминология (маълум тилдаги терминлар мажмуи) замона тарихининг гувоҳи, кўзгусидир», дея таъриф беради. Бизнингча, термин ўз лингвистик табиатига кўра, адабий тил луғавий тизимининг ажралмас таркибий қисми бўлиб, бошқа тоифадаги сўзлардан илмий, техникавий ёхуд бошқа касбий тушунчаларни аниқ, ихчам ифодалаши ва ахборотга бойлиги билан ажралиб туради.

Сўнгги йилларда термин сўзи билан биргаликда «атама», «истилоҳ», «номенклатура» сўзлари ҳам кенг қўлланилиб келинмоқда. Ўзбекистон миллий энциклопедиясида келтирилишича, «термин» сўзи билан бир қаторда айни маънода «атама», «истилоҳ» сўзлари ҳам қўлланилмоқда. Лекин улар «термин» сўзининг тўлиқ маъносини ифода эта олмайди. «Атама» сўзи кенг маънода қўлланилиб, географик объектлар, атоқли номларга нисбатан қўлланилса, «истилоҳ» сўзини эса асосан тарихий мавзулардаги матнлар (масалан: адабиёт тарихи, Шарқ фалсафаси ва б.)да бемалол қўллаш мумкин. С. Усмонов фикрига кўра: « .... атама сўзининг маъноси термин сўзининг маъносига нисбатан кенг бўлиб, у барча нарсаларнинг номи сифатида тушунилади, термин эса муайян

бир тор соҳада қўлланувчи расмийлашган сўздир. Шу маънода, термин тушунчаси «атама» тушунчасининг ичига кирувчи илмий-луғавий бирликдир».

О.Ахмедов ўз тадқиқотида «термин», «атама», «истилоҳ», «номенклатура» тушунчаларини фарқлаб, «Терминлар аслида лексик-семантик жиҳатдан умумидабий қолипга эга бўлиб, улар умумхалқ тилига муайян терминологик тизим орқали ўтади. Зеро, терминлар ва умумистеъмолдаги сўзлар бир-бирини тўлдирадиган лексик birlikлардир», дея таъкидлайди. Шундай қилиб, терминшунослик бу тил лексикасини шакллантирувчи омиллардан бири ҳисобланади.

Номенклатура тушунчасига энциклопедик луғатда таъриф берилишича «Номенклатура (лот. nomenclatura) — рўйхат, номлар рўйхати, шунингдек, фан, техника, ҳуқуқ ва иқтисодиёт соҳасида қўлланиладиган муайян термин ва категория номларининг рўйхати» деб кўрсатилган. Қўшимча сифатида П.П.Нишонов «Бирор предмет ёки воқеликка қўйилган термин, аввало, шу предмет ёки воқеликка таъриф ва тасниф беради. Номенклатурада эса бу нарса кузатилмайди. Уларнинг функцияси нарса ва предметларни номлаш билан чегараланади. Демак, «термин» номенклатурага нисбатан кенг ва аниқ тушунча бўлиб, махсус вазифадаги сўз маъносини берса, «номенклатура» ўзаро ўхшаш предмет ва тушунчаларни номлаш учун хизмат қилувчи атамадир», дея фикр билдиради.

Давлатимиз мустақилликка эришгач, истеъмолда бўлган ва йиллар давомида амал қилиб келинган ва халқ нутқига сингиб кетган терминлардан ташқари айрим ўзлашма терминлар мазмун жиҳатдан чуқур ўрганилмасдан ҳам дабдурустдан янги терминлар сифатида ўзлаштирилиб, эскилари билан алмаштирилди. «Термин», «терминология» сўзи ўрнига «атама», «атамашунослик» лексемалари татбиқ этилиб, бу тушунчалар специфик характерда эканлиги эътиборга олинмади. «Атама» кенг қамровли тушунча бўлиб, унда терминологияга умуман тегишли бўлмаган топонимия, антропономия, ойконимия, яъни ономастикага алоқадор лексик birlikлар ҳам тушунилади. Профессор У.Турсунов ўзбек тили терминология масалаларига аниқлик киритиб, бир тушунчанинг турлича атама сифатида ёзила бошлаши; аниқ ва ихчам терминлар ўрнига узундан узок изоҳларнинг берилиши; термин яратишда она тили имкониятларидан кам фойдаланиш; ўзбек атамашунослигини бойитишдаги манбалардан бири ташқи омилга турлича ёндашиш услублари, фактлари мавжудлиги кўрсатилган.

Биз тадқиқотимизда аввалдан истеъмолда бўлган байналмилал «термин» ва «терминология» лексемаларини қўллашни лозим деб топдик.

Терминлар тил лексикасининг периферияси, яъни чеккасини ўзида намоён этади, деган эскича қараш аллақачон инкор этилган. Терминлар табиий тил



луғавий бирликларига хос барча белгиларга эга. Бироқ аниқ бир илм-фан соҳасига доир терминларнинг таркибини аниқлаш, уларни тартибга солиш, терминларни бир хиллаштириш ва янги илмий-техникавий соҳалар учун терминларни яратиш бўйича амалга ошириладиган ишлар лексикологиянинг муҳим йўналишларидан биридир».

Махсус сўзларни яратиш, мавжуд терминологик тизимларни такомиллаштириш, янги термин ва уларнинг тизимларини яратишнинг мақбул усулларини аниқлаш, билимларнинг турли соҳалари терминологиясига хос бўлган универсал хусусиятларини излашни кўзда тутди. Шу маънода термин тушунчаси атрофида содир бўлаётган турли хил янгиликлар, ишлаб чиқилган илмий-назарий қарашлар ҳамда тадқиқот натижалари нафақат тилшуносларни, балки бошқа соҳа мутахассисларини ҳам бирдек ўзига жалб қилади. Бунинг натижасида терминологиянинг назарий муаммолари муваффақиятли ўз ечимини топади ва янги терминларни шакллантиришга қаратилган янги илмий «терминшунослик» фанининг ривожланишига сабаб бўлди.

Демак, тилнинг лексик қатлами энг ўзгарувчан қисми бўлгани боис, у мунтазам тарихий таъсирларни бошдан кечиради. Ҳар бир даврнинг техник ва иқтисодий ривожланиши унинг коммуникативлик муносабатларини шакллантириб, бойитиб боради. Мазкур техник ривожланишлар натижасида замонавий тилнинг лексик системасида турли хил терминлар намоён бўлади. Коммуникатив муносабатларда ифодалана бошлаган терминларни тадқиқ қилиш терминшунос олимлар олдига муҳим вазифаларни белгилаб бериши билан бир қаторда, мамлакатда фаолият юритаётган тадбиркор, ишбилармон ва ҳар бир соҳадаги мутахассис кадрлардан хорижий тиллардан бирини мукамал эгаллаши талаб этилмоқда.

Енгил саноат соҳасига тегишли бўлган терминларни ҳар тарафлама тадқиқ қилиб ўрганишга 2019 йил 16 сентябрда мамлакатимиз Президенти томонидан имзоланган «Енгил саноатни янада ривожлантириш ва тайёр маҳсулотлар ишлаб чиқаришни рағбатлантириш чора-тадбирлари тўғрисида» ги ПҚ-4453-сонли [1] қарори туртки бўлди ва мазкур Президент Фармонинининг ижросини мақсадга мувофиқ амалга ошириш учун тегишли иш-иложлари ишлаб чиқилад бошлади. Жумладан, 2021 йил 19 майдаги —Ўзбекистон Республикасида хорижий тилларни ўрганишни оммалаштириш фаолиятини сифат жиҳатидан янги босқичга олиб чиқиш чора-тадбирлари тўғрисидаги ПҚ-5117-сонли қарори [2] ва Ўзбекистон Республикаси Вазирлар Маҳкамасининг 2021 йил 19 майдаги —Хорижий тилларни ўрганишни оммалаштиришни самарали ташкил этиш чора-тадбирлари тўғрисидаги 312-сон [3] қарори инглиз тилини мукамал биладиган ва ушбу тилда эркин мулоқот қила оладиган мутахассис кадрлар тайёрлашга қаратилган. Бу эса мутахассисларга фаолияти давомида

ушбу соҳага ривожланган мамлакатларда яратилган инновацияларни жорий қилиш, ўз соҳалари бўйича эришилган ютуқлар ва мавжуд муаммолар билан яқиндан танишиш каби катта талабларни келтириб чиқоради. Мамлакатимизда энгил саноат технологиясини ривожлантиришга бўлган талаб, ривожланган давлатларнинг иқтисодий ютуқларидан хабардор бўлиш ва улар билан ҳамкорликда иш олиб боришни мақсадга айлантирди. Масалан: Industrial fabrics – саноат газламалари, jacquard loom – жаккард тўқув дастгоҳи, jacquard machine – жаккард машинаси, flyer frame – айланма эшиш механизми, knitting–тўқиш, knitting needle – тўқув игнаси, jersey – тўқима мато, interlacing – ўриш, lopped thread–маҳкамловчи ип, manufactory–мануфактура, melt spinning–тола йигириш, garment–кийим, кўйлак андозаси

**Хулоса:** Туризм соҳасига оид терминосистемага янада кўпроқ илмий тадқиқотлар, янги терминлар яратиш лозим. Олимларимизнинг илмий ишлари бўйича терминнинг семантик тавсифлари: унинг услубий бетарафлиги, номинативликка интилиши, турли тиллар терминологиясидаги умумийлик ва фарқли жиҳатларини тадқиқ қилишда муҳим аҳамият касб этади.

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### **UNLOCKING THE POWER OF LANGUAGE: EXPLORING ITS INFLUENCE, EVOLUTION, AND IMPACT ON SOCIETY**

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**Annotatsiya:** Ushbu maqola tilning dinamik sohasini o'rganadi, uning chuqur ta'sirini, evolyutsion sayohatini va jamiyatga keng qamrovli ta'sirini ochib beradi. Keng qamrovli tadqiqot orqali u tilning inson munosabatlarini qanday shakllantirishini, o'ziga xoslikni yaratishini va turli madaniyatlar va kontekstlarda

muloqotni osonlashtirishini o'rganadi. Maqola tilning eng qadimgi kelib chiqishidan to hozirgi kungacha namoyon bo'lish evolyutsiyasini o'rganib, til taraqqiyoti va jamiyat taraqqiyoti o'rtasidagi murakkab o'zaro bog'liqlikni yoritib beradi.

**Kalit so'zlar:** aloqa, dunyoqarash, sharhlash, akademiya, dinamika, diskriminatsiya, madaniyatlar, vokalizatsiya.

**Аннотация:** Эта статья исследует динамичную сферу языка, раскрывая его глубокое влияние, эволюционный путь и далеко идущее воздействие на общество. Благодаря обширному исследованию он изучает, как язык формирует человеческие отношения, создает идентичность и облегчает коммуникацию между культурами и контекстами. В статье рассматривается эволюция языка от самых ранних истоков до наших дней, подчеркивается сложная взаимосвязь между развитием языка и развитием общества.

**Ключевые слова:** коммуникация, мировоззрение, интерпретация, академия, динамика, дискриминация, культуры, вокализации.

**Annotation:** This article explores the dynamic realm of language, revealing its profound influence, evolutionary journey, and far-reaching impact on society. Through extensive research, he explores how language shapes human relationships, creates identity, and facilitates communication across cultures and contexts. The article explores the evolution of language from its earliest origins to the present day, highlighting the complex interrelationship between language development and societal development.

**Keywords:** communication, worldview, interpret, academia, dynamics, discrimination, cultures, vocalizations.

Language is one of the most remarkable abilities that humans possess. It is the cornerstone of communication, enabling us to express thoughts, share ideas, and build connections with others. Beyond mere communication, language plays a pivotal role in shaping societies, influencing cultures, and driving progress. In this article, we delve deep into the power of language, exploring its influence, evolution, and profound impact on society. Language, in its most primitive form, likely began as simple vocalizations and gestures used by early humans to convey basic needs and emotions. Over millennia, it evolved into complex systems of communication, with grammar, syntax, and semantics enabling the expression of increasingly abstract concepts. The study of linguistics provides insights into the historical development of languages, tracing their roots and documenting their transformations over time. One of the most fascinating aspects of language evolution is its adaptability. Languages constantly evolve, absorbing new words, expressions, and grammatical structures from other languages through processes like borrowing, assimilation, and innovation. This evolutionary dynamic reflects the interconnectedness of cultures and the fluid

nature of human interaction. Language is not just a tool for communication; it also shapes the way we think and perceive the world around us. The Sapir-Whorf hypothesis, also known as linguistic relativity, suggests that the structure and vocabulary of a language influence its speakers' cognitive processes and worldview. For example, languages that have rich vocabularies for describing colors may lead speakers to perceive and categorize colors differently than speakers of languages with more limited color terms. Moreover, language can influence our attitudes, beliefs, and social identities. The words we use to describe ourselves and others carry connotations and implications that can shape our self-perception and social interactions. Language also serves as a medium for transmitting cultural norms, values, and ideologies, reinforcing social hierarchies and power dynamics. Throughout history, language has been a potent tool for advocating social change and challenging established norms. From political speeches and literary works to social media campaigns and protest chants, language has been instrumental in mobilizing communities, raising awareness about social issues, and rallying support for causes. One notable example is the Civil Rights Movement in the United States, where leaders like Martin Luther King Jr. used the power of language to articulate a vision of equality and justice, inspiring millions to join the struggle against racial discrimination. Similarly, the feminist movement has employed language to challenge gender stereotypes, promote gender equality, and empower women to assert their rights and agency. In the digital age, language intersects with technology in profound ways, shaping the tools and platforms we use for communication and information exchange. Natural language processing (NLP) technologies, powered by artificial intelligence, enable machines to understand, interpret, and generate human language, revolutionizing fields such as translation, virtual assistants, and sentiment analysis. Moreover, language plays a crucial role in the development and adoption of new technologies. The success of innovations depends not only on their technical merits but also on how effectively they are communicated to users. Clever branding, persuasive marketing messages, and intuitive user interfaces rely on language to convey value propositions, build trust, and drive adoption.

As the world becomes increasingly interconnected, languages are crossing geographical and cultural boundaries at an unprecedented rate. Globalization has facilitated the spread of dominant languages like English, which has become the lingua franca of international business, diplomacy, and academia. However, this linguistic hegemony has also raised concerns about linguistic diversity and the preservation of minority languages and indigenous cultures. Efforts to promote multilingualism and preserve endangered languages are underway around the world, driven by recognition of the cultural richness and knowledge embedded in linguistic diversity. Organizations and initiatives advocating for language revitalization and

preservation play a vital role in safeguarding linguistic heritage and promoting cultural exchange in an increasingly globalized world. Language is a multifaceted phenomenon with profound implications for individuals, societies, and the world at large. From its evolutionary origins to its role in shaping thought, perception, and social change, language permeates every aspect of human existence. As we continue to unlock the power of language, we must recognize its potential to unite or divide, to empower or oppress. By fostering linguistic diversity, promoting inclusive communication, and harnessing the transformative power of words, we can build a more equitable, interconnected, and harmonious society for future generations. Language is a cornerstone of human civilization, serving as a tool for communication, expression, and cultural transmission. This essay delves into the profound influence, evolutionary dynamics, and far-reaching impact of language on society. From its origins in prehistoric times to its contemporary manifestations in the digital age, language continues to shape our thoughts, behaviors, and interactions in profound ways. The evolution of language traces back to the earliest hominid species, with evidence suggesting that *Homo sapiens* developed complex linguistic abilities around 50,000 to 100,000 years ago. This section explores the cognitive, social, and biological factors that contributed to the emergence of language, highlighting the role of communication in human survival, cooperation, and cultural development. It examines theories of language origins, including the gestural hypothesis and the vocalization theory, shedding light on the gradual transition from primitive communication systems to fully developed languages. Language plays a pivotal role in shaping individual and collective identities, as well as in defining cultural, ethnic, and national boundaries. This section delves into the complex interplay between language and identity formation, exploring how language varieties, dialects, and accents reflect social hierarchies, power dynamics, and historical legacies. It examines the role of language policy, linguistic imperialism, and language revitalization efforts in shaping linguistic landscapes and preserving linguistic diversity. Language is a potent instrument of power, influence, and social control, wielded by governments, institutions, and dominant social groups. This section analyzes the dynamics of language power, exploring how linguistic ideologies, linguistic discrimination, and language hegemony shape access to resources, opportunities, and social mobility.

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# IMPLEMENTATION OF COMPUTER TECHNOLOGY OPPORTUNITIES IN TEACHING FOREIGN LANGUAGES

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**Annotation:** The article is about the relevance of the usage of information and communication technologies that makes it possible to solve the main contradiction of the modern education system - the contradiction between the rapid rate of increase in knowledge in the modern world and the limited possibilities of their assimilation by the individual. Now everyone understands that the Internet has colossal information capabilities and no less impressive services. But we must not forget that, no matter what properties this or that means of education, the information-subject environment possesses, didactic tasks, the features of the cognitive activity of students, due to certain goals of education, are primary. The Internet, with all its capabilities and resources, is one of the means of realizing these goals and objectives.

**Key words:** information, communication technologies, educational process.

**Аннотация:** В статье говорится об актуальности использования информационно-коммуникационных технологий, позволяющих решить главное противоречие современной системы образования - противоречие между быстрыми темпами роста знаний в современном мире и ограниченными возможностями их усвоения индивидуумом. Сейчас все понимают, что Интернет обладает колоссальными информационными возможностями и не менее впечатляющими услугами, но нельзя забывать, что какими бы свойствами ни обладало то или иное средство обучения, информационно-предметная среда, дидактические задачи, особенности познавательной деятельности учащихся в силу определенных целей обучения являются первичными. Интернет со всеми его возможностями и ресурсами является одним из средств реализации этих целей и задач.

**Ключевые слова:** информация, коммуникационные технологии, образовательный процесс.

**Annotatsiya:** Maqolada zamonaviy ta'lim tizimining asosiy qarama-qarshiligini - zamonaviy dunyoda bilimlarning tez o'sish sur'ati va ularni o'zlashtirishning cheklangan imkoniyatlari o'rtasidagi ziddiyatni hal qilishga imkon beradigan axborot-kommunikatsiya texnologiyalaridan foydalanishning dolzarbligi haqida. shaxs tomonidan. Endi hamma Internet ulkan axborot imkoniyatlariga va undan kam bo'lmagan ta'sirchan xizmatlarga ega ekanligini tushunadi. Lekin shuni unutmashimiz kerakki, u yoki bu ta'lim vositalari, axborot-sub'ekt muhiti qanday xususiyatlarga ega bo'lishidan qat'i nazar, didaktik vazifalar, ta'limning ma'lum

maqsadlaridan kelib chiqqan holda o'quvchilarning bilish faoliyatining xususiyatlari birlamchi hisoblanadi. Internet o'zining barcha imkoniyatlari va resurslari bilan ana shu maqsad va vazifalarni amalga oshirish vositalaridan biridir.

**Kalit so'zlar:** axborot, kommunikatsiya texnologiyalari, o'quv jarayoni.

At the present stage of higher education reforms, serious changes are associated with the introduction of information and communication technologies in the educational process. The implementation of the reform is carried out by higher education through the solution of methodological and organizational tasks. It is the use of information and communication technologies that makes it possible to solve the main contradiction of the modern education system - the contradiction between the rapid rate of increase in knowledge in the modern world and the limited possibilities of their assimilation by the individual. Many students prefer to use a computer in the process of performing "great" tasks (writing an essay, term paper, abstract) associated with writing large texts. In this situation, the computer is used as an activity partner and at the same time an information as well as technical support tool. Using computer tools, students:

- 1) enter new textual information;
- 2) get access to extensive information in their native and foreign languages, due to reference and networks, using, if necessary, machine translation systems;
- 3) edit and improve written works with the help of programs such as "text editor", spellers and document templates;
- 4) work with interactive text generation programs and automatic text processing systems (abstract summarizing, etc.);
- 5) systematize and supplement textual information with tables, graphs, diagrams and drawings.

The main purpose of the computer as a tool for educational and cognitive activity is to provide maximum support in mastering the language, which allows the student to move on to more rational forms of learning that bridge the gap between acquiring knowledge and their actual assimilation. Students use a PC as an activity tool not only to receive information and technical support, but also to organize distance learning communication using computer telecommunication networks. The computer makes it possible to implement various forms of interpersonal mediated communication; verbal contact communication (net-conferences) and written distant communication (e-mail); individual communication (personal correspondence) and group communication (zoom). Only modern computer technologies make it possible to implement part-time language teaching in the form of distance learning (learning at a distance), which is successfully carried out both within the framework of individual inter-university programs and on the scale of entire educational institutions (for

example, the Open University of London in the UK, the National Technological University of London Colorado in the USA). The form of distance learning is also interesting in that it allows you to make the process of language acquisition more natural in terms of the conditions for its course, since the language is not studied in the classroom at the same time by a large number of students within the time allotted for the lesson, but individually, moreover, using various organizational forms of work. . Students acquire some autonomy, not only physical, but also social and psychological, choosing the most comfortable and natural conditions for learning. It can be concluded that the use of a computer in the process of mastering a language creates conditions for foreign language communication, provides wide access to information and helps in independent learning of a foreign language. Today's software corporations understand that the demand for training software is growing exponentially.

Our task is for the convenience of using this material by students and teachers, to combine all this as much as possible within the framework of one program. If these are large multimedia programs, then describe by topic what grammatical, lexical or phonetic material can be found in this program, what exercises this product provides. Now everyone understands that the Internet has colossal information capabilities and no less impressive services. But we must not forget that, no matter what properties this or that means of education, the information-subject environment possesses, didactic tasks, the features of the cognitive activity of students, due to certain goals of education, are primary. The Internet, with all its capabilities and resources, is one of the means of realizing these goals and objectives. At the moment, there are a large number of sites dedicated to the teacher of foreign languages. On such sites you can find: ready-made lessons, newspaper articles, various thematic texts, exercises, grammar explanations, audio books. However, interactive educational computer-mediated communication of a teacher and a student, when the acquired knowledge becomes the most active, is often opposed to passive acquisition of knowledge. Mediated communication changes not only the structure, but also the nature of traditional communication. It should be noted that real ways to solve problems associated with a huge amount of educational material to be mastered and controlled, as well as with differential learning is the intensification and individualization of learning, carried out in three directions:

- development of new teaching methods and techniques;
- introduction of new forms of organization of the educational process (considering the requirement to increase the proportion of students' independent work);
- more intensive use of LLP in the practice of teaching, including computer.

Recently, scientific research and publications that examine the experience of teachers and methodologists indicate that the effectiveness of teaching foreign



languages can be significantly improved through the introduction of new pedagogical technologies, in particular, information and communication technologies. Thus, almost every discipline should use computer technology to increase the level of student knowledge, speed up and improve the presentation of material, and enhance learning. This will increase the efficiency of both full-time and, in particular, part-time education, where a large amount of material is required to be submitted in the shortest possible time.

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### XORIJIY TILLARNI O'RGANISH TIZIMINI TAKOMILLASHTIRISH CHORA-TADBIRLARI

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**Annotatsiya.** Ushbu maqolada bugungi kunda chet tilini o'rganishning ahamiyati va uni takomillashtirish chora-tadbirlari keng yoritib berilgan. Shuningdek, hozirda chet tilini o'rganishga bo'lgan e'tibor, yoshlarga berilayotgan imtiyozlar va bu maqsadda qabul qilingan qaror, qonun va farmonlar keltirilgan.

**Kalit so'zlar:** chet tilini o'qitish, milliy sertifikat, xalqaro baholash tizimi, Davlat test markazi, Vazirlar Mahkamasining PQ-5117-son qarori.

**Abstract.** In this article, the importance of learning a foreign language today and measures to improve it are widely covered. Also, attention to learning a foreign language, privileges given to young people, and decisions, laws and decrees adopted for this purpose are presented.

**Key words:** foreign language teaching, national certificate, international assessment system, State test center, decision of the Cabinet of Ministers No. PQ-5117.

**Аннотация.** В данной статье широко освещена важность изучения иностранного языка сегодня и меры по его совершенствованию. Также представлено внимание к изучению иностранного языка, льготы, предоставляемые молодежи, и принятые с этой целью решения, законы и постановления.

**Ключевые слова:** обучение иностранному языку, национальный сертификат, международная система оценивания, Государственный тестовый центр, постановление Кабинета Министров № PQ-5117.

Ma'lumki, bugungi kunda xorijiy tillarni, ayniqsa, ingliz tilini o'rganishga bo'lgan talab oshib bormoqda. Albatta, buning natijasida yosh avlodning dunyoning eng yuqori darajali universitetlarida o'qish uchun imtiyozlar qo'lga kiritayotganining guvohi bo'lishimiz mumkin. Ta'lim sifatini oshirish, davlatni har tomonlama rivojlantirish maqsadida mamlakatda tajribali va malakali kadrlarni tayyorlash, ularning bilimlarini xorijiy davlatlar mutaxassislari bilan almashish maqsadida chet tillarini o'qitishga bo'lgan e'tibor kuchaytirilmoqda. Bu borada davlatimiz rahbari Sh.M.Mirziyoyev farmonlari va Oliy Majlis chiqarayotgan qaror va qonunlari hamda ularni amalga oshirish uchun Vazirlar Mahkamasi tomonidan qilinayotgan chora-tadbirlar katta ahamiyat kasb etadi.

Hozirgi kunda yurtimizdagi ta'lim sohasini tubdan chet tillarga tatbiq qilish maqsadida taqdim etilayotgan darsliklar o'quv qo'llanmalari ham ayni shu maqsadning amaliy isbotidir. Binobarin o'z on tilisiga qiziqqan va uni puxta o'rgangan o'quvchigina boshqa tillarga mehr qo'yib, uni o'rgana oladi. Shuningdek, yurtimizda til o'rganishga bo'lgan e'tibor nuqtai nazaridan ham oladigan bo'lsak, aynan yaqin 5-10 yil davomida misli ko'rinmagan ishlar amalga oshirildi va buni siyosat darajasigacha olib chiqishdi. O'z o'rnida xorijiy tillarni o'rganishga oid bir qator qaror va farmonlar ishlab chiqildi.

Vazirlar Mahkamasining "Xorijiy tillarni o'rganishni ommalashtirishni samarali tashkil etish chora-tadbirlari to'g'risida" 2021-yil 19-maydagi 312-son qaroriga muvofiq: "Qoraqalpog'iston Respublikasi Vazirlar Kengashi, viloyatlar va Toshkent shahar hokimliklari tomonidan har yili tuman (shahar)dagi maktablarni xorijiy tillarni o'qitish uchun zarur bo'lgan adabiyotlar, asbob-uskunalar, zamonaviy axborot texnologiyalari bilan ta'minlash uchun mahalliy budjetlardan 1 mlrd so'mdan kam bo'lmagan miqdorda ajratiladigan mablag'larning hisobi hududiy xalq ta'limi boshqarmalarining G'aznachilikdagi alohida ochilgan maxsus hisobvaraqlarida yuritilishi hamda ushbu mablag'lar Agentlik bilan kelishilgan manzilli dasturlar asosida sarflanishi belgilab qo'yilsin".

Qonun bajarilishini ta'minlash maqsadida vazirlik tomonidan tuman, shahar va viloyatlar hokimliklariga qator vazifalar belgilab berildi va uning nazorati yo'lga qo'yildi. Shuningdek, oliy ta'lim muassasalariga hujjat topshirayotgan o'quvchi yoshlarga ham keng imkoniyatlar yaratib berilmoqda. Ular "Chet tilini bilish darajasini aniqlash" test sinovlarida ishtirok etib, o'z bilim darajalari va saviyasidan kelib chiqqan holda test sinovlaridan ozod qilinish imkoniyatlariga ega:

Vazirlar Mahkamasining "Oliy ta'lim muassasalariga o'qishga qabul qilishda milliy hamda xalqaro baholash tizimlari sertifikatlarini tatbiq qilish chora-tadbirlari to'g'risida" 2019-yil 13-maydagi 395-son qarori bilan belgilangan "Davlat test markazi tomonidan beriladigan chet tilini bilish darajasi to'g'risidagi sertifikat (keyingi o'rinlarda — milliy sertifikat) yoki xalqaro tan olingan sertifikatning tegishli darajalariga ega bo'lgan abituriyentlarga o'qishga kirish sinovlarida berilgan imtiyozlar saqlab qolinadi;

chet tili fanidan kasbiy (ijodiy) kirish imtihonlari Vazirlar Mahkamasi huzuridagi Davlat test markazi tomonidan amalga oshiriladi".

O'zbekiston Respublikasi Oliy majlisining 2020- yil 7- avgustda ma'qullangan "Ta'lim to'g'risida"gi Qonuni va kadrlar tayyorlash milliy dasturiga hamda O'zbekiston Respublikasi Prezidentining 2012- yil 10- dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida" PQ-1875-son, O'zbekiston Respublikasi Prezidentining 2021-yil 19- maydagi "O'zbekiston Respublikasida xorijiy tillarni o'rganishni ommalashtirish faoliyatini sifat jihatidan yangi bosqichga olib chiqish chora-tadbirlari to'g'risida" PQ-5117-son qaroriga hamda O'zbekiston Respublikasi Davlat statistika qo'mitasining 2021- yil 29-iyundagi 61-sonli buyrug'iga muvofiq yangi pedagogik texnologiyalar asosida ingliz tilini o'qitishni tashkil etish topshiriq berilgan.

Ushbu buyruq ijrosini ta'minlash maqsadida, Samarqand viloyati statistika boshqarmasi va Samarqand davlat chet tillar instituti o'rtasida tegishli ravishda shartnoma imzolandi. 2021-yilning 8- oktabr kundan boshlab, Samarqand davlat chet tillar instituti Ingliz tili o'qitish metodikasi o'qituvchilari Shomuxammadov Xolidin hamda Yoqubov Anvar ishtirokida Ingliz tili bo'yicha o'qitishning ilk darslari bo'lib o'tdi.

Xulosa qilib aytadigan bo'lsak, yildan-yilga yosh avlodlar uchun shunchalik keng imkoniyatlar yaratib berilyaptiki, bizning yagona maqsadimiz ulardan samarali foydalangan holda, mamlakatimiz, jamiyatimiz, xalqimiz taraqqiyoti, uning kelajagi uchun yetuk kadr va mutaxassis bo'lib yetishishimiz va davlatimizning bizga bo'lgan ishonchini oqlashimiz zarur.

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## LINGUISTICS IS THE SCIENCE OF LANGUAGE

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**Annotation:** Linguistics or Linguistics is a science that studies languages. There are practical and theoretical types of linguistics, and theoretical linguistics studies the structure and its meaning of language. Grammar includes the disciplines of morphology, syntax, and phonology. Applied linguistics mainly deals with the practical application of theoretical knowledge learned in linguistics. Applied linguistics includes learning and teaching foreign languages.

**Key words:** Linguistics, language semasiology, grammar, Turkic studies, foreign language, logical phonetics.

**Аннотация:** Лингвистика или Языкознание – наука, изучающая языки. Различают практический и теоретический виды языкознания, а теоретическое языкознание изучает структуру и ее значение языка. Грамматика включает дисциплины морфологии, синтаксиса и фонологии. Прикладная лингвистика в основном занимается практическим применением теоретических знаний, полученных в лингвистике. Прикладная лингвистика включает в себя изучение и преподавание иностранных языков.

**Ключевые слова:** Языкознание, языковая семасиология, грамматика, тюркология, иностранный язык, логическая фонетика.

**Annotasiya:** Tilshunoslik yoki Lingvistika tillarni o'rganuvchi fandır. Tilshunoslikning amaliy va nazariy turlari mavjud bo'lib, nazariy tilshunoslik tilning strukturasi va uning ma'nosi o'rganadi. Grammatika — morfologiya, sintaksis va fonologiya fanlarini qamrab oladi. Amaliy tilshunoslik, asosan, tilshunoslikda o'rganilgan nazariy bilimlarni amaliyotda qo'llash bilan shug'ullanadi. Amaliy tilshunoslik tarkibiga xorijiy tillarni o'rganish va o'rgatish kiradi.

**Kalit so'zlar:** lingvistika,til,semasiologiya,gramatika,turkiyshunoslik,xorijiy til,mantiqiy fonetika.

**Introduction:** Linguistics, "Linguistics" is a science about language, its social nature, function, internal structure, classification, laws of operation of specific languages, historical development. According to its purpose and task, there are several directions of linguistics: general linguistics is a field that studies language as a phenomenon characteristic of a human being, the main task of which is to identify and illuminate the most general characteristics of world languages; private linguistics is a field that studies some characteristics of a language; applied linguistics is a direction that develops methods for solving practical problems related to language use mathematical linguistics, structural linguistics, comparative-historical linguistics and other fields such as paralinguistics, ethnolinguistics, psycholinguistics, sociolinguistics study language features related to the activity of the speaker in society.

In addition to these directions, linguistics has many branches and departments that study specific levels and units in each language: semasiology studies the meanings of language units; phonetics and phonology examine the sound construction of language; lexicology and phraseology study the lexical material of the language. The object of study of word formation is the methods of word formation and the productivity of these methods, while grammar studies word changes and the laws of combining words into sentences and phrases. Each branch of linguistics can have smaller special branches. For example, within lexicology there is a department of onomastics, which in turn is divided into anthroponymics, toponymics, etc. Dialectology studies regional differentiation of a particular language. Each of these sections examines the current state of the language and its historical development. Branches of linguistics that study world languages, their families and groups: Arabics, Germanic studies, Turkic studies, Slavic studies, Finno-Ugric studies and other languages interaction, theory and practice of creating auxiliary international languages, as well as interlinguistics and translation theory learns. Linguistics as a science is important in learning native and foreign languages, developing and improving terminology, scientific interpretation of linguistic texts, machine translation; made it possible to solve the problems of the interrelationship of real and

imaginary things, to draw theoretical conclusions for the correct understanding of social consciousness and the human being as a social being. The problem of interaction between language and thought, linguistic and logical units is studied simultaneously by linguistics and philosophy. Descriptive, historical and normative-stylistic methods can be indicated as the main linguistic methods. Linguistics also has special research methods - observation of linguistic phenomena, linguistic experiment, linguistic modeling, linguistic interpretation methods. Linguistics emerged at the border between philosophy and philology.

The study of linguistic problems first started in Ancient India. Ancient Indian Linguistics mil. avv. It arises as a result of interpreting the Vedas, created before the 6th century, from the point of view of language, and mil. avv. It rose to prominence thanks to Panini's grammar, which lived in the 5th-4th centuries. This work consists of 3,996 rules written in verse, describing Sanskrit phonetics and grammar. In Greece, language was studied in relation to logic, as well as from the point of view of its grammatical construction. Classification of words into categories began with Aristotle. The maturity of ancient Greek linguistics is connected with the activity of Greek linguists in Alexandria and partly in Pergan. Greek grammar was written by representatives of the Alexandrian grammar school. On the basis of Greek linguistics, Latin linguistics was born. For the first time, the phonetic, morphological, and partially syntactic features of the Russian literary language were consistently described in M.V. Lomonosov's work "Rus phammatica".

**CONCLUSION:** During the Renaissance, interest in the cultural heritage of the ancient world stimulated the development of classical philology. Along with this, the study of new, modern European languages on a logical basis began. The application of the comparative methodology and the principle of historicity laid the foundation for comparative historical linguistics, which has achieved success in the study of the kinship of languages, the genealogy of languages: the development of classification, the study of the historical development of related languages, language families, mainly the Indo-European language family, the restoration of the ancient state of languages, etc. The history of Uzbek linguistics began with the researches of Mahmud Koshghari and Zamakhshari and followed a long, historical path of development. From the 15th century to the 20s of the 20th century, special attention was paid to the practical aspects of learning the Uzbek language (see Lexicography, Dictionary), many bilingual (Uzbek-Persian, Uzbek-Turkish, Uzbek-Russian and vice versa) dictionaries were created - the lexicology and lexicography departments of linguistics developed.

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## ТУРИЗМГА ОИД ТЕРМИНЛАРНИНГ ЛИНГВИСТИК ТАҲЛИЛИ

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**Аннотация:** Мақолада туризм соҳасига оид «Термин билан профессионализмлар ўртасидаги фарқ, саноат соҳаси, қишлоқ хўжалиги, техникадаги тамомила расмий бўлган, қонунлаштирилган бирор тушунчанинг ифодаси ва номи шунингдек профессионализм, мутахассислик, кўп ҳолларда илмий услубдаги тил, аслини олганда, тушунчанинг қатъий, илмий тавсифига эга бўлмаган ярим расмий сўз ҳақида сўз юритилган.

**Калит сўзлар:** Агротуризм, тур пакет, сафари, қишлоқ туризми, бутик меҳмонхона, гид, туроператор, экскурсия менежери.

**Аннотация:** В статье «Различие термина и профессионализмов», относящейся к сфере туризма, выражение и название понятия, являющегося официальным, узаконенным в сфере промышленности, сельского хозяйства, техники, а также профессионализм, специализация, во многих случаях язык научного стиля, по сути, имеет строгое, научное описание понятия, речь идет о полуофициальном слове, которого нет.

**Ключевые слова:** агротуризм, турпакет, сафари, сельский туризм, бутик-отель, гид, туроператор, экскурсионный менеджер.

**Annotation:** In the article "The difference between the term and professionalisms" related to the field of tourism, the expression and name of a concept that is official, legalized in the field of industry, agriculture, technology, as well as professionalism, specialization, in many cases the language of the scientific style, in fact, has a strict, scientific description of the concept. there is talk of a semi-official word that is not.

**Keywords:** Agrotourism, package tour, safari, rural tourism, boutique hotel, tour guide, tour operator, excursion manager.

Профессор С.Д.Шелов томонидан тақлиф қилинган таъриф, бизнингча, қуйидаги тамойилларга мувофиқ долзарбдир:

а) умумлаштирувчи характерга эга бўлиб, турли йилларда етакчи тадқиқотчилар томонидан таклиф қилинган термин моҳиятига доир таърифларни хулосалайди;

б) терминлар муайян илмий ва касбий билимларга эга шахсларнинг илмий-амалий фаолиятида юзага келувчи, бевосита улар томонидан қўлланилувчи алоҳида лексик гуруҳга мансуб бир маънога мойил сўз сифатида ўзига хослик касб этади;

в) терминологик бирликнинг муайян вазиятда қўлланилиши мутахассисларнинг касбий мулоқот, коммуникатив имкониятлари самарадорлигини оширади, уларнинг бир-бирини тўғри тушуниш муҳитини шакллантиради.

Н.В.Сербиновская таъкидлаганидек, «термин бошқа турдош (ўхшаш) ҳодисалар – номенлар, профессионализмлар, терминоидлар ва ҳ.к. лардан фарқланади» [138;-Б.5]. Р.Дониёровнинг ишида «Термин билан профессионализмлар ўртасидаги фарқ шуки, термин бу муайян фан, саноат соҳаси, қишлоқ хўжалиги, техникадаги тамомила расмий бўлган, қонунлаштирилган бирор тушунчанинг ифодаси ва номидир. Профессионализм эса бирор касб, мутахассислик, кўп ҳолларда илмий услубдаги тилда кенг тарқалган, аслини олганда, тушунчанинг катъий, илмий тавсифига эга бўлмаган ярим расмий сўздир»[63;-Б.59] деб қайд этилган.

Бугунги кунда тилшуносликда термин ва терминология билан алоқадор бўлган терминологизм, терминосфера сингари тушунчалар тез-тез қўлланилмоқда. Шу маънода, «умумэътироф этилган таърифнинг мавжуд эмаслиги сабабли ҳар бир тадқиқотчи ўзининг «ишчи» таърифи ва изоҳини қайд этмоқда» .

Лингвистик терминологияга кўра “терминосфера” тушунчасининг пайдо бўлишига асосий омил ҳисобланувчи тилшунослик ҳам ҳар қандай бошқа фан сингари динамик, ўз-ўзини янгиловчи ва узлуксиз ривожланувчи фандир. Шунга мувофиқ равишда илмий тушунчалар тизими инсон билим даражасини мукамал, аниқ ва объектив баҳолай олиш учун узлуксиз ривожланиш ва ўзгариш босқичидадир. Ҳар қандай ривожланаётган фан илмий тушунчалар тизимининг ўзгариши ва ўзгача маъно касб этиши 1974 йилда В.И.Сифоров томонидан таъкидланган[140;].

Терминшунослик фани тараққиётининг жорий босқичида «терминосфера» лингвистик тушунчасига нисбатан ҳам ўша тенденция кузатилади. Мазкур тушунчанинг яқдил таърифи ёхуд талқинининг изоҳи жаҳон тилшуносларининг қуйидаги луғатлар ва луғат-маълумотномаларида ҳам ёритиб берилмаган: «Словарь лингвистических терминов» (О.С.Ахманова), «Словарь-справочник лингвистических терминов» (Д.Э.Розенталь М.А. Теленкова),



«Лингвистический энциклопедический словарь» (В.Н.Ярцев), «Словарь социолингвистических терминов», словарь-справочник «Термины и понятия лингвистики: Общее языкознание. Социолингвистика» Т.В.Жеребило; Словарь по языкознанию (Тіл біліні сөздігі); Словарь социолингвистических терминов (Элеуметтін лингвистика терминдерінін сөздігі) ва ҳоказо. Шунга қарамасдан, «терминосфера» тушунчаси илмий адабиётларда фаол қўлланилмоқда. Бу эса тушунчанинг рус илмий услуби билан бир қаторда айрим МДХ давлатларининг илмий тилларида, хусусан, ўзбек, қозоқ тилларида ҳам фаол қўлланилишидан далолат беради.

Н.В.Сербиновскаянинг тадқиқоти терминологик майдонга бағишланади. Терминологик майдон марказида терминларни махсус тушунчаларнинг белгилари сифатида бирлаштирадиган; ўзаро алоқадормуносабатга киришувчи ҳамда кесишувчи терминосфераларнинг йиғиндисидан иборат бўлган терминосистема жойлашган. Ҳар бир терминосферанинг ядровий бирлиги сифатида тушунарлилик, аниқлик, бир маънолилик, дефинитивлик, тизимлилик, кодланганлик каби белгиларга эга бўлган терминлар мавжуд. Шунингдек, терминологик майдон перифериясини ҳосил қиладиган, терминларга нисбатан қўйиладиган талабларга тўлақонли жавоб бера олмайдиган бошқа махсус номинатив birlikлар: терминолди тушунчалар (предтерминлар), терминоидлар, номенлар, квазитерминлар, профессионализмлар ажратиб кўрсатилади.

Д.К.Ефимов инглиз ва рус тилларидаги ОАВ (оммавий ахборот воситалари) терминосфераларига бағишланган қиёсий тадқиқотида терминосферани ягона терминосистемани ўзида акс эттирмайдиган қандайдир бир «гибрид (чатишма)» сфера; умумхалқ лексикаси ва ОАВ терминологиясида ўзаро кесишадиган, ўзига хос хусусиятларга эга бўлган доира сифатида кўриб чиқади [66;-Б.8].

Инглиз-америка тилшуносларининг терминология соҳасидаги етакчи мутахассис Кью Кагеуранинг тадқиқотларида «**a terminological sphere**» (терминологик қобик) ва «**a terminological space**» (терминологик бўшлиқ) каби сўз бирикмаларини учратиш мумкин. У терминологиянинг мустақил фан сифатидаги аҳамиятини асослаган ҳолда агар бирон бир лексик birlik термин, дея баҳоланса, унда у аввалдан мавжуд бўлган терминологик бўшлиқда жойлашган бўлишини; шу тарзда терминология концепциясини «терминологик birlikлар»нинг йиғиндисидек, эмпирик моддийлаштириш сифатида жорий қилишини исботлайди[218;]. Шундай қилиб, К.Кагеуранинг нуқтаи назарига кўра, «**терминологик сфера**» ва «**терминологик бўшлиқ**» термини бошқа терминлар билан тизимли муносабатларга киришган ҳолда уларнинг қаторига

ўрнашиб, терминосистемани шакллантирадиган муайян муҳитни ўзида намоён этади.

Мазкур ходисалар анологияси уларнинг идентик хусусият ва тавсифлар жамланмасини акс эттиради. Масалан, тизимлилик; терминосистеманинг бундай хусусиятлари юзасидан Б.Н.Головин ва Р.Ю.Кобрин шундай ёзган: «терминология – тизимлидир, сабаби терминологиянинг алоҳида қисмлари ва жиҳатларини акс эттирувчи ҳамда хизмат қилувчи оламнинг ўзи тизимлидир» терминосфера ҳам тизимлиликка эга [55;-Б.78].

Лингвистик ёндашувга мувофиқ терминлар тизимлилик билан характерланувчи илмий таъриф орқали ифодаланган, бир маънога эга бўлган объект сифатида талқин қилинади. Аксарият ҳолларда термин контекст таъсирига учрамайди. У услубий жиҳатдан нейтрал бўлиб, асосан функционал муҳитда, яъни турли билим соҳалар мутахассислари ва тадқиқотчилари томонидан ишлатиладиган матн ҳамда ҳужжатларда қўлланилади. Соҳалараро терминологик бирликлар ўзаро алоқада бўлиб, яхлит ҳолда терминологик майдондаги терминосистеманинг ядросини ташкил қилади. Шунингдек, терминологик майдон таркибига терминосистема ва умумистеъмол лексикаси чегараси (периферияси)да жойлашган термин бирликлари ҳам киради. Масалан:(1.1-жадвалга қаранг)

#### 1.1-жадвал

#### Умумистеъмол лексикаси чегарасида жойлашган термин бирликлар

инглизча	русча	ўзбекча
<b>Agroturism</b>	агротуризм	agroturizm
<b>Tour package</b>	Тур пакет	Tur paketi
<b>jeep safari</b>	джип-сафари	jip safari
<b>on-your-own package</b>	самостоятельный тур	o'z-o'zidan sayohat
<b>rural tourism</b>	сельский туризм	qishloq turizmi
<b>check-in</b>	регистрироваться	ro'yxatdan o'tish
<b>check-out</b>	проверить	tekshirish
<b>boutique hotel</b>	бутик-отель	butik mehmonxona
<b>flotel</b>	флотель	suzuvchi
<b>tour leader</b>	гид	гид
<b>tour operator</b>	тур-оператор	turoperator
<b>tour manager</b>	тур-менеджер	ekskursiya menejeri
<b>Catering service</b>	Служба общественного питания	Ovqatlanish xizmati

**Хулоса:** Шунинчиси алоҳида таъкидлаш жоизки, лингвистик матнга оид терминологик сферадан фарқли ўлароқ, ҳамيشа лексик сфера компоненти бўла оладиган терминологик майдон мавжуд бўлади.

Юқорида қайд қилинган маълумотларнинг таҳлили натижасида аксарият терминшунослар «**терминосфера**» ҳамда «**терминосистема**» тушунчаларини қарама-қарши қўйиб ўрганишни маъқул кўришмоқда деган хулосага келамиз. Айрим тилшунослар терминосферани терминосистемага тенглаштиради ёки уни нисбатан мураккаб терминосистеманинг муайян соҳада қўлланилишга ихтисослашган терминологик майдон сифатида қарашади. Аслида «терминосфера» тушунчасининг табиатидан келиб чиқиб, унинг таърифи ва хусусиятларига доир фикрлар хилма-хиллиги «терминосистема» ва «терминосфера» тушунчалари ўзаро анологик (ўхшаш, яқин) деб ҳисоблашимиз мумкин. Аммо турли олимлар томонидан келтириб ўтилган ҳар хил лингвистик илмий ёндашувлар призмасида кўриб чиқилгани боис айнан бир хил эмас, деган хулосага келиш имконини берди.

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## DIFFERENTIATION AS A CONDITION FOR INDIVIDUALIZATION OF LEARNING IN ENGLISH LESSONS

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**Annotation:** The need to consider the individual characteristics of a child in foreign language lessons lies in the individual differences in those qualities of students on which the learning outcome depends: the level of knowledge, skills, learning skills and abilities, as well as properties and conditions that affect this particular student and are considered in individual cases.

**Key words:** individualization, differentiation, learning ability, educational skills, cognitive interest.

**Аннотация:** Необходимость учета индивидуальных особенностей ребенка на уроках иностранного языка заключается в индивидуальных различиях в тех качествах учащихся, от которых зависит результат обучения: уровень знаний, умений, навыков усвоения материала и способностей к обучению, а также свойства и условия, которые принимаются во внимание и влияют на данного конкретного учащегося.

**Ключевые слова:** индивидуализация, дифференциация, обучаемость, учебные умения, познавательный интерес.

**Annotatsiya:** Chet tili darslarida bolaning shaxsiy xususiyatlarini hisobga olish zarurati o'quvchilarning fazilatlaridagi individual farqlar bilan bog'liq: bilim, ko'nikma, o'rganish ko'nikmalari va qobiliyatlari darajasi, shuningdek, o'qitish natijalariga bog'liq bo'lgan, ushbu o'quvchiga ta'sir qiladigan va qabul qilinadigan xususiyatlar va sharoitlar alohida hollarda hisobga olinadi.

**Kalit so'zlar:** individuallashtirish, farqlash, o'rganish qobiliyati, ta'lim qobiliyatlari, kognitiv qiziqish.

The concept of modernization of Uzbek education develops the basic principles of educational policy in Uzbekistan, which are defined in the Law of the Republic of Uzbekistan "On Education" dated 09/23/2020 No. 637-ZRU and guarantees equal rights to education for all, regardless of gender, race, nationality, language, religion, social origin, religion, personal and social status. The types of education are also

considered as preschool education and upbringing; general secondary and secondary specialized education; vocational education; higher education; postgraduate education; retraining and advanced training; extracurricular education.

Differentiation of learning is a special form of organization of learning, considering the typological individual psychological characteristics of students and the special organization of teacher–student communication, associated with such an organization of the educational process, which is characterized by variability in the content, methods and intensity of learning. In other words, differentiation is the grouping of students based on their individual characteristics or sets of characteristics for learning according to several different curricula and programs.

Individualization of learning is considering in the learning process the individual characteristics of students in all its forms and methods, regardless of what features and to what extent.

There is a relationship between the concepts of "individualization" and "differentiation", determined by the following relation: differentiation of student learning is an important condition for the individualization of the entire pedagogical process.

I.E. Unt believes that the characteristics of students, which should first be considered when individualizing learning, include:

1) Learning ability – the level of mental development of a student, the prerequisites for his teaching. Learning ability includes generalization of mental activity, economy of thinking, independence of thinking, flexibility of thinking, semantic memory, the nature of the connection between visual and abstract components of thinking [Menchinskaya 2001: 40].

2) Educational skills – special abilities (mathematics, physics, language) and giftedness as innate makings for the formation of abilities.

3) Training, consisting of both programmatic and non-programmatic knowledge, skills and abilities. Learning is distinguished by programmatic knowledge, knowledge in the field of a given subject, and non-programmatic knowledge (preliminary).

4) Cognitive interests (against the background of general educational motivation);

5) The state of health and properties of the nervous system (each of the temperaments manifests itself in different ways) [Unt 1990: 135].

Often, differentiation in teaching foreign languages is based not only on the individual characteristics of the student's personality, but also on individual gaps in his knowledge. The ability of students to learn English is not the same: one language is given easily, others — with great difficulty. It should be noted that educational material at different levels of learning can be assimilated by students of the same

class in different ways: for example, some children learn lexical material more easily due to well-developed mechanical memory, while others have better auditory perception, so they successfully cope with listening exercises.

Studying the interests and abilities of students, as well as analyzing the prospects for the development of their capabilities, is the starting point in an individual approach to teaching a foreign language.

In the practice of pedagogical activity, as a rule, the individual characteristics of a certain group of students are considered, and not an individual in which students have similar characteristics. The teacher considers only those criteria that are important from the point of view of learning effectiveness. These include, for example, mental abilities, features of the development of the central nervous system. Thus, an individual approach is implemented not in the course of all educational activities, but only sporadically.

Individualization of learning is not only episodic, but also systemic. Episodic individual work is carried out when children are not focused on this type of activity. It can arise spontaneously in response to a successful methodical technique, a problem raised by a teacher or one of the students. And in turn, systematic individual work is planned in advance, considering the intellectual characteristics of students, their attitude to learning. The teacher prepares didactic materials, determines the forms and methods of working with the class as a whole and with specific students individually in the classroom.

As for differentiated learning, in this case, each student works at the level of their abilities, overcomes quite tangible, but surmountable difficulties in mastering the material. Observations of differentiated education in schools have shown that with this approach, teachers divide students, as a rule, into "strong" and "weak" [Rabunsky 2000: 154].

Internal differentiation is carried out within the school (by age, accelerated learning class and alignment class). In lesson 10, it manifests itself in the fact that the teacher chooses some feature or combination of them and on this basis the children are divided into groups:

- training groups (high – "5.4"; medium – "3.4"; low – "2.3");
- with the appropriate task;
- according to the rate of assimilation ("strong-weak" are grouped to stimulate students).

External differentiation is carried out according to interests and inclinations (special state institutions are created where inclinations and interests are considered).

In working with students, such forms of differentiated learning can be used as: - the use of tasks of varying degrees of complexity;  
- using variants of the same type of tasks;

- reading texts of varying difficulty;
- providing various assistance to students when completing the same task;
- different times to complete the same task;
- various types of supports;
- performing exercises on individual cards.

These techniques develop the abilities of students, form the skills of their creative speech-thinking activity in the classroom, which helps to identify and develop the reserves of the child's personality.

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# **PRESERVING LINGUISTIC DIVERSITY: STRATEGIES FOR LANGUAGE PRESERVATION AND REVITALIZATION IN A GLOBALIZED WORLD**

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**Annotation:** In a rapidly globalizing world, the preservation and revitalization of endangered languages have become pressing concerns. This paper examines the multifaceted challenges facing linguistic diversity and explores innovative strategies for language preservation and revitalization. Drawing on case studies from around the globe, the paper discusses the social, cultural, and political significance of language preservation efforts. It explores the impact of globalization, urbanization, and colonial legacies on indigenous languages and minority dialects. Additionally, the paper analyzes successful initiatives aimed at revitalizing endangered languages, including community-based language programs, digital technology tools, and language policy reforms. By synthesizing theoretical frameworks with practical examples, this paper offers insights into effective approaches for safeguarding linguistic diversity and fostering cultural heritage in the 21st century.

**Keywords:** Linguistic diversity, language preservation, language revitalization, endangered languages, globalization, cultural heritage, community-driven initiatives, digital technology, language policy, advocacy efforts, collaborative strategies, intergenerational language transmission, Bilingual education, language rights, cultural sensitivity

**Annotatsiya:** Tez globallashib borayotgan dunyoda yo‘qolib ketish xavfi ostida turgan tillarni saqlash va jonlantirish dolzarb masalalarga aylandi. Ushbu maqola til xilma-xilligi oldida turgan ko‘p qirrali muammolarni ko‘rib chiqadi va tilni saqlash va jonlantirish uchun innovatsion strategiyalarni o‘rganadi. Maqolada dunyoning turli burchaklaridan olingan amaliy tadqiqotlar asosida tilni saqlash borasidagi sa’y-harakatlarning ijtimoiy, madaniy va siyosiy ahamiyati muhokama qilinadi. U globallashuv, urbanizatsiya va mustamlakachilik merosining mahalliy tillar va ozchilik lahjalariga ta'sirini o'rganadi. Bundan tashqari, maqolada yo‘qolib ketish xavfi ostida turgan tillarni jonlantirishga qaratilgan muvaffaqiyatli tashabbuslar, jumladan, jamiyatga asoslangan til dasturlari, raqamli texnologiya vositalari va til siyosati islohotlari tahlil qilingan. Nazariy asoslarni amaliy misollar bilan sintez



qilish orqali ushbu maqola 21-asrda til xilma-xilligini himoya qilish va madaniy merosni rivojlantirishning samarali yondashuvlari haqida tushuncha beradi.

**Kalit soʻzlar:** Til xilma-xilligi, tilni saqlash, tilni qayta tiklash, yoʻqolib borayotgan tillar, globallashuv, madaniy meros, hamjamiyat tashabbuslari, raqamli texnologiyalar, til siyosati, advokatlik saʼy-harakatlari, hamkorlik strategiyalari, avlodlararo til uzatish, ikki tilli taʼlim, til huquqlari, madaniy sezgirlik

**Аннотация:** Сохранение и возрождение языков, находящихся под угрозой исчезновения, стали актуальными проблемами в быстро глобализирующемся мире. В этой статье рассматриваются многогранные проблемы, стоящие перед языковым разнообразием, и исследуются инновационные стратегии сохранения и возрождения языка. В статье обсуждается социальная, культурная и политическая значимость усилий по сохранению языка на основе тематических исследований из разных уголков мира. В нем исследуется влияние глобализации, урбанизации и колониального наследия на местные языки и диалекты меньшинств. Кроме того, в статье анализируются успешные инициативы, направленные на возрождение языков, находящихся под угрозой исчезновения, включая языковые программы на уровне сообществ, инструменты цифровых технологий и реформы языковой политики. Обобщая теоретические основы с практическими примерами, эта статья дает представление об эффективных подходах к защите языкового разнообразия и популяризации культурного наследия в 21 веке.

**Ключевые слова:** Языковое разнообразие, сохранение языка, возрождение языка, языки, находящиеся под угрозой исчезновения, глобализация, культурное наследие, общественные инициативы, цифровые технологии, языковая политика, информационно-пропагандистская деятельность, стратегии сотрудничества, передача языка из поколения в поколение, двуязычное образование, языковые права, культурная чувствительность

Language revitalization, also referred to as language revival or reversing language shift, is an attempt to halt or reverse the decline of a language or to revive an extinct one. Those involved can include linguists, cultural or community groups, or governments. Some argue for a distinction between language revival (the resurrection of an extinct language with no existing native speakers) and language revitalization (the rescue of a "dying" language). There has only been one successful instance of a complete language revival, the Hebrew language, creating a new generation of native speakers without any pre-existing native speakers as a model. Languages targeted for language revitalization include those whose use and prominence is severely limited. Sometimes various tactics of language revitalization can even be used to try to revive extinct languages. Though the goals of language

revitalization vary greatly from case to case, they typically involve attempting to expand the number of speakers and use of a language, or trying to maintain the current level of use to protect the language from extinction or language death. Reasons for revitalization vary: they can include physical danger affecting those whose language is dying, economic danger such as the exploitation of indigenous natural resources, political danger such as genocide, or cultural danger/assimilation. In recent times[when?] alone, it is estimated that more than 2000 languages have already become extinct. The UN estimates that more than half of the languages spoken today have fewer than 10,000 speakers and that a quarter have fewer than 1,000 speakers; and that, unless there are some efforts to maintain them, over the next hundred years most of these will become extinct. These figures are often cited as reasons why language revitalization is necessary to preserve linguistic diversity. Culture and identity are also frequently cited reasons for language revitalization, when a language is perceived as a unique "cultural treasure". A community often sees language as a unique part of their culture, connecting them with their ancestors or with the land, making up an essential part of their history and self-image.

Language revitalization is also closely tied to the linguistic field of language documentation. In this field, linguists try to create a complete record of a language's grammar, vocabulary, and linguistic features. This practice can often lead to more concern for the revitalization of a specific language on study. Furthermore, the task of documentation is often taken on with the goal of revitalization in mind.

Language revitalisation has been linked to increased health outcomes for Indigenous communities involved in reclaiming traditional language. Benefits range from improved mental health for community members, increasing connectedness to culture, identity, and a sense of wholeness. Indigenous languages are a core element in the formation of identity, providing pathways for cultural expression, agency, spiritual and ancestral connection. Connection to culture is considered to play an important role in childhood development, and is a UN convention right. As colonisation and subsequent linguicide was carried out through policies such as those that created Australia's Stolen Generations have damaged this connection. It has been proposed that language revitalization may play an important role in countering intergenerational trauma that has been caused. Researchers at the University of Adelaide and South Australian Health and Medical Research Institute have found that language revitalisation of Aboriginal languages is linked to better mental health. One study in the Barngarla Community in South Australia has been looking holistically at the positive benefits of language reclamation, healing mental and emotional scars, and building connections to community and country that underpin wellness and wholeness. The study identified the Barngarla peoples

connection to their language as a strong component of developing a strong cultural and personal identity; the people are as connected to language as they are to culture, and culture is key to their identity. Some proponents claim that language reclamation is a form of empowerment and builds strong connections with community and wholeness.

Language preservation and revitalization refer to efforts aimed at maintaining and restoring endangered languages, particularly those facing the threat of extinction due to various social, cultural, and political factors. Here's some information on the topic:

1. **Importance of Linguistic Diversity:** Linguistic diversity is crucial for preserving cultural heritage, maintaining traditional knowledge systems, and promoting social cohesion within communities. Languages often encode unique cultural perspectives, histories, and identities, which can be lost if a language disappears.

2. **Factors Threatening Languages:** Endangered languages are often vulnerable due to factors such as globalization, urbanization, language shift to dominant languages, government policies favoring majority languages, and cultural assimilation. These processes can lead to intergenerational language transmission breakdown, where younger generations no longer learn or speak their ancestral languages.

3. **Documentation and Archiving:** Language preservation efforts often involve documenting endangered languages through linguistic research, recordings, and written materials. This documentation serves as a resource for future language revitalization efforts and helps linguists understand linguistic diversity.

4. **Community-Based Language Revitalization:** Many successful language revitalization initiatives are community-driven, with local speakers taking the lead in preserving and promoting their languages. These efforts may include language immersion programs, community language schools, cultural events, and intergenerational language transmission programs.

5. **Technology and Language Revitalization:** Digital technology plays a significant role in language preservation and revitalization. Projects such as online dictionaries, language learning apps, social media campaigns, and digital archives make language resources more accessible and facilitate language revitalization efforts, especially for dispersed communities.

6. **Language Policy and Advocacy:** Language revitalization often requires supportive language policies at the national and local levels. Advocacy for language rights, bilingual education programs, and official recognition of minority languages can help protect and promote linguistic diversity.

**7. Collaborative Efforts:** Language preservation and revitalization efforts are often collaborative endeavors involving linguists, community members, educators, policymakers, and other stakeholders. Collaboration ensures that initiatives are culturally sensitive, linguistically accurate, and sustainable in the long term.

Overall, language preservation and revitalization are essential for maintaining the rich tapestry of human languages and safeguarding cultural heritage for future generations. These efforts contribute to global linguistic diversity and promote respect for the linguistic rights of all communities.

**CONCLUSION:** In conclusion, the preservation and revitalization of linguistic diversity are vital endeavors in our increasingly globalized world. Through this paper, we have explored the multifaceted challenges facing endangered languages and the innovative strategies employed to safeguard their survival. From community-driven initiatives to digital technology tools, a diverse array of approaches has emerged to address the complex issues threatening linguistic diversity.

It is evident that language preservation and revitalization efforts must be multifaceted, community-centered, and collaborative to be effective. Community involvement, cultural sensitivity, and linguistic accuracy are paramount in ensuring the success and sustainability of revitalization initiatives. Moreover, supportive language policies, educational programs, and advocacy efforts play crucial roles in protecting linguistic rights and promoting linguistic diversity.

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## **EDUCATIONAL TECHNOLOGY "SHADOWING" IN THE TEACHING OF FOREIGN LANGUAGES**

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**Annotation:** This article provides information on educational technologies in which learning English is very effective. The opinions of researchers about the technology of shadowing installation and the advantages of this educational technology are explained on the importance of studying foreign languages

**Keywords:** shadowing, teaching, speech, speaking, listening, foreign languages, educational technique

**Аннотация:** В этой статье представлена информация об образовательных технологиях, с помощью которых изучение английского языка является очень эффективным. Приводятся мнения исследователей о технологии установки теневого обучения и преимуществах этой образовательной технологии, а также объясняется важность изучения иностранных языков

**Ключевые слова:** слежка, обучение, речь, говорение, аудирование, иностранные языки, образовательная методика

President of The Republic of Uzbekistan Sh. M. Mirziyoyev said that it is necessary to popularize the study of foreign languages among the population and create the necessary conditions for their perfect assimilation, coordinate the introduction of internationally recognized programs and textbooks of teaching foreign languages at all stages of education, and develop modern teaching skills in teachers.

As N. N. Normatova states, "The process of developing the oral speech skills of foreign language for linguistic departments of Higher Education is different from the process of developing it for non-philological departments. The process has its own peculiarities. The quality of education, which is a bilateral process between the teacher and student, depends on the didactic perfection of teacher`s mastery, and on the other hand, the on the student's motivational activity.

Oral speech, as an effective process, requires a lot of time and effort from the student, since it also requires the inclusion of language, speech and communicative

competencies. As a type of communicative activity, it must be an integral part of each lesson.

Shadowing educational technology in the field of foreign language acquisition is a comprehensive term, and hearing material is a technique that repeats loudly or silently at almost the same time.

In the shade, readers follow the Heard speech and say it in the same clear voice, and at the same time it is possible when listening. This process of reproducing accepted speech and observing the participation of shaded material covers information about many areas of readers' brains, especially language centers.

Shadowing benefits readers in the following ways. First, in students with low comprehension, the ability to learn a language is activated and helps the student to reconstruct the original speech.

Second, the Echo memory that stores the information is heard for a short time and activated to retain the received Sonic information. Thirdly, the capacity of the information received in the reader's memory increases.

Shadowing helps you develop two skills at the same time: listening and speaking. Listening to a native speaker, you will learn to distinguish between individual sounds and the features of pronouncing whole phrases. Then you repeat behind it by copying the correct accent.

It teaches "naturalness". In addition to pronunciation, the intonation and speech tempo of the carrier are imitated. This will help to better understand the flow of speech and the structure of the language.

Increases the speed of speech. Regular repetition of the same phrases and grammatical structures leads them to automatism. You don't have to remember to say "I want" in English the next time. You can say "I want" faster than the brain thinks.

Shadowing oral reading improves English rhythm, intonation and speech. A double review concludes that using native-speaking evaluators, shadows are more effective.

More research focusing on how shadow practice can be effectively adapted to different levels of verbal competence, which can have practical implications for teachers and students.

### **Conclusion**

In the teaching and learning of foreign languages, shadowing educational technology is of effective importance. Shadowing educational technology is one of the modern educational techniques. Currently, we can see that this is being used very widely in educational technology, achieving high results

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## **ДАСТЛАБКИ БОСҚИЧДА ЧЕТ ТИЛИНИ ЎҚИТИШДА ЯНГИ ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШ**

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**Аннотация:** Чет тилини ўқитишда нафақат замонавий техник воситалар ва ўқитишнинг янги шакллари ва усуллари, балки интерфаол, мулоқотга йўналтирилган таълим тамойилини амалга оширишга ёрдам берадиган, ўқувчиларнинг хусусиятларини, уларнинг даражаси ва мойиллигини ҳисобга олган ҳолда индивидуаллаштириш ва фарқлашни таъминлайдиган ўқув жараёнига мутлақо янги ёндашув назарда тутилади.

**Калит сўзлар:** ахборот технологиялари, ресурс, тренинг, баркамол авлод, касбий фаолият, электрон манба

**Аннотация:** Обучение иностранному языку предполагает совершенно новый подход к учебному процессу, который способствует внедрению не только современных технических средств и новых форм и методов обучения, но и принципа интерактивного, коммуникативно-ориентированного обучения, индивидуализации и дифференциации с учетом особенностей обучающихся, их уровня и склонностей.

**Ключевые слова:** информационные технологии, ресурс, обучение, гармоничное поколение, профессиональная деятельность, электронный ресурс

**Annotation:** Teaching a foreign language involves a completely new approach to the educational process, which promotes the introduction of not only modern technical means and new forms and methods of teaching, but also the principle of interactive, communication-oriented learning, individualization and differentiation, considering the characteristics of students, their level and inclinations.

**Key words:** information technology, resource, training, harmonious generation, professional activity, electronic resource

Ҳозирги вақтда чет тилини ўқитишнинг мақсади талабаларнинг коммуникатив кўникмаларини, яъни чет тилини амалий билишни ривожлантиришдир. Келажакдаги касбий фаолият жараёнида ўз-ўзини тарбиялаш учун ҳам оғзаки ва ёзма мулоқот учун фойдаланишга имкон берадиган чет тилини билишдир. Чет тили алоқасининг бошқа ваколатлари билан биргаликда таълим компетенцияси битирувчиларнинг ҳар бирига касбий соҳада муваффақият қозониш ва ўзини шахс сифатида тўлиқ англаш имкониятини беради.

Ўқитувчининг вазифаси эса мулоқотга, ўз-ўзини тарбиялашга қодир шахсни тарбиялашдир. Чет тилларни ўқитишнинг замонавий жараёнида ушбу жараённи талабалар учун мазмунли, самарали ва қизиқарли қилиш учун мақбул шароитларни яратиш зарур. Шу мақсадда ўқитувчилар талабалар ишини фаоллаштиришга ёрдам берадиган турли усул ва методлардан фойдаланадилар. Шу билан бирга, компьютер технологиялари ва Internet ресурсларидан фойдаланиш бу жараёнда бебаҳо ёрдам беради.

Янги авлод ўқитувчилари фанни ўрганиш мазмуни ва мақсадларига тўлиқ мос келадиган, ўқувчиларнинг individual хусусиятларини ҳисобга олган ҳолда баркамол ривожланишига ҳисса қўшадиган технологияларни аниқ танлаб олишлари ва қўллашлари керак. Ахборот технологияларидан фойдаланиш мумкин:

1. адабиётларни қидириш учун а) таълим муассасаси кутубхонасининг электрон каталогда; б) Интернетда Internet Explorer каби браузерлар ёрдамида ва ҳоказо., турли хил қидирув тизимлари;

2. абстрактлаш, эслатма олиш, изоҳлаш, иқтибос келтириш ва ҳоказоларда адабиёт билан ишлаш учун.;

3. электрон луғатлардан фойдаланган ҳолда таржима дастурлари ёрдамида матнларни автоматик таржима қилиш учун;

4. ахборотни сақлаш ва тўплаш учун (CD-дисклар, flash-карталар);

5. алоқа учун (Internet, электрон почта);



6. графика ва овозни қайта ишлаш ва кўпайтириш учун, ўқув ва ўқув филмлари, мултфилмлар, рекламалар, ўқув компьютер дастурлари, ўйинлар, интерактив саёҳатлар, энциклопедиялар ва бошқалар.;

7. тадқиқот натижаларини тарғиб қилиш ва амалга ошириш (такдимотлар, оммавий ахборот воситаларида, Интернетда нашрлар).

Чет тили фанининг ўзига хослиги бу ҳолатларнинг деярли барчасида компьютер технологияларидан тўлиқ фойдаланиш имконини беради. Грамматикани ўқитишда диаграммалар, жадваллар, графикалар, чизмалар ва уларни лойиҳалашнинг турли усуллари (интерактив доска, шахсий компьютер экранлари, принтерда чоп етиш) фойдаланиш жуда самарали. Деярли ҳар қандай мавзунини ўрганишда компьютер технологияларидан фойдаланиш мумкин. Муваффақиятли ранг дизайни, диаграммалар ва жадваллардан фойдаланиш, овозли ҳамроҳлик (чет тилидаги мисолларни талаффуз қилиш) билан material осонроқ ва тезроқ қабул қилинади, чунки рецепторларнинг аксарияти иштирок этади. Дарсга сарфланган вақт ҳам камроқ бўлади, чунки материални доскага ёзишга ҳожат қолмайди.

Ва агар барча талабалар уйдаги шахсий компьютерларга эга бўлса, материални рақамли медиада (CD, DVD, flash-карталар) сақлаш ва компьютерга ўтказиш мумкин. Кўпинча сўзнинг "имлосини билмаслик" муаммоси мавжуд ва компьютер технологияларидан фойдаланганда бу муаммо бутунлай йўқолади. Компьютердан янги лексик материаллар, янги сўзлар нақшлари билан танишиш учун самарали фойдаланиш мумкин. Шаклланган билим, кўникма ва кўникмаларни мустаҳкамлаш ва қўллаш босқичида компьютердан тингловчиларнинг шахсий хусусиятларини ҳисобга олган ҳолда турли хил коммуникатив вазифалар ва вазиятларда фойдаланиш мумкин.

Бу дастур материални муваффақиятли ривожлантириш учун мақбул шароитларни яратиши мумкин, шу билан бирга барча талабалар учун етарли ва мумкин бўлган иш юқини таъминлайди. Internet ресурсларидан фойдаланиш талабаларга ўзларининг коммуникатив фаолиятини ҳақиқатга яқинлаштиришга имкон беради, масалан, "квартира" мавзусини ўрганишда уй-жой сотиб олиш ва сотиш учун рекламаларни кўриш, "бўш вақт" мавзусига мос экскурсия танлаш. Саёҳат " ва бошқалар. Форумлардаги танишув ва мулоқот талабаларни ўрганилаётган тил мамлақати ҳақиқатларига яқинлаштиради, сўз бойлигини иборалар, jargon иборалар ва замонавий ёшлар луғати билан бойитади. Компьютер ўқитувчи томонидан талабалар фаолиятини назорат қилиш воситаси сифатида ҳам, ўзини ўзи бошқариш воситаси сифатида ҳам кенг қўлланилади. Компьютер тестидан якуний ёки оралик текшириш усули сифатида фойдаланиш мумкин. Имкониятларга қараб, талабалар тестни таълим муассасасининг

маҳаллий тармоғидаги шахсий компьютерларда ёки Интернетда топширишлари мумкин.

Бундай тест ёрдамида натижаларни тезда олиш ўқитувчига ўқув жараёнини ўз вақтида созлаш, орқада қолишнинг олдини олиш ва талабалар билан individual иш олиб бориш имконини беради. Бу талабага чет тилини ўрганишда қандай ютуқларга еришганини ва нима устида кўпроқ ишлаши кераклигини тушунишга ёрдам беради. Кафедра ўқитувчилари инглиз тили курсининг барча асосий мавзуларини ўз ичига олган катта маълумотлар базасини ўз ичига олган ўқув тест топшириқларини туздилар.

Талабалар ушбу тестларни компьютер синфларида мустақил равишда ҳам, ўқитувчи раҳбарлигида ҳам бажариш учун яхши имкониятга эга. Ушбу турдаги иш мамлакатимизда компьютер синовлари шаклида ўтказиладиган имтиҳонларга тайёргарлик жараёнида, шунингдек оралиқ давлат назоратига тайёргарлик жараёнида қўлланилади. Тестни мустақил равишда бажариш орқали талаба йўл қўйилган хатоларни ва тўғри жавобларни аниқ кўриши мумкин. Имтиҳонларга ва эсселарга тайёргарлик жараёнида компьютер технологияларидан фойдаланиш билан ишлаш тажрибаси шуни кўрсатадики, талабалар ўқув материалларини анча тез ва мазмунли ўрганадилар.

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## WHAT IS ROLE OF THE ENGLISH IN THE INFORMATICS

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**Annotation:** This annotation examines the pivotal role of English in the field of informatics. It explores how English serves as the lingua franca of the global technology and computer science community, facilitating international collaboration, knowledge dissemination, and software development. The analysis sheds light on the intricate relationship between language and technological advancement, emphasizing the significance of English proficiency for professionals in informatics worldwide.

**Keywords:** Informatics, Global Communication, Computer Science, International Collaboration, Knowledge Dissemination, Language Diversity, Linguistic Inclusivity, Technical Terminology, Programming Languages, Research Publications, Open Source Communities, Academic Journals, Professional Networking, English Proficiency, Multinational Corporations, Technological Advancement, Education and Training, Access to Information

**Аннотация:** В данной аннотации рассматривается ведущая роль английского языка в области информатики. В нем исследуется, как английский язык служит лингва-франка глобального сообщества технологий и информатики, способствуя международному сотрудничеству, распространению знаний и разработке программного обеспечения. Анализ проливает свет на сложную взаимосвязь между языком и технологическим прогрессом, подчеркивая важность владения английским языком для специалистов в области информатики во всем мире.

**Ключевые слова:** информатика, глобальная коммуникация, информатика, международное сотрудничество, распространение знаний, языковое разнообразие, лингвистическая инклюзивность, техническая терминология, языки программирования, исследовательские публикации, сообщества с открытым исходным кодом, академические журналы, профессиональные сети, знание английского языка, транснациональные корпорации, технологический прогресс, Образование и обучение, доступ к информации

**Annotatsiya:** Ushbu izoh informatika sohasidagi ingliz tilining asosiy rolini o'rganadi. Unda ingliz tili global texnologiya va kompyuter fanlari hamjamiyatining lingua franca bo'lib xizmat qilishi, xalqaro hamkorlik, bilimlarni tarqatish va dasturiy ta'minotni ishlab chiqishga yordam berishini o'rganadi. Tahlil til va texnologik taraqqiyot o'rtasidagi murakkab munosabatlarga oydinlik kiritib, butun dunyo bo'ylab informatika bo'yicha mutaxassislar uchun ingliz tilini bilish muhimligini ta'kidlaydi.

**Kalit so'zlar:** Informatika, Global aloqa, kompyuter fanlari, xalqaro hamkorlik, bilimlarni tarqatish, til xilma-xilligi, lingvistik inklyuzivlik, texnik terminologiya, dasturlash tillari, tadqiqot nashrlari, ochiq manbalar hamjamiyatlari, akademik jurnallar, professional tarmoq, ingliz tilini bilish, ko'p millatli texnologiya korporatsiyalari, advokatlik Ta'lim va ta'lim, Axborot olish

The use of English in the field of informatics plays a pivotal role in facilitating global communication, knowledge exchange, and technological advancements. This article provides a comprehensive analysis of the significance of English in the context of informatics, exploring its impact on research, innovation, and professional development within the field. By examining the linguistic and communicative aspects of informatics, this study aims to elucidate the multifaceted role of English in driving progress and collaboration in the digital age. In the contemporary landscape of informatics, the English language serves as a fundamental medium for the dissemination of knowledge, the exchange of ideas, and the development of technological solutions. As a lingua franca of the digital era, English plays a crucial role in enabling seamless communication and collaboration among professionals, researchers, and practitioners in the field of informatics. This article delves into the intricate relationship between English and informatics, shedding light on the ways in which language influences innovation, research, and the global interconnectedness of the digital domain.

The role of English in informatics is crucial for effective communication, knowledge sharing, and technological advancement. In today's interconnected world, English has become the lingua franca of the technology industry, playing a pivotal role in facilitating collaboration, research, and innovation. This article will explore the significance of English in the field of informatics and how it influences various aspects of technological development and communication. Language plays a fundamental role in the field of informatics, as it serves as the medium through which ideas, concepts, and technical information are conveyed. English, in particular, has emerged as the predominant language of communication in the global technology sector. As a result, proficiency in English is essential for professionals in the informatics field to effectively collaborate, access valuable resources, and stay updated with the latest developments in their respective domains.

One of the key areas where the role of English is evident in informatics is in academic research and knowledge dissemination. English-language journals, publications, and conferences serve as primary platforms for sharing research findings, technological advancements, and best practices in informatics. Researchers and scholars from diverse linguistic backgrounds rely on English to publish their work, ensuring that their findings reach a global audience and contribute to the

collective body of knowledge in the field. Moreover, the widespread use of English in informatics facilitates seamless collaboration and communication among professionals from different countries and cultural backgrounds. In multinational technology companies, English serves as the common language for team meetings, project discussions, and documentation, enabling professionals to work together efficiently and exchange ideas without language barriers.

In addition to communication and collaboration, the role of English in informatics extends to the realm of programming and software development. The majority of programming languages, frameworks, and libraries used in informatics are documented and taught in English. Aspiring software developers and computer scientists worldwide rely on English-language resources, tutorials, and documentation to learn and master programming languages and tools, thereby gaining access to a wealth of educational materials and programming communities.

Furthermore, English proficiency is essential for professionals in informatics to stay updated with the latest industry trends, technological advancements, and best practices. Online forums, technical documentation, and open-source repositories, which are predominantly in English, serve as valuable resources for professionals seeking to expand their knowledge and skills in areas such as data science, artificial intelligence, cybersecurity, and cloud computing.

In today's interconnected world driven by technology, the English language plays a pivotal role in the field of informatics. Informatics, which encompasses computer science, information technology, and data analysis, relies heavily on English as the lingua franca of global communication and innovation. This article explores the significance of English within the context of informatics and highlights why proficiency in English is crucial for success in this rapidly evolving field.

**Global Collaboration:** English serves as the primary language of international collaboration in informatics, playing a pivotal role in facilitating seamless communication and knowledge exchange among researchers, developers, and professionals from diverse linguistic backgrounds. The widespread adoption of English as the lingua franca in the field of informatics has significantly contributed to the global interconnectedness of technology communities, enabling individuals from different countries and cultures to come together to work on collaborative projects, share valuable insights, and collectively contribute to the advancement of technology on a global scale. Proficiency in English is essential for fostering effective cross-border collaboration in informatics. It empowers professionals to engage in meaningful discussions, share technical expertise, and leverage diverse perspectives to address complex technological challenges. By breaking down language barriers, English enables researchers and developers to collaborate on innovative solutions, contribute to open-source projects, and participate in international conferences and

symposiums, thereby enriching the collective knowledge base of the global informatics community.

Furthermore, the role of English in global collaboration extends beyond verbal communication to encompass written exchanges, documentation, and technical discussions. English proficiency enables professionals to access and contribute to a wealth of English-language resources, including research papers, technical documentation, and collaborative platforms, fostering a culture of open knowledge sharing and cross-cultural learning within the informatics community. In the context of multinational technology companies and research institutions, English serves as the common language for team meetings, project discussions, and collaborative initiatives. This unifying language allows professionals to work together seamlessly, irrespective of their native languages, thereby promoting a culture of inclusivity, diversity, and innovation within the global technology workforce.

Proficiency in English is pivotal for professionals and students in the field of informatics to access a wealth of resources that are predominantly available in the English language. Technical documentation, research papers, academic journals, and online resources form the backbone of knowledge dissemination and skill acquisition in informatics, and a strong command of English is indispensable for leveraging these resources effectively. Access to cutting-edge research is a cornerstone of professional development and innovation in informatics. English-language research papers and academic journals serve as primary sources of the latest advancements in areas such as artificial intelligence, machine learning, cybersecurity, and data science. Professionals with a strong grasp of English can delve into these resources, gain insights from groundbreaking studies, and apply new findings to their research, development, and problem-solving endeavors.

The standardization of English in coding, programming, and software development is fundamental to ensuring seamless compatibility and interoperability across diverse platforms and systems. English-based syntax and naming conventions are universally adopted in programming languages, frameworks, and libraries, serving as a common language for developers, engineers, and technology professionals worldwide. The use of English in coding and programming languages facilitates the creation of software applications, web development, and system integration by providing a consistent and standardized approach to writing code. This uniformity in syntax and naming conventions enables developers from various linguistic backgrounds to collaborate effectively, share code, and contribute to open-source projects without encountering language barriers or compatibility issues. English serves as the lingua franca for technical documentation, API references, and software development tools, ensuring that professionals can access and utilize a wide range of resources and libraries seamlessly. This standardization of English in the

realm of coding and software development promotes a culture of inclusivity, accessibility, and collaboration, allowing developers to work cohesively on projects, contribute to industry standards, and innovate across different technological domains.

Communication skills are not only important but crucial for success in the field of informatics. The ability to communicate effectively plays a central role in various aspects of an informatician's work, spanning from project management to technical problem-solving and collaboration.

**Project Proposals:** Effective communication is paramount when presenting project proposals in informatics. Being able to clearly articulate project objectives, methodologies, timelines, and expected outcomes is essential for securing funding, gaining stakeholder buy-in, and ensuring project success. Proficiency in English allows informaticians to convey complex ideas in a concise and compelling manner to diverse audiences, including investors, clients, and project teams.

**Explaining Complex Algorithms:** Informatics often involves designing, implementing, and optimizing complex algorithms to solve intricate problems. Communicating the logic and functionality of these algorithms requires clarity and precision. Proficient English skills enable informaticians to break down complex concepts into understandable parts, facilitating knowledge transfer and collaboration among peers, researchers, and developers.

**Collaboration with Team Members:** In collaborative environments such as software development teams or research groups, effective communication is vital for coordinating efforts, sharing insights, and resolving challenges. Proficiency in English fosters seamless communication and mutual understanding among team members with diverse linguistic backgrounds. It allows for effective brainstorming sessions, constructive feedback exchanges, and efficient task delegation, ultimately enhancing productivity and project outcomes.

**Cross-Disciplinary Collaboration:** Informatics often intersects with other disciplines such as healthcare, finance, and engineering. Effective communication skills enable informaticians to bridge language barriers and collaborate effectively with professionals from different fields. Whether designing data-driven solutions for medical research or developing innovative algorithms for financial analysis, proficiency in English facilitates interdisciplinary collaboration and the integration of diverse perspectives into informatics projects.

**Client and Stakeholder Interaction:** Informaticians frequently engage with clients, stakeholders, and end-users to understand requirements, gather feedback, and demonstrate the value of technological solutions. Clear and concise communication in English helps build trust, manage expectations, and convey the impact of informatics solutions on business objectives or societal needs. Effective client

communication is instrumental in ensuring the successful adoption and implementation of informatics solutions.

**Professional Presentations and Publications:** Proficiency in English is essential for presenting research findings, delivering conference presentations, and publishing academic papers in international journals. Clear and well-articulated communication enhances the visibility and credibility of informatics research within the global scientific community, fostering collaboration and knowledge dissemination.

English proficiency is paramount for individuals pursuing higher education and engaging in research within informatics-related fields. The ability to comprehend, communicate, and contribute in English significantly enhances opportunities for academic advancement and scholarly achievement.

**Advanced Degrees:** English proficiency is a prerequisite for pursuing advanced degrees such as Master's or Ph.D. programs in informatics, computer science, data science, and related disciplines. Leading universities worldwide, renowned for their expertise in informatics research, typically offer programs conducted entirely in English. Proficient English skills enable students to navigate complex course materials, participate actively in discussions, and excel in academic assessments.

**Research Conduct:** In the realm of informatics, conducting research involves delving into cutting-edge topics, collaborating with experts, and publishing findings in reputable journals and conferences. English serves as the lingua franca of academic discourse, enabling researchers to engage with global peers, share insights, and contribute to the advancement of knowledge. Proficiency in English is essential for writing research proposals, analyzing literature, presenting methodologies, and disseminating research outcomes effectively.

**International Collaboration:** English proficiency facilitates international collaboration among researchers and academic institutions. Collaborative research projects often transcend geographical boundaries, with teams comprising members from diverse cultural and linguistic backgrounds. Proficient English communication fosters effective teamwork, enhances knowledge exchange, and enables the synthesis of diverse perspectives to address complex informatics challenges.

**Access to Resources:** Leading research institutions publish their findings predominantly in English-language journals and conferences. English proficiency is crucial for accessing and comprehending cutting-edge research publications, staying abreast of emerging trends, and leveraging existing knowledge to inform research endeavors. Additionally, proficiency in English enables scholars to participate in academic conferences, workshops, and seminars, where they can network with peers, present their work, and gain valuable feedback from the global research community.

**Career Opportunities:** Advanced degrees and research experience gained through English-medium programs open doors to diverse career opportunities in



academia, industry, and government sectors. Proficiency in English enhances employability and enables individuals to contribute meaningfully to the development and application of informatics solutions on a global scale.

### **Conclusion:**

In conclusion, the role of English in informatics is fundamental and multifaceted, serving as a cornerstone for success and advancement in this dynamic field. English proficiency is indispensable for individuals pursuing education, conducting research, and working in professional capacities within informatics-related domains. Firstly, English proficiency enables seamless collaboration and knowledge exchange among a diverse global community of informaticians. As the primary language of international communication, English facilitates interdisciplinary collaboration, allowing researchers, developers, and practitioners from different linguistic backgrounds to work together effectively on complex projects and innovative solutions. Secondly, proficiency in English is essential for accessing and contributing to the wealth of resources available in informatics. Leading universities and research institutions worldwide use English as the primary language of instruction and academic publication, necessitating strong English language skills for academic success and engagement in cutting-edge research.

Moreover, effective communication in English is integral to various aspects of informatics practice, including presenting project proposals, explaining complex algorithms, collaborating with team members, and interacting with stakeholders. Clear and concise communication enhances productivity, fosters teamwork, and promotes the dissemination of research findings and technological advancements within the global tech community. Furthermore, English proficiency opens doors to diverse career opportunities in informatics, enabling individuals to pursue rewarding careers in academia, industry, government, and research organizations worldwide. Employers often prioritize candidates with strong English language skills, recognizing the importance of effective communication in driving innovation and achieving business objectives in the field of informatics. In essence, proficiency in English empowers informaticians to navigate the complexities of the digital age, leverage global resources, collaborate effectively, and contribute meaningfully to advancements in technology and data science. As informatics continues to shape our digital future, mastery of English remains an invaluable asset, enabling individuals to thrive and excel in this rapidly evolving field.

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## **ОБЗОР ИСТОРИИ ИССЛЕДОВАНИЙ КОНТРАСТИВНОЙ ФРАЗЕОЛОГИИ И ТЕРМИНОЛОГИИ ШВЕДСКОГО И НЕМЕЦКОГО ЯЗЫКА**

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**Аннотация:** В данной статье рассматривается методология составления идиоматического словаря HSG. Основное внимание уделено критериям выбора идиом, методам сбора и анализа данных, а также сравнению словаря HSG с другими идиоматическими словарями. Результаты анализа позволили выявить уникальные особенности методологии HSG и предложить рекомендации для улучшения подходов к составлению идиоматических словарей. В заключении обсуждаются ограничения текущего исследования и перспективы дальнейших исследований в этой области.

**Ключевые слова:** идиоматический словарь, методология, HSG, критерии выбора идиом, корпусный анализ, культурные различия, двуязычные словари.

**Annotatsiya:** Ushbu maqolada HSG idiomatik lug'atini tuzish metodologiyasi muhokama qilinadi. Asosiy e'tibor idiomalarni tanlash mezonlariga, ma'lumotlarni yig'ish va tahlil qilish usullariga, shuningdek, HSG lug'atini boshqa idiomatik lug'atlar bilan taqqoslashga qaratilgan. Tahlil natijalari HSG metodologiyasining o'ziga xos xususiyatlarini aniqlash va idiomatik lug'atlarni tuzishga yondashuvlarni takomillashtirish bo'yicha tavsiyalar berish imkonini berdi. Xulosa hozirgi tadqiqotning cheklovlari va ushbu sohadagi keyingi tadqiqotlar istiqbollari muhokama qiladi.

**Kalit so'zlar:** idiomatik lug'at, metodologiya, HSG, idiom tanlash mezonlari, korpus tahlili, madaniy farqlar, ikki tilli lug'atlar.

**Abstract:** This article discusses the methodology for compiling the HSG idiomatic dictionary. The main attention is paid to the criteria for choosing idioms, methods of data collection and analysis, as well as comparing the HSG dictionary with other idiomatic dictionaries. The results of the analysis made it possible to identify the unique features of the HSG methodology and offer recommendations for improving approaches to the compilation of idiomatic dictionaries. In conclusion, the limitations of the current study and the prospects for further development are discussed research in this area.

**Keywords:** idiomatic dictionary, methodology, HSG, idiom selection criteria, corpus analysis, cultural differences, bilingual dictionaries.

Цель данной статьи не заключается в предоставлении исчерпывающего обзора истории фразеологии, а в представлении ключевых этапов и особенностей её развития. Также акцент будет сделан на контрастивной фразеологии.

Фразеология представляет собой относительно новую область научного исследования, являясь подразделом лингвистики, который фокусируется на изучении фразеологизмов — фиксированных словосочетаний (Krohn 1994,13; Burger 2003,11; Glaser 1990, 50).

Основы фразеологии были заложены Чарльзом Балли в его работе "Traité de stylistique française" (1909), где он разделил фразеологизмы на две категории: в широком смысле и идиомы (Burger 1973, 61; Burger et al. 1982, 1). Несмотря на значимость его вклада, его исследования не получили широкого распространения в Западной Европе.

В Советском Союзе, наоборот, идеи Балли были востребованы, что привело к активному изучению фразеологии (Palm 1995,106). 1930-е и 1940-е годы стали временем формирования фразеологии как отдельного научного направления. Сначала она рассматривалась как часть лексикологии, но со временем стала признаваться как независимый подраздел лингвистики. 1950-е годы стали периодом бурного развития советской фразеологии (Palm 1995,106). Хотя Балли считается основателем фразеологии, в России за основоположника этой дисциплины часто принимается Виктор В. Виноградов (Higi-Wydler 1989, 7).

Активное изучение фразеологии в немецкоязычных странах началось в 1970-х годах. Одной из ранних исчерпывающих работ стала "Фразеология современного немецкого языка" советской лингвистики Ирины И. Чернышёвой, опубликованная в 1970 году.

Большой вклад в развитие дисциплины внесли учёные из Германской Демократической Республики (ГДР). Именно 1982 год стал ключевым для фразеологических исследований благодаря выходу двух важных справочников: "Руководство по фразеологии" от Harald Burger, Annelies Buhofer и Ambros Sialm, а также "Фразеология современного немецкого языка" авторства Wolfgang Fleischer.

Christine Palm в 1995 году представила общее введение в фразеологию под названием "Фразеология: введение". Эту линию исследований продолжил Harald Burger своей работой в 1998 году, переизданными версиями которой вышли в 2003 и 2007 годах.

С 1988 года начались международные конференции по фразеологии, известные как Europhras.

Исследования в области немецкой фразеологии и идиоматики можно охарактеризовать как обширные, тогда как шведские фразеологизмы и идиомы остаются относительно малоизученными (Skoldberg, 2004, с. 7). Также отмечается отсутствие всестороннего введения в фразеологию шведского языка, в то время как для немецкого языка существует несколько подобных работ (Sodersved, 2006, с. 291).

Одной из первых публикаций по теме шведской фразеологии является работа Anward и Linnell (1976) на тему лексикализованных фраз в шведском языке. Начиная с 1990-х годов, интерес к этой области заметно возрос. Примером может служить исследование Skog-Sodersved (2006, 2008), который анализировал использование фразеологизмов в заголовках. Также следует отметить вклад Clausen (1993, 1996, 1999, 2005) в изучение разнообразных аспектов шведской фразеологии.

Arnstad (2001)<sup>13</sup> опубликовал ряд статей, в которых освещены вопросы использования идеоматических выражений и их вариаций. Niemi осуществил анализ словесных идиом (2002 г.)<sup>14</sup>, а также рассмотрел идиомы, связанные с частями тела (2004 г.)<sup>15</sup>. Skoldberg изучал альтернативные формы идиом в NEO (1999)<sup>16</sup>, а также рассматривал формы идиом в словарях и их современное употребление (2001)<sup>17</sup>. Кроме того, он исследовал двусмысленность идиом (2002)<sup>18</sup> и их вариативность (2004 г.) (Skoldberg 2004, 7-9).

Согласно Крону (1994,<sup>14</sup>), современные исследования в области фразеологии выдвигают на передний план не классификацию фразеологизмов в рамках отдельных языков, но текстолингвистические и сопоставительные аспекты фразеологии (Krohn 1994, 14). Далее наш анализ будет фокусироваться на сопоставительном изучении фразеологии.

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## CONTRASTIVE PHRASEOLOGY

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**Annotation:** The main attention is paid to the criteria for selecting idioms, methods of data collection and analysis, as well as comparison of the HSG dictionary with other idiomatic dictionaries. The results of the analysis made it possible to identify unique features of the HSG methodology and offer recommendations for improving approaches to the compilation of idiomatic dictionaries. Finally, limitations of the current study and prospects for future research in this area are discussed.

**Keywords:** cultural differences, bilingual dictionaries, idiomatic dictionary, methodology, HSG, criteria for choosing idioms, corpus analysis.

**Аннотация:** Основное внимание уделено критериям выбора идиом, методам сбора и анализа данных, а также сравнению словаря HSG с другими идиоматическими словарями. Результаты анализа позволили выявить уникальные особенности методологии HSG и предложить рекомендации по совершенствованию подходов к составлению идиоматических словарей. Наконец, обсуждаются ограничения текущего исследования и перспективы будущих исследований в этой области.

**Ключевые слова:** культурные различия, двуязычные словари, идиоматическая лексика, методология, HSG, критерии выбора идиом, корпусный анализ.

**Annotatsiya:** Asosiy e'tibor idiomalarni tanlash mezonlariga, ma'lumotlarni yig'ish va tahlil qilish usullariga, shuningdek, HSG lug'atini boshqa idiomatik lug'atlar bilan taqqoslashga qaratilgan. Tahlil natijalari HSG metodologiyasining

o'ziga xos xususiyatlarini aniqlash va idiomatik lug'atlarni tuzishga yondashuvlarni takomillashtirish bo'yicha tavsiyalar berish imkonini berdi. Nihoyat, hozirgi tadqiqotning cheklovlari va ushbu sohadagi kelajakdagi tadqiqotlar istiqbollari muhokama qilinadi.

**Kalit so'zlar:** madaniy farqlar, ikki tilli lug'atlar idiomatik lug'at, metodologiya, HSG, idiom tanlash mezonlari, korpus tahlili.

Contrastive phraseology deals with the comparison of two or more languages. Studies covering three or more languages are rare. Over the past ten years, the languages most often contrasted with German include Russian, Polish, French, Hungarian and Finnish (Palm 1995, 113-114). Swedish, in turn, is also often compared to German (Skoldberg 2004, 9).

J. Smith (1982, 30) emphasizes that the main goal of contrastive phraseology is the comparative analysis of the phraseological systems of two or more languages in order to identify similarities and differences. These results can be applied in practice in translation, teaching and lexicography. Foldes (1996) notes that comparative language analysis can be carried out in different dimensions: interlingual and intralingual. Interlingual comparison focuses on commonalities, similarities, and differences between languages. Intralingual comparison affects multivariance within one language, for example, German. This may include comparison of the phraseology of dialects, regional variants and the standard language. An example would be comparing the phraseological features of different varieties of German, such as "turn every pfennig/every shilling twice", or comparing the phraseology of the German diaspora, such as Hungarian-German, with the phraseology of standard German (Foldes 1996, 17-19; Korhonen Wotjak 2001, 227).

This paper focuses on the cross-linguistic dimension by comparing Swedish and German.

Since the late 1960s, comparative research has been actively carried out in the field of phraseology (Wells 1987, 43). In the 1960s and 1970s, German was most often contrasted with Russian, Polish, Czech, Ukrainian, French and English. In the early 1980s, contrastive phraseology experienced a surge in interest that continues today. In their 2001 paper, Korhonen and Wotjak listed other languages that have been compared to German since the 1980s. Among them are the Germanic languages: Dutch, Swedish, Danish and Icelandic; Romance languages: Spanish and Portuguese; Slovenian languages: Croatian, Slovak and Bulgarian; and Finnish from the Finno-Ugric group (Korhonen and Wotjak, 2001, pp. 228-230).

Despite many studies, there are few contradictory works comparing Swedish and German. In the 1990s, this issue was addressed by researchers such as Kron (1994) and Lund (1992, 1993), who analyzed German and Swedish somatisms. Skog-

Sodersved (1992) examined the frequency of idioms in editorial articles of German and Swedish daily newspapers.

The next section will look at the key terms of phraseology: phraseology, phraseological units and idioms. The emphasis will be on the main characteristics of phraseological units: polylexicality, persistence, idiomaticity and motivation. When considering resilience, three aspects will be considered: psycholinguistic, structural and pragmatic characteristics.

As defined by Palm (1995, 1), phraseology is considered as the science or research discipline concerned with the study of word combinations within a language system. These phrases in a sentence can act as an object of study.

The term “phraseology” has a dual meaning:

1. Linguistic subdiscipline that studies phraseological units (the study of phraseological units).
2. The totality of all phraseological units of a particular language, for example, when talking about the phraseology of the German language (Burger 2003, 11; Fleischer 1982, 9).

Phraseologisms have certain characteristics:

1. A phraseological unit consists of at least two words.
2. Words within a phraseological unit form a certain stable combination, which is not always easy to understand based only on the meaning of each word separately.

The lexical components of a phraseological unit are often called "components of a phraseological unit"(Burger 2003,11).

Burger et al. (1982) define phraseological units as follows: they are phrases consisting of two or more words that:

- cannot be fully explained by their syntactic and semantic properties.
- They are used in the language community in the same way as ordinary words.

There is a one-way relationship between these two characteristics: if the first one applies, then the second one also applies, but not vice versa (Burger et al. 1982,1).

Definition of phraseological units according to Burger et al. (1982) seems stricter:

1. Opacity of syntax and semantics: A phrase cannot be fully explained by its syntactic and semantic properties.
2. Sustainable use: Used in the language community in a similar way to the word.

At the same time, Burger et al. (1982) argue that if a phrase matches the first characteristic, it automatically matches the second, but not vice versa.

Comparison of definitions

It is worth noting that the definitions of Burger (2003) and Burger et al. (1982) are different: the definition of Burger et al. is stricter. Definition by Burger et al. corresponds to what Burger (2003) calls phraseology in the narrow sense.

Examples of phraseological units according to Burger (2003)

1. Guten Appetit!- Polite form of starting a joint meal; Formula for desire at the sight of food.
2. Verschiebe nicht auf morgen, was du heute kannst besorgen- Don't put off until tomorrow what you can do today.
3. an jmdm einen Narren gefressen haben- To love someone very much or to be carried away by someone.
4. hin and her- Back and forth; constant change of direction.
5. sich die Zähne putzen- Brush your teeth.
6. das Rote Kreuz- Red Cross.

Phraseologisms are a special linguistic object that has a number of characteristic properties. The main criteria that determine a phraseological unit are:

1. Polylexicity: Phraseologisms consist of more than one word.
2. Hardness: They are used in the language community in a similar way to a single word.

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### **BORROWING BRILLIANCE: CHALLENGES OF IMPLEMENTING FOREIGN LANGUAGE INNOVATIONS**

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**Annotation:** while foreign experience and innovative technologies hold immense potential for improving foreign language learning, navigating the challenges is critical. By carefully considering cultural context, ensuring equitable access, and investing in teacher training, educators can turn borrowed brilliance into effective learning experiences for all students



**Key words:** Improve foreign language, cultural incongruence, crucial factor, collaboration and exchange, innovative technologies.

**Аннотация:** Зарубежный опыт и инновационные технологии обладают огромным потенциалом для улучшения изучения иностранных языков, решение этих проблем имеет решающее значение. Тщательно учитывая культурный контекст, обеспечивая равный доступ и инвестируя в подготовку учителей, преподаватели могут превратить заимствованные таланты в эффективный опыт обучения для всех учащихся

**Ключевые слова:** Совершенствование иностранного языка, культурное несоответствие, решающий фактор, сотрудничество и обмен, инновационные технологии.

**Annotatsiya:** Xorijiy tajriba va innovatsion texnologiyalar chet tillarini o'rganishni takomillashtirish uchun ulkan salohiyatga ega bo'lsa-da, muammolarni hal qilish juda muhim. Madaniy kontekstni sinchkovlik bilan ko'rib chiqish, teng huquqli foydalanishni ta'minlash va o'qituvchilarning malakasini oshirishga sarmoya kiritish orqali o'qituvchilar o'zlari olgan yorqinlikni barcha talabalar uchun samarali o'rganish tajribasiga aylantirishlari mumkin.

**Kalit so'zlar:** Chet tilini yaxshilash, madaniy nomuvofiqlik, hal qiluvchi omil, hamkorlik va almashinuv, innovatsion texnologiyalar.

The quest to improve foreign language learning is a global endeavor. Educators constantly seek out new methods and technologies to make language acquisition more effective and engaging. Borrowing successful approaches from other countries and integrating innovative tools are tempting solutions, but challenges lurk beneath the surface.

One major hurdle is cultural incongruence. A method praised in one country might not resonate with students from a different background. Educational philosophies, learning styles, and even humor can vary significantly. What works wonders in a high-tech Korean classroom might fall flat in a resource-limited African school.

The allure of technology can also be a double-edged sword. While virtual reality simulations or language learning apps offer exciting possibilities, access and infrastructure issues can create a barrier. Not all students have reliable internet connections or access to expensive devices. The digital divide can exacerbate existing inequalities, leaving some students behind.

Teacher training is another crucial factor. Implementing new methods requires educators to be comfortable with the approaches and skilled in using them. A one-size-fits-all professional development program might not equip teachers with the necessary tools to adapt foreign practices to their specific contexts.

Measuring progress can also be tricky. New methods often necessitate reevaluating traditional assessment tools. How do we effectively gauge the impact of a virtual exchange program or a gamified learning app on complex communication skills?

Finally, successful implementation often hinges on collaboration and exchange. Learning from colleagues abroad is invaluable, but forging strong international partnerships takes time and effort. Sharing best practices and adapting successful strategies requires a strong network of educators willing to bridge geographical and cultural divides.

In conclusion, while foreign experience and innovative technologies hold immense potential for improving foreign language learning, navigating the challenges is critical. By carefully considering cultural context, ensuring equitable access, and investing in teacher training, educators can turn borrowed brilliance into effective learning experiences for all students.

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### ENHANCING STUDENTS' SPEAKING ABILITY BY USING APHORISMS

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**Abstract.** The article discusses how aphorisms could be implemented in the educational process as a means of developing students' speaking skill. Aphorisms are authentic material with broad educational potential. Aphorisms play an important role in getting the communicative competence of the target language and the cultural knowledge as well. Careful selection of authentic language material, the use of appropriate methods and techniques contribute to the effective development of students' speaking skill.

**Keywords:** teaching method, speaking skill, teaching speaking, aphorisms, authentic material, communicative competence, cultural values.

**Annotatsiya.** Maqolada aforizmlarni ta'lim jarayonida talabalarning og'zaki nutqni rivojlantirish vositasi sifatida qanday amalga oshirish mumkinligi muhokama qilinadi. Aforizmlar keng ta'lim salohiyatiga ega haqiqiy materialdir. Aforizmlar maqsadli tilning kommunikativ kompetentsiyasini va madaniy bilimlarni olishda muhim rol o'ynaydi. Haqiqiy til materiallarini sinchkovlik bilan tanlash, tegishli uslub va usullardan foydalanish talabalarning og'zaki nutqini samarali rivojlantirishga yordam beradi.

**Kalit so'zlar:** o'qitish uslubi, og'zaki nutq, og'zaki nutqni o'rgatish, aforizmlar, haqiqiy material, kommunikativ kompetentsiya, madaniy qadriyatlar.

**Аннотация.** В статье обсуждается, как афоризмы могут быть использованы в образовательном процессе как средство развития навыков устной речи у студентов. Афоризмы — это аутентичный материал, обладающий широким образовательным потенциалом. Афоризмы играют важную роль в приобретении коммуникативной компетенции на изучаемом языке, а также культурных знаний. Тщательный отбор аутентичного языкового материала, использование соответствующих методов и техник способствуют эффективному развитию навыков устной речи у студентов.

**Ключевые слова:** методика обучения, навыки устной речи, обучение устной речи, афоризмы, аутентичный материал, коммуникативная компетентность, культурные ценности.

The changes taking place in the current education system require not only professional development of the teacher in accordance with his/her specialty, but also decisive changes in the professional activities of teachers who participate in the implementation of the new standard. The most important task of modern education system is the formation of a student's ability and desire to master new activities and knowledge, as well as the ability to build further aspirations of the education. The main purpose of foreign language classes is the formation of communicative awareness. Of all the four types of speech activity (reading, writing, speaking, listening), speaking is considered the most important when learning a foreign language. The success in learning a foreign language at first can be seen from the ability of the learner's speaking. However, it is very hard for the students to speak the foreign language, especially English. There are a lot of reasons why they get difficulties in speaking, such as lack of ideas to tell, lack of vocabularies to express the ideas, lack of the chance to speak, and lack of the interesting teaching method that can motivate them to speak.

Teaching speaking is really different, unlike teaching listening, writing, and reading. Speaking needs a habit formation because it is a real communication. Speaking only need practice more over. To cope with the challenges of teaching

speaking, the language teachers are required to be able to create and employ certain techniques in order to achieve the goal of language learning and teaching for speaking skill. By this, it means that the teacher plays an important role in determining what technique can best encourage students' participation in the learning speaking process, because studying English without speaking English is useless.

Kayi gives some suggestions for teachers to do in teaching speaking. He suggests to provide maximum opportunity to students to speak the target language, involve each student in every speaking activity, reduce teacher speaking time, show positive signs when commenting on a student's response, ask eliciting questions to prompt students to speak more, provide written feedback, do not correct students' pronunciation mistakes very often, involve speaking activities out of class, go around classroom to ensure whether the students need help, provide the vocabulary that students need, and help the students who have difficulty.

A good teacher can prepare various and up-to-date techniques. Teachers need to be able to find the materials and make them interested and happy in the teaching and learning process in the classroom. They have become aware of the importance of didactic tools in the process of learning a foreign language. Due to this, learning through these tools is very useful for language proficiency. One of the richest didactic materials for teaching foreign languages in educational institutions is the use of aphorisms in classes. With the development of the methodology of teaching foreign languages, the attention of researchers turned to aphorisms, proverbs and winged expressions as one of the objects of teaching foreign languages.

Aphorism has been viewed and defined by different linguists. To mention but a few, Procter and Cudden define aphorism as a wise statement of truth expressed in few words. Aphorism is also seen as a concise pithy formulation of a truth or sentiment. Gross views aphorism as a concise statement of a moral philosophical principle. It offers a comment on some recurrent aspect of life clothed in terms which are meant to be permanently or universally applicable. Aphorism can therefore be seen as a concise and terse statement of truth or sentiment.

Aphorisms as a unit of language, preserve and transmit the information about the most diverse aspects of people's life — their social structure, moral experience, crafts, healing, beliefs, nutrition, traditions, clothing, environmental views, metric system, children's games, historical events, etc.

Thus, while studying a foreign language, students master not only the types of speech activity, but also get acquainted with the culture of the country whose language they are studying, which undoubtedly enriches their ways of thinking and helps to better understand the uniqueness of their people's culture, because aphorisms are not only language signs, but along with them works of verbal art.

The outstanding Czech teacher *John Amos Comenius* believed that learning a foreign language should follow the path from a gradual understanding of the content of a foreign-language utterance to the perception of the beauty of words, expressions, the richness of all linguistic possibilities and, finally, to the ability to penetrate the aesthetic essence of the language, to master the speech treasury.

That is, comprehension of a foreign language should be not only pragmatic, but also spiritual. Aphorisms represent a rich authentic material, which, on the one hand, does not need to be adapted, and on the other hand meets the most artistic requirements. Thus, aphorisms are an accessible means, the role of which is difficult to overestimate, since a real command of a foreign language implies the ability to speak using expressions characteristic of this language, phraseological phrases.

The use of aphorisms at English lessons, primarily serves as a means to stimulate students to learn English, as well as forming an integral part of the communicative competence of students. They make students think, inspire, learn to express their own opinions in English. Aphorisms as a means of learning can be used as any kind of verbal techniques in the classroom: the story, lecture, explanation, discussion, conversation.

From a linguistic point of view aphorism is a full text and can serve as material for different kinds of work: individual, front, team, group, independent. According to linguists, even minimal literary text, which consists of a single sentence, is a three-dimensional field for discussion and reflection.

According to A. Sadykova, M. Yashina and A. Sharafieva aphorisms in the classroom can perform a range of tasks.

Firstly, knowledge of the aphoristic fund facilitates memorization of complete grammatical and syntactical structures.

Secondly, aphorisms are the basis for the replenishment of vocabulary, and for mastering a variety of clichés and comparative turns of speech. For example: “Difficulties strengthen the mind, as labour does the body” (Seneca).

Thirdly, due to the special phonostylistic organization aphorisms are often performed in a poetic form. Memorization helps to improve their pronunciation skills, to intone phrases in English correctly and clearly, to form expressive skills, facing the audience speech. To cap it all, the study of aphorisms allows students to broaden their outlook and learn cultural values, priorities, history and habits of other people.

A good foreign language teacher should teach aphorisms in a communicative and meaningful way that reflects the culture of that target language in order to foster the pragmatic competence in it. By doing so, the teacher not only helps the student understand the culture, but also makes the aphorism more memorable because the more frequently an aphorism is heard, the more easily it will be retained and recalled in the future. Foreign language teachers may have problems with the textbooks they

are using in classes due to the lack of exercises dealing with aphorisms, so there is a need for teachers to create activities to teach various language skills. If aphorisms chosen by teachers to be used in classes are frequently used ones with less difficult vocabulary, then aphorisms help keep the students' attention. Foreign language teachers should be careful not to overload students with too many aphorisms. Seven is probably a good number for one class. If teachers teach aphorisms in context by using texts rather than teaching them in isolation, it may be more effective and enjoyable. Foreign language teachers can prepare a list of aphorisms in advance to encourage students to use the aphorisms in meaningful contexts or motivate learners to use aphorisms as topics for speaking activities.

Here are some techniques of teaching speaking through aphorisms. We took some commonly used aphorisms as an example to implement in these techniques.

**Activity 1.** Getting the whole class talking

In this activity a teacher may write an aphorism in the paper and show one of the students, for instance: Early to bed and early to rise makes a man healthy, wealthy, and wise. - Benjamin Franklin.

Meaning: said to emphasize that someone who gets enough sleep and starts work early in the day will have a successful life.

A student who has been shown the aphorism draws a picture which represents or gives the meaning of a phrase or word in the aphorism.

The other students need to guess which aphorism it is. The "artist" cannot use words in the picture and can only answer yes or no to questions. The picture can be embellished as the guessing continues until the word/words are said.

**Activity 2.** Interpretation of the meaning of aphorisms.

Students are offered a task that is performed individually or in pairs:

I. Good friends, good books and a sleepy conscience: this is the ideal life. - Mark Twain

II. A friend to all is a friend to none. - Aristotle

III. Time is what we want most, but what we use worst. - William Penn

1. Make sense of three aphorisms. (What does each one say? What is the idea of each?)

2. Choose one aphorism you like (with which you wholeheartedly agree) or extremely disliked (which you will never agree with).

3. Retell its contents in your own words.

4. Formulate your understanding of the meaning of the aphorism (its idea).

5. Express your opinion, comment on it, explain your agreement / disagreement.

The practice of teaching a foreign language shows that students are interested in culture, art, history, and the customs of the native speaker's people. In this regard, the widespread use of aphorisms in the context of presenting educational material in the

classroom can, firstly, diversify the course of the lesson, secondly, develop the imagination of students, activate their mental activity, thirdly - maintain motivation to study the discipline, and as a result increase their success in mastering a foreign language. The use of aphorisms in practical classes effectively affects not only to increase the motivation for mastering a foreign language, but also it is important in the development of speaking skill of the students.

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# ПЕРЕДОВЫЕ ИННОВАЦИОННЫЕ ПОДХОДЫ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ: НАЦИОНАЛЬНЫЙ И ЗАРУБЕЖНЫЙ ОПЫТ

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**Аннотация.** Изучение иностранных языков является важным аспектом образования в современном мире. С развитием технологий и глобализацией общества потребность в изучении иностранных языков постоянно растет. В связи с этим разрабатываются новые, более эффективные методы и подходы к изучению языков.

**Ключевые слова:** передовые инновационные подходы; изучение иностранных языков; ИКТ; персонализация обучения; игровые элементы; аутентичные материалы; языковые сообщества; VR/AR; адаптивное обучение; зарубежный опыт.

**Abstract.** Learning foreign languages is an important aspect of education in the modern world. With the development of technology and the globalization of society, the need for learning foreign languages is constantly growing. In this regard, new, more effective methods and approaches to language learning are being developed.

**Key words:** advanced innovative approaches; studying foreign languages; ICT; personalization of learning; game elements; authentic materials; language communities; VR/AR; adaptive learning; IoT; Foreign experience.

**Annotasiya.** Zamonaviy dunyoda Xorijiy tillarni o'rganish ta'limning muhim jihati hisoblanadi. Texnologiyaning rivojlanishi va jamiyatning globallashuvi bilan chet tillarini o'rganishga bo'lgan ehtiyoj doimiy ravishda ortib bormoqda. Shu munosabat bilan til o'rganishda yangi, samaraliroq uslub va yondashuvlar ishlab chiqilmoqda.

**Kalit so'zlar:** ilg'or innovatsion yondashuvlar; chet tillarini o'rganish; AKT; ta'limni shaxsiylashtirish; o'yin elementlari; haqiqiy materiallar; til jamoalari; VR/AR; moslashuvchan ta'lim; IoT; Xorijiy tajriba.

## 1. Общие тенденции:

**1.1)** Использование информационных и коммуникационных технологий (ИКТ): ИКТ играют все более важную роль в изучении иностранных языков.



Существует множество онлайн-ресурсов, приложений и программного обеспечения, которые могут быть использованы для изучения языков.

**1.2) Персонализация обучения:** Традиционные методы обучения языкам часто не учитывают индивидуальные особенности и потребности учащихся. Персонализированные методы обучения позволяют адаптировать процесс обучения к каждому ученику, что повышает его эффективность.

**1.3) Использование игровых элементов:** Использование игр и игровых элементов в процессе обучения языкам может сделать его более увлекательным и интересным для учащихся.

**1.4) Использование аутентичных материалов:** Использование аутентичных материалов, таких как фильмы, песни, книги и статьи, помогает учащимся погрузиться в языковую среду и улучшить свои навыки общения.

**1.5) Создание языкового сообщества:** Создание языкового сообщества, где учащиеся могут практиковать язык друг с другом, может помочь им улучшить свои навыки разговорной речи и повысить их уверенность в себе.

## **2. Передовые инновационные подходы:**

### **2.1) Виртуальная и дополненная реальность (VR/AR):**

VR/AR-технологии могут быть использованы для создания иммерсивных языковых сред, которые позволяют учащимся практиковать язык в реальных условиях.

**2.2) Адаптивное обучение:** Адаптивные системы обучения могут автоматически подстраиваться под индивидуальные особенности и потребности каждого ученика, оптимизируя процесс обучения.

**2.3) Интернет вещей (IoT):** IoT-устройства могут быть использованы для создания языковой среды, которая окружает учащихся языком 24/7.

## **3. Национальный опыт:**

В Узбекистане используются различные передовые инновационные подходы к изучению иностранных языков. Некоторые из наиболее распространенных подходов включают:

**3.1) Использование электронных учебников и образовательных платформ:** В Узбекистане существует множество электронных учебников и образовательных платформ, которые могут быть использованы для изучения языков.

**3.2) Использование дистанционных курсов:** Дистанционные курсы позволяют изучать языки из любой точки мира.

**3.3) Языковые клубы и разговорные клубы:** Языковые клубы и разговорные клубы предоставляют учащимся возможность практиковать язык в реальных условиях.

**3.4) Погружение в языковую среду:** Погружение в языковую среду -это один из самых эффективных способов изучения языка.

#### **4. Зарубежный опыт:**

В зарубежных странах также используются различные передовые инновационные подходы к изучению иностранных языков. Некоторые из наиболее распространенных подходов включают:

**4.1) Использование онлайн-курсов:** В зарубежных странах существует множество онлайн-курсов, которые могут быть использованы для изучения языков.

**4.2) Использование мобильных приложений:** Мобильные приложения могут быть использованы для изучения языков в любом месте и в любое время.

**4.3) Использование геймификации:** Геймификация - это использование игровых элементов в процессе обучения языкам.

**4.4) Использование микрообучения:** Микрообучение — это метод обучения, который разбивает материал на короткие, легко усваиваемые модули.

**4.5) Использование проектного обучения:** Проектное обучение — это метод обучения, который позволяет учащимся применять свои знания и навыки для решения реальных задач.

#### **Заключение:**

Передовые инновационные подходы к изучению иностранных языков открывают новые возможности для более эффективного и увлекательного обучения. Использование ИКТ, персонализация обучения, игровые элементы, аутентичные материалы, языковые сообщества, VR/AR, адаптивное обучение, IoT и другие подходы могут помочь учащимся быстрее и легче осваивать иностранные языки. В Узбекистане и за рубежом уже используется множество передовых инновационных подходов. Однако важно отметить, что не существует универсального подхода, который был бы эффективен для всех учащихся. Наиболее эффективный подход к изучению языка будет зависеть от индивидуальных особенностей и потребностей каждого ученика. Необходимо дальнейшее исследование для определения наиболее эффективных способов использования передовых инновационных подходов в изучении иностранных языков. Также необходимо разработать новые методы и подходы, которые будут учитывать индивидуальные особенности и потребности учащихся. Использование передовых инновационных подходов имеет большой потенциал для улучшения процесса изучения иностранных языков и повышения его эффективности. Внедрение этих подходов может помочь сделать изучение языков более доступным и привлекательным для большего числа людей.

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# IV SHO‘BA. KADRLAR SIFATINI OSHIRISH VA XORIJIY TIL O‘QITUVCHILARINING MALAKASINI TAKOMILLASHTIRISH MUAMMOLARI

## INGLIZ TILIDA QURILISH SOHASIDAGI TERMINLARNI O‘QITISHNING ILMIY-NAZARIY ASOSLARI

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**Annotatsiya:** Ushbu maqolada OTMlarda terminologik lug‘atni o‘qitish metodologiyasi va tamoyillari tahlil qilinadi. Ta’kidlanishicha, optimal rejalashtirish va boshqarish usullarini joriy etish so‘nggi o‘n yilliklarda innovatsion pedagogik, muhandislik-texnik kadrlar, shuningdek, ijtimoiy-iqtisodiy sohalar uchun kadrlar tayyorlashning ahamiyati keskin oshgani bilan bog‘liq.

**Kalit so‘zlar:** kasbiy muammolar, nofilolog mutaxassis, statistik usul, interaktiv lingvotexnologiya, til kompetensiyasi.

**Abstract:** This article analyzes the methodology and principles of terminological vocabulary teaching in HEIs. It is noted that the introduction of optimal planning and management methods is associated with the sharp increase in the importance of training innovative pedagogical, engineering and technical personnel, as well as personnel

**Keywords:** professional problems, non-philological expert, statistical method, interactive language technology, language competence.

**Аннотация:** В статье анализируются методика и принципы преподавания терминологической лексики в вузах. Отмечается, что внедрение оптимальных методов планирования и управления связано с резким увеличением значимости подготовки инновационных педагогических, инженерно-технических кадров, а также кадров.

**Ключевые слова:** профессиональные проблемы, эксперт-нефилолог, статистический метод, интерактивная языковая технология, языковая компетенция.

Tilda jamiyatning obyektiv ehtiyojlari tegishli ijtimoiy tartibda ifodalanadi. Chet tillarni o‘rganish zarurati nafaqat mamlakatimizda, balki butun dunyoda sodir

bo'layotgan globalashuv va integratsiya jarayonlari bilan bog'liq bo'ladi. Kasbiy muammolarni hal qilish uchun madaniyatlararo muloqotni amalga oshirishga qodir bo'lgan malakali mutaxassislar tayyorlash ta'limning asosiy maqsadlaridan biri hisoblanadi. Oliy ta'limning Davlat ta'lim standarti zamonaviy talablariga muvofiq, bo'lajak nofilolog mutaxassis chet tildan zarur bilim, ko'nikma va malakalarga ega bo'lishi kerak. Dunyo miqyosida kasbga yo'naltirilgan ingliz tilini o'rgatish (ESP) doirasidagi qator fundamental va amaliy loyihalar berilgan ma'lumotlarni tez o'qib tushunish malakalarini rivojlantirishga yo'naltirmoqda. CEFR – chet tillarni egallash Umumevropa kompetensiyalari: o'rganish, o'qitish va baholash xalqaro me'yorlari (CEFR – Common European Framework of Reference: learning, teaching, assessment)ga muvofiq, oliy ta'lim muassasalarining ixtisosligi xorijiy til bo'lmagan fakultetlarni bitiruvchilarining to'rt yillik tahsillari nihoyasida o'rgangan chet til bo'yicha B2 darajani egallashlari zarurligi ko'rsatilgan. Ana shu jihatdan nutq faoliyatining asosiy turlari gapirish, tinglab tushunish, o'qish va yozuv malakalarini rivojlantirishning muhim omili bo'lgan leksikani o'rgatish borasida ilg'or xorijiy tajribalarni o'rganish va xalqaro baholash tadqiqotlari bilan yaqindan hamkorlik qilish va o'qitishning interaktiv lingvotexnologiyalarini mamlakatimiz ta'lim sharoitiga adaptivlashtirish ushbu tadqiqotning dolzarbligi va zaruratini belgilaydi.

Maqolada OTMlarda terminologik lug'atni o'qitish metodologiyasi va tamoyillari tahlil qilinadi. Ta'kidlanishicha, optimal rejalashtirish va boshqarish usullarini joriy etish so'nggi o'n yilliklarda innovatsion pedagogik, muhandislik-texnik kadrlar, shuningdek, ijtimoiy-iqtisodiy sohalar uchun kadrlar tayyorlashning ahamiyati keskin oshgani bilan bog'liq. Ilmiy va texnik nutqni to'g'ri tushunish uchun atamalarni bilish muhim rol o'ynaydi, chunki ularda ma'lum bir soha uchun eng muhim tushunchalar, xabarlarining maqsadi va tarkibi, ularning ma'nosini o'z ichiga olgan ma'lumotlarning asosiy ulushi mavjud xabarlar ifodalanadi. Shu sababli, universitetlarda yuqori bosqichda chet tilni o'rgatishda eng muhim o'rinlardan biri terminologik lug'atni oqilona tanlash muammosi va xususan, kiritilgan materialning umumiy hajmida atamalarining optimal vaznini tanlash vazifasidir. O'quv jarayonida tanlov hajmini baholash mezonini amaliyot nuqtai nazaridan eng muhim, maqsadga muvofiq va maqbul taqsimlash. Statistika usul, eng aniq usul sifatida, ta'lim maqsadlarida atamalarni tanlash uchun obyektiv asos bo'lgan chastotali terminologik lug'atni olish imkonini beradi. Terminologik lug'atni tanlash mezonlarini aniqlash, ular asosida terminologik lug'atni o'zlashtirish jarayonini optimallashtirish bo'yicha mashqlar, amaliy vazifalar tizimini ishlab chiqish muhim ahamiyatga ega.

OTMlarning nofilologik yo'nalishlarida xorijiy til asosiy fan sifatida o'qitila boshlandi va istalgan ixtisoslik bo'yicha tahsil olayotgan talabalarning kasbiy tayyorgarligining ajralmas qismiga aylandi. Qurilish yo'nalishi bo'yicha ishlab chiqilgan dasturlarning bir qismi hisoblangan xorijiy til talabalarning kasbiy

muloqotga kirishishi jarayonida to'laqonli ishtirok etishlari uchun ta'lim sifatini oshirishda muhim ahamiyatga egadir. Mamlakatimizdagi arxitektura-qurilish sohasiga oid oliy ta'lim muassasalarida kasbiy ta'lim jarayonida chet tillarni o'qitish va talabalarni til mutaxassisligi bo'yicha tayyorlash o'rtasidagi farqlardan biri shundaki, chet tillarni o'qitishdan maqsad ularning ingliz tilini maxsus maqsadlarda o'rgatish (ESP) va kasbiy muloqot ko'nikmalarini yanada rivojlantirishdan iborat.

So'nggi yillarda O'zbekistonda kechayotgan o'zgarishlar hamda muloqot vositalarining jadal sur'atlarda rivojlanib borishi oliy ta'lim muassasalarida xorijiy tillardagi matnlarni o'qitish va ularni tarjima qildirish kabi eski an'anaviy usullardan kechgan holda talabalarga ilmiy va terminologik leksikadan foydalanib, og'zaki nuqtani rivojlantirishga yo'naltirish kunning dolzarb mavzusiga aylandi. Xorijiy tillarni o'qitish uchun ajratilgan akademik soatlar sonini cheklanganligi xorijiy tillarni yaxshi biladigan mutaxassis-o'qituvchilarga bo'lgan talabning oshib borishi talabalarga chet tildagi sohaga oid so'z va iboralarni o'qitish usulini yanada takomillashtirishni dolzarb mavzuga aylantirdi. Chet tillarni o'zlashtirish talabalarni hozirgi kunda barkamol shaxs qilib tarbiyalashdagi eng muhim ishlardan biri hisoblanadi, chunki, har bir talabaning chet tilni o'rganish, bilim egallash va aqliy qobiliyatni faollashtirish deganidir. Kasbiy mahoratning ajralmas qismi bo'lgan chet tillarni egallash orqali esa ushbu egallangan bilim va ko'nikmalar talabalarning kelgusidagi ilmiy-pedagogik va kasbiy faoliyatlarini yanada samarali amalga oshirish imkoniyatini yaratadi.

Ta'lim sohasini modernizatsiya qilish, sohada samarali tizimlarni tatbiq etilishi hamda iqtisodiy, siyosiy, ilmiy va madaniy sohalarda xalqaro aloqalarni yanada rivojlantirish kelgusi mutaxassis-kadrlarga xorijiy tillarni o'qitishda yangidan-yangi maqsad va vazifalarni qo'yimoqda. Talabalarning kasbga yo'naltirilgan leksik kompetensiyalarini shakllantirib, rivojlantirilmaguncha zamonaviy kasbiy ta'limni yo'lga qo'yib bo'lmaydi. Ma'lumki, keng ko'lamdagi ilmiy ma'lumotlar asosan ingliz tilida yaratilgan bo'lib, mazmunan boy va turli konferentsiyalar, simpoziumlar va ilmiy mavzudagi seminarlar ham ingliz tilida olib borilishi sir emas. Odatiy o'rta umumta'lim maktabini hisobga olmaganda, talabalarning kasbiy muloqotga kirishishlari uchun ingliz tilini o'rta darajada bilish, hatto ingliz tilida so'zlashiladigan mamlakatda yashash natijasida olingan malakaga ega bo'lish ham yetarli emas. Hatto ingliz tilida yaxshi gaplasha oladigan talabalar ham ilmiy hamda kasbiy mavzularda suhbat qilganda qator qiyinchiliklarga duch keladi.

Kasbiy sohada arxitektor-quruvchilar chet ellik mijozlar bilan o'zaro aloqada bo'lishadi va shuning uchun chet tilni o'zlashtirishning haqiqiy ehtiyoji kasbiy muammolarni hal qilish uchun zarur va muvaffaqiyatli vositadir. Ulardan biri, xususan, arxitektorning texnik faoliyati dizaynini taqdim etishdir. Arxitektor va quruvchilar chet tilda yetarlicha bilimga ega bo'lmasligi natijasida xorijiy

manbalardagi yangiliklardan, ya'ni ushbu yo'nalishdagi o'zgarishlardan bexabar qolishi natijasida, yetarlicha texnik malakaga erisha olishmaydilar. Bu mutaxassislarning terminologik tayyorgarligi sifatini pasaytiradi va kasbiy vaziyatlarga salbiy ta'sir qiladi. Oliy ta'lim muassasalari talabalarning til kompetensiyasi yetarli darajada rivojlanmagan va texnika, arxitektura, konstruktiv terminologiyasining chet tildan kompetensiyasini shakllantirish zarurati dolzarb sanaladi.

Maqolaimizda quyidagi bo'lajak me'morlar, quruvchilarning kasbiy tayyorgarligiga qo'yiladigan talablarni oshirish, ularning kasbiy faoliyatining axborot maydonini kengaytirish, ularning muloqotida til ko'nikmalariga tegishli muammolarni hal qilishni o'z ichiga oladi. Dunyo tajribasi shuni ko'rsatadiki, arxitektura-qurilish yo'nalishi talabalari an'anaviy ravishda chet tilni bilish darajasining pastligi bir nechta sabablarga ko'ra kuzatilgan:

- chet tilga majburiy fan emas balki tanlov fan sifatidagi munosabat;
- sohadagi xorijiy til o'qituvchilari bilim darajasining ma'lum darajada yetarli emasligi;
- sohaga oid o'quv adabiyotlarining talabalarning soniga nisbatan yetarlicha emasligi;
- talabalarning madaniyatlararo kasbiy ehtiyojlarini hisobga olishning yetarli emasligi. Arxitektura va qurilish mutaxassisliklari, xususan, loyihani chet tilda taqdim etish va himoya qilish ko'nikmalarini shakllantirish bilan bog'liq bo'lib, bu bizning fikrimizcha, ushbu kasb mutaxassislarining kasbiy kompetensiyasining asosiy elementlaridan biridir. Arxitektor-quruvchining nutqi va fikrlash faoliyatining eng muhim holatlaridan biri o'quv jarayonida va xalqaro ko'rgazmalarda chet tilda arxitektura loyihalarini taqdim etish, muhokama qilish yoki himoya qilishdir. Arxitektura loyihasining taqdimoti - bu obyektни qurish yoki rekonstruksiya qilish to'g'risida tomoshabinlarni xabardor qilish, loyihani ishlab chiqish va amalga oshirishda manfaatdor tomonlarni izlash sanaladi. Xorijiy arxitektura-qurilish loyihasining xorijdagi taqdimoti talabalarga xorijiy hamkasblar bilan maxsus ma'lumot almashish, xalqaro qurilish bozorini faol rivojlantirish, joylarda mahalliy loyihalarni ilgari surish va raqobatbardosh bo'lish imkonini beradigan xorijiy tillarni loyihalash va texnik kompetensiyani tashkil etuvchi tegishli bilim va ko'nikmalarga ega bo'lishini anglatadi.

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## **TOPONIMLARNI QIYOSIY-FUNKSIONAL TADQIQ ETISHDA FOYDALANILGAN LINGVISTIK METODLAR**

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**Annotatsiya:** Ushbu maqolada toponimlarning ingliz va o‘zbek tillari matnidagi sintaktik o‘rni, komponentlar orasidagi sintaktik munosabatlarga asoslangan differensial sintaktik va differensial sintaktik-semantik xususiyatlar qiyosiy va tipologik jihatdan o‘rganiladi. Matndagi sintaktik birliklarni sintaksislarga bo‘lish yo‘li bilan tahlil qilishda, eng avvalo, kategorial differensial sintaktik-semantik xususiyatlar aniqlanadi va ular asosida bu birliklarning gapdagi o‘rniga nisbatan nokategorik belgilari aniqlanadi.

**Tayanch so‘zlar:** matn, toponimlar, sintaktik, tarkibiy qismlar, differensial, semantik xususiyatlar, qiyosiy tipologik, kategorik, funksional.

**Аннотация:** В данной статье сравнительно и типологически исследуются синтаксическое место топонимов в тексте английского и узбекского языков, дифференциальные синтаксические и дифференциальные синтаксико-семантические признаки, основанные на синтаксических отношениях между компонентами. При анализе синтаксических единиц в тексте путем деления их на синтаксисы в первую очередь определяются категориальные дифференциальные синтаксико-семантические признаки, а на их основе выявляются некатегориальные признаки этих единиц по отношению к их месту в предложении.

**Ключевые слова:** текст, топонимы, синтаксические, межкомпонентные, дифференциальные, семантические признаки, сравнительно-типологические, категориальные, функциональные.

**Annotation:** In this article, the syntactic place of toponyms in the text of the English and Uzbek languages, differential syntactic and differential syntactic-semantic features based on syntactic relations between components are studied comparatively and typologically. When analyzing syntactic units in a text by dividing them into syntaxes, first of all, categorical differential syntactic-semantic features are determined, and on their basis non-categorical features of these units are identified in relation to their place in the sentence. In addition to the analyzed sentence, when



determining syntaxes, the functional state of syntactic units that appear in the same place in another sentence is also compared.

**Key words:** text, troponins, syntactic, intercomponent, differential, semantic features, comparative typological, categorical, functional.

Jahon tilshunosligida toponimlar leksik-semantik va morfologik jihatdan tahlil qilingan. Toponimlarning strukturasi asosida leksik guruhlar ajratilgan, jumladan, OT+OT yoki SIFAT+OT qurilishiga ega bo'lgan toponimlarning muayyan joy nomlarini anglatishiga ko'ra kichik guruhlari farqlangan; toponim tarkibidagi ko'plik qo'shimchalarining ishlatilishiga ko'ra, yasovchi qo'shimchalar ishtirokiga ko'ra ham guruhlantirilgan. Bunday tahlillarning barchasida toponimlar matndan tashqarida, alohida-yakkalikda tahlil qilgan. Bizning maqolamiz esa, toponimlarni matn tarkibida sintaktik va sintaksem tahlil qilishga bag'ishlanadi. Shunday ekan, biz mazkur maqolamiz jarayonida foydalanadigan lingvistik tadqiqot metodlari haqida ma'lumot berib o'tishni joiz deb topdik.

Gapning sintaktik tahliliga tilshunoslar turlicha yondashganlar. Bir qator tilshunoslar amaliy va nazariy grammatikalarida gap strukturasi sintaktik tahlilini gap tarkibida ishtirok etgan sintaktik birliklarni bosh bo'laklar va ikkinchi darajali bo'laklarga ajratishni afzal biladilar [2, 124].

Ayrim inglizshunos olimlar gap tarkibida faqat egani farqlab, gapning boshqa bo'laklarini fe'lga qo'shib yuboradi. Jumladan, X.Vaytxol fe'lga bog'lanib kelgan to'ldiruvchilarni *inner complement* va *outer complement* atamalari asosida sintaktik tahlilni taklif qiladi [11, 36-40], P.Roberts esa gap strukturasi ishtirok etgan birliklarning morfologik ifodasiga ko'ra modellashtirishni ilgari suradi [9, 251].

Boshqa bir guruh tilshunoslar faqat bosh bo'laklarni tan olib, ikkinchi darajali bo'laklarni 'Modifiers' atamasi bilan morfologik jihatdan quyidagicha tasniflaydi: a) attributive adjective modifiers, which modify a noun or a pronoun; b) objective modifiers, which modify a verb, an adjective or an adverb; c) adverbial modifiers, which modify a verb, an adjective or another adverb [7, 124]. R.W.Zandvoort esa ikkinchi darajali bo'laklarni 'adverbial adjuncts' [12, 217] deb ataydi.

Yuqorida qayd qilingan mulohazalardan bilish mumkinki, gapning bo'laklari to'liq e'tirof etilganiga qaramay, ikkinchi darajali bo'laklar masalasida tilshunoslar hozirgacha ham aniq tayanch fikrga kelmagan.

Mantiq tilshunoslari gap tarkibidagi birliklarni, ya'ni ega o'rniga "subyekt", kesim o'rniga "predikat" kabi lingvistik atamalarni qo'llab, gapni tahlil qilishni tavsiya qiladi [8, 208].

Lekin bu borada o'zbek tilshunosi A.Nurmanovning ta'kidlashicha sistem tilshunoslikda gapning struktur elementlari gap bo'laklari yoki sintaktik pozitsiya, propozitiv strukturasi elementlari obyektiv reallik stukturasi nisbatan izomorflik,

kommunikativ (aktual) struktura tema [ma'lum] va rema [yangi], modal strukturasi esa obyektiv va subyektiv munosabatlar nuqtayi nazaridan o'rganiladi.

N.Q.Turniyozovning fikriga e'tibor qaratsak, hozirgi paytda biz foydalanayotgan ega va kesim tushunchalari subyekt va predikat atamaları bilan almashtirilib ishlatilishi ularning mantiqiy kategoriyalar ekanligi izoh talab qilmaydi, albatta. Gapning ikkinchi darajali bo'laklarini tashkil etuvchi to'ldiruvchi, aniqlovchi, hol kabi tushunchalar ham sof grammatik kategoriyalarni taqozo etmaydi. Ular semantik nuqtayi nazardan ahamiyat kasb etadi. Ana shulardan kelib chiqib, ayni paytda amalda bo'lgan gapning sintaktik strukturasi tahlili bilan bog'liq bo'lgan barcha masalalarni izohtalab deb bilamiz.

Ta'kidlash joizki, ushbu nazariy qarashlar sintaksisning rivojlanishiga yoki boyishiga salmoqli hissa bo'lib qo'shilganiga qaramasdan, yuqorida qayd qilingan mulohazalardan ma'lumki, gap strukturasi bosh va ikkinchi darajali bo'laklarga ajratish tamoyillarini va ularni tahlil qilish lingvistik metodlarini to'liq aniqlab bera olmaydilar. Gapning sintaktik tahliliga tilshunoslarning turlicha yondashuvlaridan xulosa qilib aytganda, har bir gap bo'lagining morfologik va sintaktik xususiyatlarini o'rganish jarayonida, ularning so'z turkumi bilan ifodalanishi, leksik birliklarning shakli va boshqa sintaktik birliklar bilan bog'langan sintaktik aloqasi inobatga olinishi zarurdir, degan fikrdamiz.

Yuqorida qayd etilgan lingvistik metodlar qatorida qiyosiy yoki chog'ishtirma tilshunoslik mustaqil nazariy va amaliy fan bo'lib, u qardosh bo'lgan va qardosh bo'lmagan tillar tizimining barcha sathlarini qiyosiy o'rganishga imkon yaratadi. Ammo hozirgi paytgacha ushbu predmet haqida tilshunoslar tomonidan bir to'xtamga kelinmagan.

Lingvistik tipologik tadqiqot obyektiga ko'ra J.Bo'ronov qiyosiy tipologiyani quyidagi bo'limlarini farqlaydi: "a) genetik tipologiya; b) areal tipologiya; d) qiyosiy tipologiya; e) struktur tipologiya" [1, 33].

Lingvistik tipologiya ifoda planidan kelib chiqqan holda formal tipologiyani o'z ichiga olsa, mazmun planidan kelib chiqilsa, semantik tipologiyani o'z ichiga oladi. Tanlangan tadqiqot til materialini va til sathiga bog'liq holda lingvistik tipologiya quyidagi til qatlamlarini qamrab oladi: fonologik, fonetik, morfologik, leksik va sintaktik.

Mazkur maqolamizda ingliz va o'zbek tillari matn tarkibida qo'llanilgan toponimlar ifodalovchi sintaktik birliklarni sintaktik sathda qiyosiy-funksional va sintaksem tahlil qilish bilan cheklanamiz.

Turli tizimli tillar doirasida qiyosiy tahlil qilish orqali juda ko'p differensial belgilarni aniqlash mumkin. Ta'kidlash joizki, tipologik nuqtayi nazardan qiyoslash jarayonida differensial belgilarni sistemalashtirishda til sathini bir-biridan chegaralash maqsadga muvofiqdir. Ma'lum til materialini qiyosiy o'rganishda tadqiqot uchun

tanlangan obyektning sintagmatik va paradigmatic jihatdan chegaralash mumkin, ya'ni umumiy til sistemasidan bir qancha quyi sistemalar sintagmatik va paradigmatic chegaralash jarayonida ajratiladi.

O'tkazilgan tadqiqotlarning barchasi sintaktik tipologiyaning turli tomonlarini o'z ichiga olgan. Ushbu ishlarda qiyoslash uchun asosiy birliklardan so'zlar, so'z birikmalari va gap strukturalari obyekt qilib olingan. Sintaktik tipologiyada toponimlarni so'z birikmalari sathida yoki gap sathida qiyoslash kutilgan natijalarni beradi.

T.Milevskiy tillarni farqlash jarayonida ularni konsentrik gaplarga ega bo'lgan tillar va ekotsentrik gaplarga ega bo'lgan tillarga ajratadi [4, 30], Y.Kurilovich tillarda erigativ konstruksiyalarni tadqiq qilsa [3, 106], N.Z.Gadjiyeva aglyutinatsiyaning o'zaro munosabatlari muammosiga va turkiy tillarning sintaktik qurilishiga e'tiborini qaratadi V.S.Xrakovskiy esa sintaktik munosabatlarni sintaktik qatlamda tadqiq qilishda aniq tamoyillarga diqqatini qaratadi, chunki ushbu sintaktik munosabatlar gap tizimi va uning qurilmalarini tashkil etadi.

Tillarni qiyosiy tipologik jihatdan o'rganishning rivojlanish tarixiga e'tiborni qaratadigan bo'lsak, jumladan, O'zbekiston Respublikasida ingliz-o'zbek, ingliz-qoraqalpoq, nemis-o'zbek, ingliz-o'zbek-rus, nemis-o'zbek-rus, fransuz-o'zbek tillarini qiyosiy o'rganish faol rivojlanganining guvohi bo'lamiz. O'.Q.Yusupovning ta'kidlashicha, Buning asoschisi Mahmud Qoshg'ariy hisoblanadi. Atoqli tilshunoslar Y.D.Polivanov, A.A.Abduazizov, J.Bo'ronov, O'.Q.Yusupov, M.A.Abdurazzoqov, M.J.Jusupov, M.Rasulovlar bu soha rivojiga katta hissa qo'shishdi. Jumladan, tillarni qiyosiy o'rganishda muhim natijalarga erishildi. J.Bo'ronov tomonidan qiyosiy tilshunoslikning nazariy asoslari ishlab chiqilgan bo'lsa [1,128]. O'.Q.Yusupov esa aniq tillar misolida qiyosiy-tipologik lingvistikaning nazariy asoslarini yaratib, qiyosiy tahlil jarayonida o'n sakkiz parametrga e'tibor berish lozimligini ta'kidlaydi [10, 20-21].

Yuqorida keltirilgan fikrlardan kelib chiqib, shunday xulosalarga kelish mumkin: turli tizimli tillar sistemasini qiyosiy o'rganish sof nazariy lingvistik sohani qamrab olish bilan birga amaliy-uslubiy maqsadni ham o'z ichiga oladi hamda tadqiqot jarayonida nazariya bilan amaliyot o'rtasida yaqin bog'lanishni vujudga keltiradi, ular o'rtasidagi o'xshashlik va noo'xshashlik tomonlarini inventarizatsiya qilish chet tilini chuqurroq o'rganishga va tushunishga katta imkoniyat yaratadi. Tillarni qiyosiy o'rganishga bunday yondashuv metodi til rivojlanishida, qiyoslanayotgan tillar bir-birini boyitishda hamda tillararo aloqalarini, ularning qardoshligi va qardosh bo'lmagan darajalarini atroflicha o'rganishga imkoniyat yaratadi.

Mazkur maqolamizda ingliz va o'zbek tillari matn tarkibida toponimlarning sintaktik o'rni, komponentlararo sintaktik aloqalar asosida differensial sintaktik

hamda differensial sintaktik-semantik belgilari qiyosiy-tipologik jihatdan tadqiq etiladi.

Ushbu ishimizda prof. A.M.Muxin tomonidan yaratilgan “Yadro predikativ, subordinativ, koordinativ, appozitiv” sintaktik aloqalar bazasida tanlangan obyekt qiyosiy-funksional tadqiq qilinadi, chunki qayd etilgan sintaktik aloqalar qator ilmiy ishlarda samarali foydalanilib kelinmoqda va kutilgan natijani bermoqda.

A.Muxin gap strukturasi komponentlar va sintaksemalarga ajratib tahlil qilish metodini ishlab chiqdi. Qayd etilgan lingvistik metod uning izdoshlari tomonidan til birliklarini sintaktik sathda differensial sintaktik hamda sintaktik-semantik belgilarini aniqlash va ularni qiyosiy funksional tadqiq etishda keng joriy etilmoqda [5, 113].

Bu o‘rinda prof. A.M.Muxinning quyidagi fikrini eslatish lozim: “Gap strukturasi komponentlarga ajratib tahlil qilish, ya’ni sintaktik birliklarning sintaktik aloqalarini aniqlash hamda ularning bir-biridan farqini ochib tahlil qilish struktural sintaksisning obyekti hisoblanadi. Gapdagi sintaktik birliklarni paradigmatic yo‘nalishda sintaksemalarga ajratib tahlil qilish funksional sintaksisning vazifasiga kiradi” [6, 154]. Gap qurilmasida ishtirok etgan sintaktik birliklarni gap bo‘laklariga ajratib tahlil qilish emas, balki komponentlarga va sintaksemalarga ajratib tahlil qilish sintaktik tahlilning asosiy mohiyatini ochib beradi.

Gaplarni mazkur lingvistik metodlar yordamida tahlil qilish quyidagi imkoniyatlarni yaratadi: birinchidan, gap tarkibidagi sintaktik birliklarning shakliy va mazmuniy xususiyatlarini o‘rganish mumkin; ikkinchidan, gaplarni sintaktik va semantik jihatdan tasniflashni asoslab beradi; uchinchidan, gap tarkibidagi birliklarni sintaksemalarga ajratib tahlil qilish jarayonida sistem munosabatlarni sintaktik qatlamda o‘rganishga da’vat etadi. Chunki har bir sintaksemaning paradigmatic qatorini aniqlashda tadqiqotchiga keng imkoniyat yaratadi; to‘rtinchidan, modellashtirish va transformatsiya metodlaridan foydalanishga keng yo‘l ochib beradi. Shuningdek, sintaksemalarning sistem munosabatlarini, ularning variantlarini aniqlash turli tizimli tillarda toponimlarning sintaktik o‘rni va ifodalagan sintaksemasini qiyosiy tadqiq qilishga asosiy baza sifatida xizmat qiladi.

Xullas, mazkur ishimizda ingliz va o‘zbek tillari matn tarkibida toponimlar qatnashgan gaplarni komponentlarga ajratib tahlil qilishda ularning sintaktik aloqalarini aniqlab, komponentlarning differensial sintaktik belgilari hamda ularning gapdagi sintaktik o‘rnini aniqlash sintagmatic yo‘nalishda qarama-qarshi qo‘yish yoki kontrast usuli, o‘rin almashtirish, tushirib qoldirish, qo‘shimcha qilish orqali amalga oshiriladi. Matn tarkibidagi sintaktik birliklarni sintaksemalarga ajratib tahlil qilishda, avvalambor, kategorial differensial sintaktik-semantik belgilar aniqlanib, ular asosida ushbu birliklarning gap tarkibida tutgan o‘rniga ko‘ra nokategorial belgilari ochib beriladi. Sintaksemalarni aniqlashda tahlil qilinayotgan gapdan

tashqari, boshqa gap tarkibidagi bir xil o'rinda kelgan sintaktik birliklarning funksional maqomi ham qiyoslanadi.

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### NEMIS TILI IKKINCHI CHET TILI O'QITUVCHISINING KASBIY KOMPETENSIYASINI SHAKLLANTIRISH

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**Annotatsiya.** Ushbu maqolada chet tili o'qituvchisining kasbiy kompetentligining turli xil tarkibiy qismlari, ularning kasbiy yo'naltirilgan madaniyatlararo kompetentligini baholash mezonlari hamda nemis tili o'qituvchilarining kasbiy-pedagogik faoliyati haqida so'z yuritiladi.

**Kalit so'zlar:** kasbiy faoliyat, kompetentlik, uslubiy kompetensiya, psixologik-pedagogik kompetensiya, pedagogik mahorat, kasbiy tafakkur.

**Annotation.** This article discusses the professional activity of a foreign language teacher, the competition of various products, and the professional and pedagogical activity of the teacher according to their professional directions.

**Key words:** professional activity, competence, methodological competence, technical-pedagogical competence, pedagogical skills, professional thinking.

**Аннотация.** В данной статье говорится о различных компонентах профессиональной компетентности учителя иностранного языка, критериях оценки его профессионально-ориентированной межкультурной компетентности, профессионально-педагогической деятельности учителей немецкого языка.

**Ключевые слова:** профессиональная деятельность, компетентность, методическая компетентность, технико-педагогическая компетентность, педагогическое мастерство, профессиональное мышление.

Bugungi dunyoda kechayotgan globallashuv davrida nemis tili o'qituvchisining o'rni va maqomini belgilash nemis tili o'qituvchisining kasbiy kompetentligi darajasiga, kasbiy va shaxsiy fazilatlariga yangi talablarni ilgari suradi. Ushbu talablar quyidagilardan iborat: "mustaqil va tanqidiy fikrlash qobiliyati; pedagogik innovatsiyalarga ochiqlik; o'z bilim va ko'nikmalarini ta'limning o'zgaruvchanligi sharoitlariga moslashtirish qobiliyati; yangi muammolarni hal qilish va kasbiy mas'uliyatni o'z zimmasiga olish qobiliyati; mustaqil va ijtimoiy faoliyatga; kasbiy tafakkur, izlanish va ijodiy faoliyat qobiliyati; kasbiy o'z-o'zini tarbiyalash va o'z-o'zini rivojlantirish qobiliyati" [6:19].

Yuqoridagilardan kelib chiqib G. A. Kitaygorodskaya [5:16] ning takliflari nihoyatda muhim hisoblanadi. U chet tili o'qituvchisining kasbiy kompetentligining turli xil tarkibiy qismlarini taklif etadi:

- uslubiy kompetensiya;
- psixologik-pedagogik kompetensiya;
- ijtimoiy va psixologik kompetentlik;
- lingvistik va ijtimoiy-madaniy kompetensiya;
- pedagogik mahorat;
- kasbiy tafakkur.

Nemis tili (ikkinchi chet tili sifatida) o'qituvchisining kasbiy kompetentligini baholash doimo olimlar va metodistlarning diqqat markazida bo'lib kelgan. Ye.I.Passov [7:117] o'qituvchi uslubiy ko'nikmalarini olti turda belgilaydi (dizayn, moslashtirish, tashkiliy, kommunikativ, gnostik va tadqiqot) va chet tili o'qituvchisi olti xil xususiyatlari (umumiy fazilatlar, psixologik zukkolik, amaliy va psixologik fikr, psixologik xushmuomalalik, boshqalar va tanqidiy talab). Uslubiy ko'nikmalar va shaxs xususiyatlarini kasbiy mahoratning uch darajasida (uslubiy savodxonlik darajasi, uslubiy hunar darajasi va uslubiy mahorat darajasi) ko'rib chiqadi.

Nemis tili ikkinchi chet tili o'qituvchisining kasbiy faoliyatida ijtimoiy-madaniy bilim, ko'nikma va qobiliyatlarning ahamiyatini ta'kidlab, unda kasbiy muammolar

bo'yicha madaniyatlararo munozaralarda bilvosita madaniyatlararo kasbiy muloqot va bevosita ishtirok etish mumkin emas. Ushbu kasb mutaxassisleri orasida ikki madaniyatli kasbiy va pedagogik kompetentlikni rivojlantirish zarurligini ta'kidlash mumkin. Uning tarkibiga til, nutq, lingvo-madaniy, madaniy va mavzuiy kompetensiyalar kiradigan integrativ hodisa hisoblanadi.

Nemis tili o'qituvchisining kasbiy va pedagogik kompetentligining bir qismi sifatida tadqiqotchilar quyidagi asosiy kasbiy va pedagogik kompetensiyalarni ajratib ko'rsatadilar: 1) umumiy madaniy, bu chet tili o'qituvchisining keng umumiy gumanitar ta'limini, uning dunyoqarashini, madaniyat va ta'limning umumiy darajasini nazarda tutadi; 2) kommunikativ, bu chet tilidagi muloqotni amalga oshirish qobiliyati va tayyorligi deb tushuniladi; 3) umumiy pedagogik, jumladan, psixologik, pedagogik va ta'limiy qobiliyat deb qabul qilinadi.

Ta'kidlash joizki, tili o'rganilayotgan madaniyat vakillari bilan muloqotga bo'lgan ehtiyojning o'sib borishi chet tili o'qituvchisining madaniyatlararo muloqot vositachisi sifatidagi kasbiy tayyorgarligini mustahkamlashni talab etadi. Shu munosabat bilan madaniyatlararo kompetentlikni chet tili o'qituvchisining kasbiy va pedagogik kompetentligining tarkibiy qismiga umumiy madaniy kompetentlikning ajralmas qismi sifatida kiritishni o'rinli deb hisoblash mumkin. Demak, chet tili o'qituvchisining madaniyatlararo kompetentligi talabalarning turli shakllarda o'rganilayotgan til mamlakatlari vakillari bilan madaniyatlararo muloqotda to'laqonli qatnashuvchi bo'lish ko'nikmalarini rivojlantirishga qaratilgan aniq tadbirlarni amalga oshirish qobiliyatidir. Shunday qilib, kommunikativ kompetentlikni madaniyatlararo kompetentlikning ajralmas qismi deb hisoblash mumkin.

Nemis tili o'qituvchisining kasbiy yo'naltirilgan madaniyatlararo kompetentligi turli jamiyatlar vakillari o'rtasida haqiqiy madaniyatlararo muloqotni tashkil etish va buni talabalarga o'rgatish imkonini beradi. O'quv xonasida va uning tashqarisida madaniyatlararo muloqotni tashkil etish va amalga oshirish bo'yicha tadbirlar metodikaning bir qismi sifatida quyidagilarni shakllantirishni nazarda tutadi: "o'qituvchining tashkiliy kompetensiyasi, dizayn kompetensiyasi, tadqiqot kompetensiyasi, nazorat kompetensiyasi" [1:19].

Ana shu jihatdan olib qaralganda, nemis tili o'qituvchisining kasbiy-pedagogik faoliyati chet tilida bo'lgan pedagogik muloqot, maqsad va vositalari jarayonida namoyon bo'ladi. Shuning uchun u o'z xususiyatiga ko'ra va uni amalga oshirish uchun zarur bo'lgan bilim, ko'nikma va malakalarga ega bo'lgan chet tili o'qituvchisining kasbiy va kommunikativ funksiyasini aniqlaydi va uni amalga oshiradi.

Shu o'rinda ta'kidlash kerakki, ikkinchi chet tili o'qituvchisi quyidagi bilimlarga ega bo'lishi kerak:

- “til haqidagi asosiy nazariy takliflarni ijtimoiy hodisa sifatida bilish, uning xalqning tafakkuri, madaniyati bilan bog‘liqligi, tilning kelib chiqishi va rivojlanishi, tilning rivojlanishi va faoliyatida lingvistik va ekstralingvistik omillarning nisbati haqida bilish;

- tilning barcha sathlari, tuzilmalari va birliklarining murakkab o‘zaro aloqasida tizimni tashkil etishni bilish;

- tilshunoslikning zamonaviy tendensiyalarini bilish va ularni tanqidiy baholay olish;

- o‘rganilayotgan ikkinchi chet tilining rivojlanish tarixining asosiy bosqichlarini bilish;

- o‘rganilayotgan ikkinchi chet tilining funksional uslublarining xususiyatlarini uning og‘zaki va yozma shakllarida bilish;

- o‘rganilayotgan tilning orfoepiya va orfografiyasining asosiy tamoyillarini bilish” [2:133].

Nemis tilini o‘rgatishdan asosiy maqsad aniq faoliyat bilan shug‘ullanish-chet tilidan foydalanib axborot uzatish va olish, ya’ni muloqot jarayonida ishtirok etishdan iborat. Chet tili darsi chet tili o‘qituvchisi o‘z faoliyati davomida hisobga olishi kerak bo‘lgan o‘ziga xoslikka ega. Hozirgi kunda chet tilini o‘zlashtirishdan asosiy maqsad boshqa madaniyat bilan tanishish va madaniyatlar muloqotida ishtirok etishdir. Bu maqsadga o‘zaro madaniy muloqot qobiliyatini rivojlantirish orqali erishiladi. U kommunikativ xarakterdagi bilimlarga asoslangan holda o‘qitish, chet tili aloqasini o‘rgatish, barcha zarur metodlardan foydalanish, ya’ni chet tili darsining o‘ziga xos xususiyati hisoblanadi. Umumiy ta’lim va tarbiyaviy vazifalar amaliy jihatdan bo‘ysunadi va kommunikativ faoliyat aktini u yoki bu darajada amalga oshirish, ya’ni madaniyatlararo muloqotga kirisha olish chog‘ida hal etiladi. Butun o‘quv jarayoni asosiy vazifa-kommunikativ kompetentlikni shakllantirishni taqozo etadi. Kommunikativ kompetensiya - bu boshqalarni tushunish va muloqot maqsadlari, sohalari va vaziyatlariga adekvat bo‘lgan nutqiy xulq-atvor dasturlarini hosil qilish uchun zarur bo‘lgan bilim, ko‘nikma va malakalardir. Kommunikativ kompetensiya asosida chet tili o‘qituvchisining kasbiy faoliyati jarayoni amalga oshiriladi, shuning uchun bu tushunchani kengaytirish zarur deb bilamiz. Bu kompetentlikni biz chet tili o‘qituvchisining asosiy kasbiy vazifalarini amalga oshirish imkoniyati sifatida tushunamiz.

Shunday qilib, nemis tili o‘qituvchisining kommunikativ kompetentligini kasbiy va kommunikativ deb tushunamiz. Ushbu kontseptsiyaning asosi-xorijiy til o‘qituvchisining rivojlanayotgan shaxsning ijtimoiylashuvining amaliy muammolarini samarali hal qilish qobiliyatini shakllantiradigan zarur pedagogik bilim, ko‘nikma, qobiliyat va shaxsiy fazilatlarining sintezi, ko‘p madaniyatli jamiyatda o‘zini anglash qobiliyati, globallashgan zamonaviy jamiyatda samarali



muloqot qilish qobiliyati, madaniyatlararo muloqot uchun qobiliyat va tayyorlik., qadriyat orientatsiyalarini rivojlantirish, tabiat, jamiyat, odamlarning ma'naviy tajribasi va o'zini yo'naltirish orqali shaxsning jamiyatga muvaffaqiyatli integratsiyalashuvi uchun qulay shart-sharoitlarni ta'minlash. Fikrimizcha, nemis tili o'qituvchisining kasbiy faoliyatida yetakchi faoliyat sifatida muloqot jarayoniga alohida e'tibor qaratish lozim. Muloqot ham maqsad, ham chet tilini o'qitish vositasidir. Faqat muloqot orqali o'qituvchi nemis tilini o'qitishning belgilangan maqsadlariga erishadi.

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### **GLOBALASHUV SHAROITIDA INNOVATSION YONDASHUVCHI MUTAXASISLAR**

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**Annotatsiya:** Ushbu maqolada malakali kadrlarni tayyorlash va ularning bilimi, saviyasini oshirish, yurtimizni gullab yashnashi uchun barcha imkoniyatlardan unumli foydalanib, dunyo miqiyosidagi o'qitish tizimidan yuqori o'rinlarga olib chiqish haqida yuritilgan. Mazkur maqolada yoshlarni axborot xurujlaridan asrash, ularda axborot imunitetini shakllantirishda zamonaviy usullarning ahamiyati haqida so'z yuritilgan.

**Kalit soʻzlar:** Innovatsion texnologiyalar, innovatsion ta'lim texnologiyalari, interaktiv usullar, axborot-kommunikatsiya texnologiyalari, axborotlashgan iqtisodiyot, axborot, texnologiya, tizim, axborot texnologiyasi, axborotlashgan jamiyat, axborot-kommunikatsiya texnologiyalari.

**Аннотация:** В этой статье основное внимание уделяется обучению и подготовке квалифицированных кадров, которые позволяют нашей стране процветать и выводить ее на передовые рубежи образования мирового уровня. В этой статье обсуждается важность современных методов защиты молодых людей от информационных атак и формирования информационный иммунитет.

**Ключевые слова:** инновация, инновационные технологии обучения, интерактивные методы, информационные и коммуникативные технологии, информационная экономика, информационное общество, информационно-коммуникационные технологии.

**Abstract:** This article focuses on the training and training of qualified staff, making the most of the opportunity for our country to flourish and to bring it to the forefront of world-class education. This article discusses the importance of modern methods of protecting young people from information attacks and the formation of informational immunity.

**Keywords:** Innovation, innovative learning technologies, interactive methods, information and communication technologies, Information economy, information society, information and communication technologies.

Har bir iqtisodiy barqaror mamlakat borki, aholi turmush tarzini yaxshilanishiga, xizmat koʻrsatish sifatini oshirilishiga katta eʼtibor qaratadi. Shu qatorda bizning mamlakatimizda olib borilayotgan taʼlim sohasidagi islohotlar ham jadal surʼatlarda odimlamoqda. Lekin tan olib aytish kerakki, bu sohadagi kamchiliklar hali anchagina. Hozirgi paytda sohadagi modernizatsiya va diversifikatsiya qilish, uning hajmini oshirish hamda ichki va tashqi tajrija asosidagi raqobatbardosh taʼlim turlarini kengaytirishga davlat miqyosida ahamiyat berilmoqda. Avtomatlashtirish – bu bugungi kun asosiy talabidir. Har bir korxonatashkilot maʼlumotlar bazasida ishni toʻliq ishga qoʻyish uchun avtomatlashtirilgan axborot tizimi asosiy oʻrinda hisoblanadi. Demak, Avtomatlashtirilgan axborot tizimlari – asosiy muammoli jarayonlar yechimidir. Innovatsion tizimini ishlab chiqishdan maqsad - tashkiliy loyihalashtirish, texnologik va boshqa jihatlarini hisobga olgan holda tizim faoliyatining samaradorligini oshirishdir.

Metodologik asosida yangi texnologiyalarni aniqlash, usul va uslublarning tizimi va turini, shuningdek bu texnologiyalar oʻzaro qanday bogʻlanganligi berilgan, ayrim hollarda siz texnologiyalarni tekshirishning xususiyatlarini aniqlash hamda usul va uslublarni turli yondashuvlar bilan qayta ishlash mumkinligini tahlil

qilishingiz mumkin. Ixtiyoriy muhitni tanlash, filtrlash va innovatsion texnologiyalarni saralash mumkinligi ko'rsatilgan. Texnologiyani unga o'zaro bog'langan boshqa texnologiyalar bilan birlashtirish va yakuniy natijani hisoblash usullaridan foydalanilgan.

Ilmiy va texnologik taraqqiyotning jadallashuvi va sanoat dan post-sanoatga o'tish vaqtida barcha tijorat tuzilmalari moslashuvchan bo'lishni talab etadi, faoliyatning barcha yo'nalishlari bo'yicha ishlarning shakllari va usullarini muntazam yangilab borish uchun nima zarurligini quyidagi misolda kurib chiqamiz: Global raqobat sharoitida innovatsiyalardan foydalanish rivojlanishning asosiy omili bo'lib, ya'ni har qanday yangi yoki sezilarli darajada yaxshilangan mahsulot (mahsulot yoki xizmat) yaratish Tadbirkorlik faoliyatini kengaytirishga va yangi ish o'rinlarini tashkil etishga yordam beradi. Agar an'anaviy ta'limotda maqsad talabalarga ma'lum bir ma'lumotni etkazish bo'lsa, zamonaviy texnologiyalarga asoslangan holda, ularni fikrlashga, shaxsiy va kasbiy malakalarini shakllantirish o'rgatiladi.

Yangi bilimlar tizimini shakllantirishda oliy ta'lim muassasalari professor-o'qituvchilarning muntazam kasbiy o'sishda interfaol uslublar, pedagoglarning tahliliy va ijodiy fikrlashini rivojlantirishga yunaltirilgan innovatsion metodikalar, masofadan o'qitishni, mustaqil ta'lim olishni kengaytirishni nazarda tutuvchi texnika va texnologiyalardan foydalangan holda mashg'ulotlar olib borish malaka va ko'nikmalarni rivojlantirish nazarda tutiladi.

Innovatsiya (inglizcha *Innovation*) yangilik kiritish, yangilik demakdir.

Innovatsion texnologiyalar pedagogik jarayon hamda o'qituvchi va talaba (yoki o'quvchi) faoliyatiga yangilik, o'zgarishlar kiritish bo'lib, uni amalga oshirishda asosan interfaol uslublardan foydalaniladi.

Interfaol («Inter» - bu o'zaro, «ast» - harakat qilmoq) - o'zaro harakat qilmoq yoki kim bilandir suhbat, muloqot tartibida bo'lishni anglatadi. Boshqacha so'z bilan aytganda, o'qitishning interfaol uslubiyotlari - bilish va kommunikativ faoliyatni tashkil etishning maxsus shakli bo'lib, unda ta'lim oluvchilar bilish jarayoniga jalb qilingan bo'ladilar, ular biladigan va o'ylayotgan narsalarni tushunish va fikrlash imkoniyatiga ega bo'ladilar. Interfaol darslarda o'qituvchining o'rni qisman talaba (yoki o'quvchi)larning faoliyatini dars maqsadlariga erishishga yo'naltirishga olib keladi.

Ta'limning innovatsion usullari mantiqiy fikrlashni, analitik ko'nikmalarni, tizimni tahlil qilish ko'nikmalarini, disiplinary aloqalarni rivojlantirish, kengaytirish, ijodiy fikrlashni shakllantirish, nostandart muammolarni hal qilishda ijodiy yondashuv, o'ziga ishonch, psixologik barqarorlikni mustahkamlash, professional yondashuv va ko'nikmalarni rivojlantirishga yordam beradi.

O'quv jarayonida axborot-kommunikatsiya texnologiyalaridan (AKT) foydalanishda har qanday tashabbuskor mutaxassis tanlangan yo'nalishda butun ish davomida yangi bilimlarni o'zlashtirishga xarakat qiladi.

Ma'lumotni chiziqli bo'lmagan taqdimot bilan darsliklarda ishlash juda ham qiziqarli bo'lib, ko'p manbalarga asoslangan axborot resurslari o'rtasida navigatsiya tizimidan foydalanish, bu orqali o'quvchilar onlayn materiallarni o'rganish ketma-ketligini o'zlari tanlaydi. Ushbu tizimlar o'quvni shaxsiylashtiradi, o'quvchilarning qiziqishi va mustaqilligini rivojlantirish, axborot oqimini boshqarish, zarur materiallarni topish, ularning munosabatlarini tushunish uchun imkoniyat yaratadi.

Innovatsion pedagogik texnologiyalar aynan ta'lim-tarbiya jarayonida talabalarga muayyan fan (mavzu) bo'yicha bilim berish va shaxsini shakllantirishga qaratilgan o'qitishning zamonaviy uslublari va texnik vositalari majmuidir.

### **Xulosa va takliflar.**

Yuqoridagi fikrlarni xulosalash qilish uchun Insert jadvalini qo'llashimiz mumkin. *Insert jadvali* Talabalarda ma'ruzalar va mustaqil ta'lim jarayonida olgan bilimlari asosida nazariy ma'lumotlarni tizimlashtirishni, uni tasdiqlash, aniqlashtirish yoki rad qilish, qabul qilinayotgan ma'lumotlarning tushunarligini nazorat qilish, avval egallagan bilimlarini yangisi bilan bog'lash qobiliyatlarini shakllantiradi. Shu sababli, ushbu uslub mavzu bo'yicha rejadagi mashg'ulotlar o'zlashtirilgach, talabalar mavzuga oid bilim va ko'nikmalarga ega bo'lgach qo'llaniladi. O'qituvchi mavzuning aniq mazmun va mohiyatini yoritib beradi va dars yakunida talabalarga ushbu mavzu bo'yicha "Insert" jadvali asosida uyda mustaqil ishlashlari uchun topshiriq beradi. Talabalar ushbu jadval asosida darsda olgan bilimlarini o'z bilimlari, real hayotiy tajribalari bilan taqqoslaydi, mavzu bo'yicha mustaqil ishlab, yangi ma'lumotlar oladi, ularni matnda qo'yilgan belgilar asosida jadvalga kiritadi.

### **Insert jadvali**

<b>V</b>	<b>+</b>	<b>-</b>	<b>?</b>

«V» - ..... haqidagi bilimlarimga javob beradi;

«-» - ..... haqidagi bilimlarimga qarama-qarshi;

«+» - ..... yangi ma'lumotlar;

«?» - ..... mavzuga oid tug'ilgan savollar.

Xulosa qilib shuni aytish mumkinki, yuqorida keltirilgan barcha metodik texnologiyalardan interfaol usullardan foydalanib dars o'tilganda guruhda qoloq, o'zlashtirmaydigan talaba qolmaydi, ta'limda multimediali axborot-resurslaridan

foydalanishda esa ularning eng samarali vosita va ta'lim mazmunini boyituvchi omil ekanligi yaqqol namoyon bo'lib bormoqda.

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### **МАМЛАКАТИМИЗДА ЕТУК КАДРЛАРНИ ТАЙЁРЛАШДА УЗЛУКСИЗ ТАЪЛИМ ТИЗИМИНИНГ АҲАМИЯТИ**

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Аннотация: Мақолада узлуксиз таълимнинг мазмун-моҳияти, уни ташкил этиш шакллари ва тамойиллари ҳамда глобаллашув шароитида рақобатбардош кадрлар тайёрлашда узлуксиз таълимнинг инсонларнинг шахсий ва касбий ривожланишида тутган ўрни ва аҳамияти ёритилган. Шунингдек, республикада узлуксиз таълим тизимини ислоҳ этиш тенденциялари таҳлил қилиниб, тавсиялар берилган.

Калит сўзлар: таълим, узлуксиз таълим, “uzlукsиз таълим” концепцияси, узлуксиз таълим тизими, таълим шакллари, ҳаёт давомида таълим олиш, инновацион жамият.

Аннотация: В данной статье рассмотрены суть и содержание непрерывного образования, его организационные формы и принципы, а также роль и значение непрерывного образования в подготовке конкурентоспособных кадров в развитии формирования интеллектуального и профессионального развития человека в условиях глобализации. Проанализированные тенденции и даны рекомендации по реформированию непрерывного образования республике.

Ключевые слова: образование, непрерывное образование, понятие «непрерывное образование», система непрерывного образования, формы обучения, непрерывное обучение, инновационное общество.

Abstract: The essence and content of continuous education, its organizational forms and principles, as well as the role and importance of continuous education in preparation of competitive personnel in development of formation of intellectual and professional development of person in the context of globalization are considered in this article. There analyzed trends and recommendations on reforming the continuous education of the republic.

Key words: education, continuing education, the concept of "continuing education", the system of continuing education, forms of education, lifelong learning, innovative society.

Ҳозирги замонавий жамиятда инсон фаолиятининг энг кенг соҳаларидан бири - бу таълим ҳисобланади. Охирги йилларда таълимнинг ижтимоий роли ортиб, дунёнинг аксарият давлатларида таълимнинг барча турларига бўлган муносабат ўзгарди. Таълим ижтимоий ва иқтисодий тараққиётнинг бош, етакчи омили сифатида қаралмоқда. Бундай эътиборнинг сабаби замонавий жамиятнинг энг муҳим кадрияти ва асосий капитали - бу янги билимларни излаш, эгаллаш ва ностандарт қарорлар қабул қилишга қодир бўлган инсон ҳисобланади. Шундай экан, ҳозирги даврда таълим шахс ва жамиятни ривожлантиришда ҳал қилувчи роль ўйнайди. Жаҳон иқтисодиётида глобаллашув ва кескин рақобатчилик кучайиб бораётган шароитда инсоннинг олдинги даврдаги бутун ҳаёт учун таълим олиш эмас, балки бутун ҳаёти давомида узлуксиз таълим олиш заруратини келтириб чиқармоқда. Баъзи бир манбаларга кўра, таълимнинг узлуксизлиги тўғрисидаги илк ғояларни айрим Ғарб тадқиқотчилари ҳатто Сукрот, Афлотун, Аристотель ва Сенеканинг инсоннинг доимий равишда маънавий такомиллашуви ҳақидаги диний-фалсафий тасаввурларида ва илмий асарларидан ҳамда бунга ўхшаш ғояларни муқаддас ислом динимизда ҳам учратишимиз мумкин. Узлуксиз таълим ғоясининг пайдо бўлиши ўз навбатида, бир томондан педагогик концепция сифатида, бошқа томондан эса, амалиётнинг натижасида пайдо бўлган. Умуман, бугунги кун тушунчасидаги катталар таълими ривожланиши XIX асрдаги саноат инқилоби натижасида фан, техника, ижтимоий-иқтисодий муносабатлардаги ўзгаришлар оқибати билан боғлиқ. “Узлуксиз таълим” концепцияси биринчи марта ЮНЕСКОнинг 1965 йилдаги форумида таниқли назарийчи П.Лангранд томонидан ўртага ташланиб сезиларли даражада назарий ва амалий резонансга сабаб бўлди ва натижада ўтган асрнинг 60-йиллари охирига келиб мазкур ибора илмий таҳлилнинг махсус предметиға айланди. Узлуксиз таълимни халқаро даражада ўрганишнинг устуворликлари ўз ичига таълим тизимининг узлуксизлигини таъминловчи узлуксиз касбий таълим, кўшимча таълим, катталар таълими, аҳолининг ҳимоя қилинмаган қатлами таълимини ва иқтисодий моделларни қамрайди. Улардан энг кўп

учрайдиганлари: “узлуксиз таълим-бутун ҳаёт давомида эгаллайдиган таълим”, “узлуксиз таълим - катталар учун таълим”, “узлуксиз таълим - бу узлуксиз касбий таълим” каби иборалар қўлланилса, жаҳон педагогикасида узлуксиз таълим бир нечта атамалар билан изоҳланиб улар ичида “давом этувчи таълим”, “ҳаёт давомида ўқиш”, “доимий ўқиш” иборалари кенг қўлланилади. Умуман олганда, узлуксиз таълим шахс ва жамиятнинг мос эҳтиёжлари давлат ва жамият институтлари ва ташкилий таъминловчи тизим орқали шахснинг бутун ҳаёти давомидаги таълим (умумий ва касбий) салоҳиятининг ўсиш жараёни билан кечади. Узлуксиз таълим ижодкор, ижтимоий фаол, креатив, маънавий бой шахсни шакллантирувчи ва юқори малакали рақобатбардош кадрлар тайёрлашда олдинда боришлик учун зарур шароитлар яратади. Таълимнинг турларига ўз навбатида мактабгача, умумий ўрта, ўрта махсус, касбхунар, олий, олий ўқув юртидан кейинги таълим, кадрлар қайта тайёрлаш ва малакасини ошириш ва мактабдан ташқари таълимни киритиш мумкин. Ўзбекистон мустақилликка эришганидан кейин жаҳон ҳамжамиятининг тенг ҳуқуқли субъекти ва ажралмас бир қисми сифатида инсон ҳуқуқлари ва эркинликларига риоя этилишини, жамиятнинг маънавий янгиланишини, стратегик ривожланиш, жаҳон ҳамжамиятига қўшилишни таъминлайдиган демократик кучли ҳуқуқий давлат ва очиқ фуқаролик жамиятини қурмоқда. 1997 йилда қабул қилинган янги таҳрирдаги “Таълим тўғрисида”ги Қонун [1] ва Кадрлар тайёрлаш миллий дастури [2] мамлакатда таълим ва кадрлар тайёрлаш тизимини жамиятда амалга оширилаётган янгиланиш, ривожланган демократик ҳуқуқий давлат қурилиши жараёнларига мослашнинг ҳуқуқий асосларини яратди. Кадрлар тайёрлаш соҳасидаги давлат сиёсати инсонни интеллектуал ва маънавий-ахлоқий жиҳатдан тарбиялаш билан узвий боғлиқ бўлган узлуксиз таълим тизими орқали ҳар томонлама баркамол шахс фуқарони шакллантиришни назарда тутди. Шу тарзда фуқаронинг энг асосий конституциявий ҳуқуқларидан бири бўлган билим олиш, ижодий қобилиятни намоён этиш, интеллектуал жиҳатдан ривожланиш, касби бўйича меҳнат қилиш ҳуқуқи рўёбга чиқарилади. Республикамизда узлуксиз таълим тизими ва кадрлар тайёрлашнинг давлат ва нодавлат таълим муассасаларини таркибий жиҳатдан ўзгартириш ва уларни изчил ривожлантириш давлат йўли билан бошқариб борилади. Ўзбекистон Республикаси томонидан инсон ҳуқуқлари, таълим, бола ҳуқуқи соҳасидаги шартномалар ва конвенцияларнинг бажарилиши, кадрлар тайёрлаш соҳасида жаҳоннинг илғор тажрибасини ҳисобга олиш узлуксиз таълим ва кадрлар тайёрлаш тизимининг барча жиҳатларига дахлдор бўлиб, унинг ривожланиш омилларидан биридир. Ўтган йилларда таълим тизимини ислоҳ қилиш жараёнида республикамизда мустаҳкам ҳуқуқий, ташкилий, моддий-техник база яратилди, бу интеллектуал салоҳияти юқори ва баркамол ёш авлодни

Ўқитиш ва тарбиялашнинг мазмунини янгилашга кўмаклашди. Мустақиллик йилларида республикада таълим-тарбия тизими ва баркамол авлодни тарбиялаш давлат сиёсатининг асосий устувор йўналишлари даражасига кўтарилди. Бироқ, ўтказилган таҳлиллар мактабгача таълим соҳасида олиб борилаётган ишларнинг самараси ва натижаси етарли даражада эмаслигини кўрсатмоқда [7]. Ўзбекистон Республикаси Президентининг 2016 йил 8 октябрдаги Ф-4724-сон фармойиши билан ташкил қилинган Ишчи гуруҳ томонидан олий таълим тизимидаги ҳолатни ўрганиш натижаларига кўра, бир қатор олий таълим муассасаларида ҳали ҳам илмий-педагогик салоҳиятнинг пастлиги, таълим жараёнларини ахборот-услубий ва ўқув адабиётлари билан таъминлаш замонавий талабларга жавоб бермаслиги, уларнинг моддий-техника базасини тизимли янгилашга эҳтиёж мавжудлиги аниқланди. Олий таълим тизимида ўз йўналишлари бўйича дунёнинг етакчи илмий-таълим муассасалари билан яқин ҳамкорлик алоқалари ўрнатиш, ўқув жараёнига илғор хорижий тажрибаларини жорий этиш, айниқса, истиқболли педагог ва илмий кадрларни хорижнинг етакчи илмий-таълим муассасаларида стажировкадан ўтказиш ва малакасини ошириш борасидаги ишлар етарли даражада олиб борилмаяпти [5]. Таҳлилларнинг кўрсатишича, охириги йилларда ўқитувчилар, педагоглар ва тарбиячиларнинг каттагина қисми яхши тайёргарлик кўрмаганлиги, уларнинг билим ва касб савияси пастлиги жиддий муаммо бўлиб қолмоқда, малакали педагог кадрлар етишмаслиги сезилмоқда. Таълим-тарбия ва ўқув жараёнларининг таркибини, босқичларини бирбири билан узвий боғлаш, яъни узлуксиз таълим-тарбия тизимини ташкил қилиш муаммолари ҳал қилинган эмас. Мутахассислар тайёрлаш, таълим тарбия тизими жамиятда бўлаётган ислохотлар, янгилаш жараёнлари талаблари билан етарли даражада боғланмаган. Умуман олганда, касб-ҳунар таълимининг обрўси ҳамда ўқитувчилар, тарбиячилар ва мураббийларнинг, илмий ва илмий-педагог кадрларнинг ижтимоий мақоми пасайиб бормоқда. Олий малакали кадрлардан самарали фойдаланилмаяпти. Кадрлар билими ва улар тайёргарлигининг сифатини назорат қилиш ҳамда баҳолаш тизими ҳозирги замон талаблари даражасида эмас. Шунингдек, бугунги кунда мамлакатимиз олий таълим тизимида кадрлар тайёрлаш тизимининг демократик ўзгаришлар ва бозор ислохотлари талабларига мувофиқ эмаслиги, ўқув жараёнининг моддийтехника ва ахборот базаси етарли эмаслиги, юқори малакали илмийпедагог кадрларнинг етишмаслиги, сифатли ўқув-услубий ва илмий адабиётлар ҳамда дидактик материалларнинг камлиги, таълим тизими, фан ва ишлаб чиқариш ўртасида самарали ўзаро ҳамкорлик ва ўзаро фойдали интеграциянинг йўқлиги кадрлар тайёрлашнинг мавжуд тизимидаги жиддий камчиликлар сирасига киради. Республикада таълим тизими амалиётидаги мавжуд муаммолар ҳисобга



олинган ҳолда ҳамда илғор хорижий мамлакатлар тажрибаси асосида умумий ўрта, ўрта махсус, касб-ҳунар таълими тизимини тубдан такомиллаштириш, малакали кадрлар тайёрлаш учун шарт-шароитларни яратиш, касб-ҳунар коллежлари битирувчилари бандлигини таъминлаш, шунингдек, 2017-2021 йилларда Ўзбекистон Республикасини ривожлантиришнинг бешта устувор йўналиши бўйича ҳаракатлар стратегиясини амалга ошириш мақсадида Ўзбекистон Республикаси Президентининг 2018 йил 25 январдаги «Умумий ўрта, ўрта махсус, касб-ҳунар таълими тизимини тубдан такомиллаштириш чора-тадбирлари тўғрисида»ги ПФ-5313-сонли Фармони қабул қилинди. Ушбу Фармоннинг қабул қилиниши мавжуд касб-ҳунар коллежларининг моддийтехника базасидан оқилона ва мақсадли фойдаланишни таъминлаш, малакали ва меҳнат бозори талабларига жавоб берадиган кадрлар тайёрлаш сифатини ошириш, аҳоли бандлигини таъминлаш ва умуман узлуксиз таълим тизимини янада ривожлантириш борасидаги муҳим қадамлардан бири бўлиб ҳисобланади.

**Хулоса ва таклифлар.** Ушбу мақсадга эришиш учун фикримизча, узлуксиз ва кўшимча таълимнинг жаҳон амалиётида мавжуд бўлган юқоридаги шаклларида республикамиз амалиётида фойдаланиш мақсадга мувофиқ.

Бунда асосий тамойиллар қуйидагилар бўлиши лозим:

- атрофдаги реалликка эмас, балки мамлакат келажагини инновацион жамият сифатида тасаввур қилишга таяниш;
- ўз ва ўзганинг бошқа ижобий тажрибаларига тезда мослашиш;
- таълимда катта миқдордаги фойдали инновацияларни яратишни рағбатлантириш;
- инсон капиталига инвестицияларнинг дастлаб ҳам таълим олувчи, ҳам ўқитувчи сифатидаги киритилиши;
- узлуксиз таълимнинг инновацион асосда илгарилаб кетувчи сифатида ривожланиши.

Юқорида таъкидланганлардан келиб чиқиб хулоса қиладиган бўлсак, ҳозирги даврда ҳар бир мамлакат рақобатбардошлиги аввало, унинг таълим ва фан даражасига боғлиқ. Таълим ва жамият ривожланишининг замонавий ҳолати инсон фаолиятининг касбий ва касбий тайёргарлик сифати даражасига ҳар қачонгидан ҳам кўпроқ талаблар қўймоқда.

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5. Ўзбекистон Республикаси Президентининг 2017 йил 20 апрелдаги “Олий таълим тизимини янада ривожлантириш чора-тадбирлари тўғрисида”ги ПҚ-2909-сонли Қарори.

6. Ўзбекистон Республикаси Президентининг 2017 йил 27 июлдаги “Олий маълумотли мутахассислар тайёрлаш сифатини оширишда иқтисодиёт соҳалари ва тармоқларининг иштирокини янада кенгайтириш чора-тадбирлари тўғрисида”ги ПҚ3151-сонли Қарори.

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## **FUTURE DIRECTIONS OF FAMILY ENTREPRENEURSHIP AND ROLE OF LANGUAGES IN ITS ECONOMIC DEVELOPMENT**

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**Annotation.** The article describes the forms of business organizations in the country that fully correspond to the national traditions of doing business, the current state of economic activity. Also, there are suggestions for developing of small business and private entrepreneurship, the wide involvement of low-income but economically active segments of the population in this area, the formation of entrepreneurial skills, especially family business.

**Key words.** business organizations, small business, economic activity, creation of new jobs, income, family business, private entrepreneurship, economic and social development.

**Аннотация.** В статье описаны формы организации бизнеса в стране, которые полностью соответствуют национальным традициям ведения бизнеса, современному состоянию экономической деятельности. Также имеются предложения по развитию малого бизнеса и частного предпринимательства, широкому вовлечению в эту сферу малообеспеченных, но экономически активных слоев населения, формированию предпринимательских навыков, особенно семейного бизнеса.

**Ключевые слова.** предпринимательские организации, малый бизнес, экономическая деятельность, создание новых рабочих мест, доходы, семейный бизнес, частное предпринимательство, экономическое и социальное развитие

At present, one of the important directions of further expansion of entrepreneurial activity in our country is family business. In fact, family business is nothing new for our hardworking people. From time immemorial, the Uzbek people have been engaged in any type of economic activity in cooperation with family members and close relatives, and its transmission from ancestors to future generations is a historically traditional process. Today, the President says that family business, in its nature and content, fully corresponds to our national traditions: “This form of business organization in our country fully corresponds to the national traditions of doing business, the current state of economic activity. I am convinced that the creation of a legal framework for the organization of such a business will strengthen the legal guarantees of family business, its rapid and widespread development in various sectors of the economy and the creation of new jobs”.

Indeed, the current state of entrepreneurship in our country testifies to the fact that our compatriots run their businesses mainly in accordance with family values. Conformity of family business to our national traditions means, first of all, the priority of the opinion of the head of the family in the organization of this business structure. Taking into account the views of adults in our national families, which means that they have the last word in decision-making, facilitates the decision-making process, which is an important task of communication in the business unit to be formed.

When we analyze the work related to improving the economic situation in the family, we can see that a great deal of attention is paid to the organization and development of the family business. This form of business is an ancestral tradition for the Uzbek people. The harmony of spiritual and material interests in the family, the equal responsibility of family members, the consistency of production processes ensures its transmission from generation to generation. This will not only ensure the

sustainability of the development of society, but also provide the basis for economic development, while leading to further improvement of social relations in the family.

Today, ecotourism and agritourism play an important role in the formation of family business and small business in our country. This is an important factor in the establishment and development of agro-tourism in rural areas.

The development of agro-tourism development programs by the states for the use of the rural population has led to the active development of this sector of tourism. Most of the agro-tourist huts in Europe were organized on the basis of existing country houses, and farmers repaired their huts as much as possible and offered them to tourists. There are also agro-tourist huts with modern conveniences.

This form of business serves not only to provide employment and income for family members, but also to strengthen the family, the solidarity within it, and hence society. In addition, the study of the market, demand and supply, the corresponding production of goods, the introduction of new types of consumer services, the saturation of the domestic market with domestically produced products, the formation and management of the family budget are essential for market economy conditions. strengthens skills.

This form of business organization in our country fully corresponds to the national traditions of doing business, the current state of economic activity. I am convinced that the creation of a legal framework for the establishment of such a business will strengthen the legal guarantees of family business, its rapid and widespread development in various sectors of the economy and the creation of new jobs. "

Development of small business and private entrepreneurship in the process of gradual transition to market relations in the country, the wide involvement of low-income but economically active segments of the population in this area, the formation of entrepreneurial skills, especially family business Through it, favorable conditions are being created for young people and women, as well as the unemployed, to start their own business. In the field of family business, especially through the creation of sustainable new jobs in rural areas, it will ensure the gradual involvement of family members who are currently working in the informal sector, including family members who help entrepreneurs without a contract.

The priority of small business and private entrepreneurship in the economic and social development of the country plays an important role in building a democratic society. Because small business is one of the key factors in creating new jobs and increasing the income of the population.

In the first years of independence, the head of state wrote in his book "The Motherland is as sacred as a shrine" that the heads of khokimiyats, ministries, large industrial enterprises should understand that people should be taken from the

countryside to factories, not industry. It is important to focus on building compact enterprises that can quickly change the type of products they produce, if necessary, rather than giant factories worth \$ 20.60 million.

Due to the creation of favorable conditions for family business and private entrepreneurship in our country, the allocation of low-interest loans from commercial banks, their number is expanding, and their share in the production of consumer goods is growing.

In his report to the Cabinet of Ministers on the results of socio-economic development of the country in 2014 and the most important priorities of the economic program for 2015, President of the Republic of Uzbekistan Islam Karimov said that in 2014 commercial banks provided more than 9 trillion soums to small businesses and private entrepreneurs. 3 times more, including about 2 trillion soums of microcredits, which is 39% more than last year, the volume of small business lending has increased almost 5 times in the last five years, the share of small business and private entrepreneurship in GDP since 2000 31.56%, industrial production increased from 12.9% to 31.1%, more than 480,000 new jobs were created in small business and private entrepreneurship in 2014, which is half of the total number of jobs created, and today It was noted that more than 76.5% of the employed population work in this sector of the economy, and it was acknowledged that such measures, which we have consistently implemented in the economic sphere, are bearing fruit.

•In order to further improve the legal framework of family business and entrepreneurship and encourage the development of their activities, it is advisable to make the following scientific proposals and practical recommendations:

•application of reduced preferential tax rates on taxes and mandatory payments paid by family businesses and business entities

•open the way for foreign investment in family business, the introduction of advanced and modern mini-technologies, further increase the volume of exports of finished products

•Further expansion of the material and moral conditions necessary for family business with the help of local authorities, effective organization and strengthening of the mechanism of material and financial support of family business, ensuring their free access to domestic and foreign markets with their products on the basis of comprehensive support

•Comprehensive strengthening of cooperation with commercial banks  
Оилавий тадбиркорлик иштирокчилари 5 кишидан ортмаслиги, вояга етган – 16 ёшга кирган фарзандларнинг иштирокига рухсат бериш

•Establishment of a counseling center to promote and develop family business and private entrepreneurship in the community,

• It is necessary to establish cooperation with the responsible organizations in staff training.

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### **INTERNATIONAL EXPERIENCES IN THE DEVELOPMENT OF THE TOURISM**

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**Abstract.** This article talks about the rapid development of the tourism business in all countries of the world in recent years, familiarization with the experience of different foreign countries, the organizational process of state regulation of tourism, and the tourism potential of some foreign countries.

**Keywords:** БТА, ЭНИТ, Туреспана, НОТРА, national holiday, travel agency, the right to sell tours, tour package, tour agent, tour guide.

**Аннотация.** В данной статье рассказывается о бурном развитии туристического бизнеса во всех странах мира в последние годы, ознакомлении с опытом разных зарубежных стран, организационном процессе государственного регулирования туризма, туристическом потенциале некоторых зарубежных стран.

**Ключевые слова:** БТА, ЭНИТ, Туреспана, НОТРА, национальный праздник, туристическое агентство, право продажи туров, турпакетов, турагента, гида.

**Annotatsiya.** Ushbu maqolada so'nggi yillarda sayyohlik biznesi dunyoning barcha mamlakatlarida jadal rivojlanayotganligi, turli xorijiy mamlakatlarning tajribasi bilan tanishish, turizmni davlat tomonidan tartibga solishning tashkiliy

jarayoni hamda ba'zi xorijiy mamlakatlarning turizm salohiyati haqida so'z yuritilgan.

**Kalit so'zlar:** BTA, ENIT, Turespana, NOTRA, milliy ta'til, agentlik sayohati, turlarni sotish huquqi, turpaket, turagent, turguide

Practice shows that the private sector will never be able to attract large investments for the development of resort tourism enterprises, as well as the main elements of the tourism infrastructure, and will not be able to fulfill the tasks of the national tourism administration. In countries with a developed tourism business, there are usually organizations subordinate to ministries involved in the development of national tourism development programs. The various names worn by such organizations are BTA (British Nutrition Authority) in Britain, ENIT in Italy, Council of Ireland in Ireland, Turespana in Spain, NOTRA in Norway. Such organizations have their own tourism offices in other countries. These organizations are developing programs that attract tourist flows and provide tourist information.

Specific features of the tourism business are related to a wide range of relationships. People who participate in the processes of organizing travel and recreation enter into these relationships. Existing relationships are so diverse that it creates a certain complexity of legal regulation.

Today, several approaches to the organizational process of state regulation of tourism have been developed. In many countries with developed market economies, there is no state regulation at all, and market actors themselves carry out rapid regulation. In countries where there is state regulation of the market of tourist services, two models are used - there are special state bodies or regulation is carried out by multidisciplinary bodies.

Now let's look at how public institutions work in the case of several countries.

**1. The Austrian tourism** sector is controlled by the Ministry of Economy. The state's tourism opportunities are promoted by the Austrian National Tourism Office, which has offices in 26 countries.

**2. The UK tourism** sector is managed by the UK Tourism Authority (BTA) which is directly responsible for tourism within the Department of Culture and Sports and the Department of Sport. This organization is engaged in attracting the flow of foreign tourists to Great Britain, as well as the development of domestic tourism. In addition, this organization consults with the government and others. government agencies engaged in tourism. For this purpose, at the initiative of the administration, advertising campaigns are conducted abroad through the network of its offices and representatives. The press, radio, and television are also used for these purposes. The administration organizes international conferences, provides consulting and marketing services, publishes various international tourism publications.

**3. German Tourism Business** was established by the National Tourism Committee of the Ministry of Economy, which is responsible for popularizing tourism products in Germany and increasing the flow of tourists to the country. Representatives of this committee work in 27 countries of the world.

**4. The Ministry of Tourism of Israel** works. In 2007, the budget of this organization was 150 million US dollars. These funds were used to finance various activities related to presentation, information, exhibition activities in all countries of the world. Also, a part of these funds was spent on holding various conferences, organizing consulting services, publishing advertising materials and booklets.

**5. Indonesia** has a special tourism department with extensive powers to protect the rights of tourists. Thus, there is a tourism police in the country, which monitors and supervises all tourism enterprises. In addition, he is directly involved in resolving conflict situations involving foreign tourists.

**6. Italy** in 1983, a law on the improvement and development of the tourism and hotel industry was adopted. The law defines the main bodies of tourism management at the regional level and their working procedure. The Ministry of Tourism is part of the Ministry of Production. The department coordinates the activities of regional tourism administrations, develops normative and industrial documents of a national nature, checks and processes statistical data. In international activities, the department is engaged in creating intergovernmental agreements and relations with other international tourism organizations. The powers of local administrations are extensive. They are responsible for all matters of licensing tourist activities in their territory, classify hotels, have the right to advertise and advertise their tourist products at home and abroad.

**7.** All tourism activities at the national level in **Spain** are defined by the Law "On Powers in the Tourism Sector" and the Decree "On the Activities of Private Tourism Enterprises" of January 14, 1965. In addition to the national legislation, each of the seventeen autonomies has its own legislation on tourism activities, the main provisions of which are consistent with the above law. Articles on tourism regulate the relationship between the seller of tourist products and tourists, as well as the conditions under which legal entities and individuals are allowed to engage in tourism business, the procedure for providing their services to tourists, as well as state control determines the procedure for applying sanctions against violators. In April 1996, the Spanish Parliament passed the United Travel Act. This law clearly defines the rights and obligations of tourist organizations and consumers of tourist services.

**8. The French Tourism Law** sets out the conditions that allow you to engage in the sale of tours. Also, a list of services that are considered tourism is compiled, and the scope of legal entities and individuals included in the scope of this law is



compiled. In addition, a number of conditions have been developed for tourism agencies, various public organizations, local tourism authorities and individuals to enable them to carry out tourism activities. Here we will talk about the possibility of obtaining an official permit to engage in tourist activities in the form prescribed by law. All relations between the consumer and the producer of tourist services are recorded in a special part of this Law. It also lists the main rights and obligations of the seller and buyer of services that should be specified in the contract.

**9. Tourism activities in Finland** are regulated by the laws "On organizations entitled to sell tours" and "On tours and tourist activities". The adoption of this law is related to Finland's accession to the EU and the need to harmonize Finnish laws with EU requirements. These laws regulate the relationship between the customer and the tour company related to the sale of the tour, as well as the procedure for resolving disputes. In March 1995, the decision of the Finnish government "On Tourism Activities" was adopted. This decision provides the basic information necessary for the registration of tourist activities. In addition to the usual questions, the company had to indicate whether it was an intermediary of a foreign travel agency.

**10. United States of America** The first US National Tourism Act was passed in 1961. This act provided for the establishment of the Travel and Tourism Administration (APT), which operates within the US Department of Commerce. A little later, in 1981, the Law "On National Tourism Policy" was adopted. In May 1992, the Tourism Policy and Export Promotion Act was passed, which mandated the APT as follows: In addition to the national tourism regulatory body at the federal level, each state in the United States has a relevant service responsible for business development. In 1996, the US Congress passed another law to help develop the tourism business. In 1997, a new Federal Tourism System, the National Tourism Organization (NTO), began its operations. According to this law, if in the near future the notes do not increase the share of the United States in the global tourism market and increase the flow of foreign tourists, it will be dissolved.

Summary: In any particular country, the relations between "travel agency - state", "tourist - state", "tourist - travel agency" parties are regulated by relevant laws.

**11. Switzerland** All tourism issues are handled by the Central Tourism Authority (CVT), the largest national advertising agency.

In June 1990, the EU adopted a directive of the European Union, which regulates all aspects of tourism services and tourism products in general. In order to protect the rights of consumers, this instruction brings together the texts of the contracts between the tourist company and the tourist, as well as all conditions, mutual rights, obligations and guarantees.

Three types of public administration can be identified based on research into the experience of managing the tourism and leisure industries abroad.

The first model presupposes the absence of a central state tourist administration; instead, local market self-organization is used to resolve all disputes. When tourism is not a large industry for a nation or when tourism market participants are aware, that is, they are able to manage their own problems without government intervention, the governments of individual nations will take such a decision.

In the USA, this managerial style is employed (in 1997, the state structure USTTA, which was in charge of tourism, was liquidated in the USA). The decision was made by the government for a number of reasons, including: a) reduced spending on the federal budget; b) the presence of strong US positions in the global tourism market; c) the country's attractiveness to foreign visitors; d) the existence of strong private companies in the tourism sector, capable of powerful independent promotions in the interests of the entire national market [1, p. 78].

The second model establishes a potent and powerful ministry that manages the operations of the entire sector. Its implementation is dependent on a number of factors, including significant financial investments in the tourism sector, marketing and advertising campaigns, and infrastructure investments in the industry.

In Turkey, Egypt, Tunisia, and other nations where tourism is one of the main sources of foreign exchange profits, a similar model of managing the tourism business is frequently used.

The third model, which is more common in European nations, entails decision-making regarding the growth of the nation's tourism industry at the level of a multifaceted ministry. This is typically a ministry with a bias toward business. The department of the ministry that deals with tourism issues simultaneously solves global issues of state regulation (development of a regulatory framework, coordination of regional activities, interstate cooperation, processing of statistical information), and conducts marketing activities, participation in exhibitions, and management of tourist representations abroad.

The majority of countries currently have tourism management systems that are primarily territorial in form with the potential to affect the sectoral growth of the nation. We can use the UK's tourism management system, which is characteristic of many European nations, as an example. Implementing policy in the nation's tourist sector falls within the purview of the Ministry of National Heritage. The Ministry's Department of Tourism is divided into two sections: the first is in charge of providing financial assistance to the sector, coordinating interdepartmental efforts on contentious matters, and representing the English tourism industry abroad; the second is in charge of providing statistical data on the country's tourism industry, encouraging the growth of domestic travel, and enhancing the standard of domestic travel. The relevant regional departments of the Ministry are involved in building closer connections between regional governments and removing overlap in their

duties. They also coordinate the actions of regional governments. Additionally, there are tourism development departments at the level of each country's regions (Wales, Scotland, Northern Ireland, etc.), whose duties are to maintain a suitable level of tourism development in their region and offer unbiased information about it at the national level [2]. Finally, local governments are in charge of planning local development, constructing infrastructure and offering high-quality services, as well as subsidizing already-established tourist information centers that offer information services, process reservations, etc.

The UK's tourist industry is represented by a number of non-governmental (public) organizations, in addition to the territorial authorities listed above, that carry out sectoral management tasks at different levels. As part of public organizations, there are also private sector representatives who are grouped into a number of associations and societies and are in charge of advocating on behalf of business owners in the tourism sector, providing advice, and enhancing administrative procedures at various levels of government.

The Ministry of Transport and Arrangement, the State Secretariat for Tourism, the Regional Tourism Committees (22 regions), the Departmental Tourism Committees (100 departments), and the Communes make up France's effective and cogent structure for managing the country's tourism industry (36 thousand).

The Ministry of Arrangement and Transport oversees tourism on a state level. The State Secretariat for Tourism, which serves as the country's tourism administration, is a part of its structure. The following are among the topics in which the federal tourism agency is knowledgeable: career training; tourism statistics; tourism forecasting; fostering connections with regional committees; and managing contract plans for the regions (contracts for 5 years are signed between the state and the regions in all areas that are of interest to the state).

**Conclusion:** In any particular country, the relations between "travel agency - state", "tourist - state", "tourist - travel agency" parties are regulated by relevant laws. Such legislation should fully cover every element of the relationship between these parties. Constantly arouse interest in cities, use information, communicate with the most influential people in the area, the region and the world.

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# ФОРМИРОВАНИЕ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА ЧЕРЕЗ АКАДЕМИЧЕСКОЕ ЧТЕНИЕ У СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ

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**Аннотация:** В статье рассматривается вопрос о проблемах академической грамотности (academic literacy), академических умений (academic skills) у студентов в технических вузах, которые стали особенно заметны в международной научной коммуникации развитии цифровой грамотности в обучении академическому письму. Рассуждается вопрос о подходе к формированию содержания курса академического письма для студентов любых специальностей, который подразумевает использование универсальных стратегий через чтение.

**Ключевые слова:** Академическое письмо на русском языке, академическая грамотность, стратегия, научные тексты, электронные журналы, интерпретации анализируемого текста.

**Abstract:** The article examines the issue of problems of academic literacy and academic skills among students in technical universities, which have become especially noticeable in international scientific communication, the development of digital literacy in teaching academic writing. The issue of an approach to developing the content of an academic writing course for students of any specialty is discussed, which involves the use of universal strategies through reading.

**Key words:** Academic writing in Russian, academic literacy, strategy, scientific texts, electronic journals, interpretations of the analyzed text.

**Annotatsiya:** Maqolada xalqaro ilmiy aloqada ayniqsa yaqqol namoyon bo'layotgan texnik universitetlar talabalari o'rtasida akademik savodxonlik va akademik ko'nikmalar muammolari, akademik yozishni o'rgatishda raqamli savodxonlikni rivojlantirish masalalari ko'rib chiqiladi. Har qanday mutaxassislik talabalari uchun o'qish orqali universal strategiyalardan foydalanishni o'z ichiga olgan akademik yozish kursining mazmunini ishlab chiqishga yondashuv masalasi muhokama qilinadi.

**Kalit so'zlar:** Rus tilidagi akademik yozuv, akademik savodxonlik, strategiya, ilmiy matnlar, elektron jurnallar, tahlil qilingan matnning talqini.

Проблемы академической грамотности (academic literacy), академических умений (academic skills) стали особенно заметны в международной научной коммуникации. Таким образом, видно, что назрела необходимость в повышении академической грамотности пишущих авторов, что может быть достигнуто не только за счет финансовой поддержки их научно-исследовательской деятельности на международном уровне, но и благодаря формированию навыков академического письма на соответствующих курсах. Решению этой проблемы, на наш взгляд, может способствовать трансдисциплинарный подход в обучении академическому письму и повышению цифровой грамотности настоящих и будущих авторов.

Одной из причин недостаточности письменной культуры авторов называют неразвитость умений анализировать чужие тексты или умений академического чтения [2, с.118]. Академическое чтение является базовым умением, которое необходимо сформировать первым в иерархии академических умений [4, с.189]. Так, согласно исследованиям, существует корреляция между чтением научных статей и публикуемостью авторов – увеличение числа загруженных статей из доступных электронных ресурсов согласуется с увеличением печатных работ, получением грантов и числом защищенных диссертаций в научных учреждениях [3, с.60].

Для перехода от общих теоретических знаний к предметной практике в развитии грамотного академического чтения, овладения когнитивными приемами анализа текста, сопоставления, обобщения и критической оценки текста можно предложить следующие стратегии [5], которые реализованы нами в практических заданиях: • чтение и анализ текстов научных и научно-популярных жанров в своей профессиональной сфере (конспективное, поддерживающее чтение); • разбор в образцах текстов способов аргументации и развития мысли (авторское прочтение); • анализ стилистических особенностей, лексических и грамматических форм, характерных для научных текстов (рецензирующее, медленное, глубокое чтение). В качестве анализируемых научных текстов нами использовались сборники материалов конференций соответствующей профессиональной направленности. Такие материалы размещаются в электронных библиотеках (самые популярные – КиберЛенинка и eLIBRARY.Ru), электронных журналах открытого доступа или на специальных высокопосещаемых профессиональных порталах. Отмечено, что в ходе работы над научными материалами авторы тратят меньше времени на прочтение отдельной статьи, однако в целом читают больше научной литературы [3, с. 59].

Известно, что академическое чтение формирует умения когнитивного анализа и переработки текста, которые проверяются выполнением заданий на распознавание основных компонентов научного текста, смысловых составляющих, аргументации, фактов, мнения автора. Для адекватной оценки, глубокого понимания и правильной интерпретации анализируемого текста может использоваться составление ментальной карты для визуализации, классификации, структуризации идей текста и связей между ними [5].

Кроме того, заданием может быть создание вторичного текста – реферата, аннотации или конспекта первичного текста [4, с.193]. В ходе выполнения практической работы по анализу некоторого академического текста наши студенты создают ментальные карты его смысловых составляющих, а навык работы с картами в дальнейшем используют при подготовке структуры собственного текста. В курсе «Академического письма» нами также предусмотрены самостоятельные работы по обучению рецензированию научных статей. Для этих целей студент получает подготовленные другими студентами рукописи и проводит самостоятельно или в группе их анализ в соответствии с поставленными вопросами, включенными в форму для рецензирования (так называемое peer review) [7, с.59].

В ходе рецензирования предлагается обратить внимание на наиболее важные составляющие содержания, к которым относят не только логическую организацию текста, но и его аргументацию. К оценке аргументированности текста можно отнести фактические данные и способы их представления, правильность цитирования, точность и полнота ссылок, состав и оформление библиографических ссылок, оптимальное представление фактических данных в невербальной форме. В результате выполнения лабораторной работы заполняется форма рецензента, включающая не только формальные балльные оценки качества содержания статьи, но и их аргументацию с примерами из текста, рекомендациями автору по внесению изменений и правок. Терминологическая основа академического текста. Несомненно, что обучение академическому письму не может строиться только на навыках академического чтения или на теоретическом изучении принципов составления научного текста. Так, зарубежные исследователи определяют обучение академическому письму через четыре «П» – персональный продукт, процесс и практика, которые позволяют достичь качественных индивидуальных показателей в письме [7, с.139]. При реализации процедуры рецензирования преподаватель предлагает студентам также делать акцент на таких составляющих академической грамотности, как стиль текста и состав лексико-фразеологических средств, анализ синтаксиса и орфографии автора.

Для целей подготовки научного текста, а также рецензирования следует использовать арсенал электронных лексикографических источников – наряду с терминологическими словарями в конкретной предметной области, обращаться к толковым, орфографическим словарям русского языка, словарям заимствованной лексики, сочетаемости русского языка, словарям сокращений, наименований и имен собственных, синонимов, антонимов, омонимов и паронимов [4, с.131]. В этом случае текст и рекомендации рецензента будут носить обоснованный научный характер, а процесс рецензирования превращается в сотворчество автора и проверяющего. Подчеркнем важность обучения студентов навыкам использования лексикографических источников, в наше время зачастую существующих в том или ином объеме в цифровом формате. Так, универсальные риторические способы развития мысли в тексте Б. Латур характеризует как каптаж или методологию контроля за передвижением читателя по тексту [6, с.101].

Кроме того, риторическими приемами являются топосы (топы), которые могут помочь студентам овладеть этими техниками. К ним относят – определение; род – вид; свойства – качество, характеристика; сравнение; противоположность (антитеза); имя; причина – следствие; условие; время; место; свидетельство и пример [5, с.88]. Причем, определение является самым распространенным топосом, важнейшим функциональным элементом логической культуры, поскольку от установления точного смысла слов зависит неискаженное толкование предмета или явления. Подспорьем для авторов в поиске определений терминов служат электронные словари, нелинейная макроструктура которых (общая структура, содержание и связь частей) потенциально не ограничена объемом и допускает полнотекстовый поиск по гипертекстовой микроструктуре (отдельные словарные статьи) [6].

Безусловно, высокий коэффициент терминологической насыщенности является важной характеристикой научных текстов, а терминологический состав текста характеризует его предметнотематическую область [7, с.111]. Поэтому грамотное использование терминов в своей профессиональной области является важным показателем формируемой академической грамотности [2]. Известно, что словари можно классифицировать по разным основаниям, например, по охвату лексики (специальные, толковые, энциклопедические, орфографические, орфоэпические, тезаурусы) по функциональной направленности – функционально-отраслевые (тезаурусы, терминологические, тематические), функционально-языковые (словари сочетаемости), функционально-образные (фразеологические, словари крылатых слов) и пр. [6]. Мы рекомендуем студентам использование электронных словарей, ориентированных на научноисследовательскую и профессиональную

деятельность авторов, среди которых универсальные – Multitran.ru, Грамота.ру, Academic.ru (заметим, что в последнем не соблюдаются авторские права на используемые материалы), отраслевые, например, сайты с подборками различных типов словарей систематизированные терминосистемы национального языка. Заметим, что появились немногочисленные мобильные приложения словарей, например, «Большой толковый словарь русского языка» С. А. Кузнецова, «Словарь русского языка» С. И. Ожегова, которые обладают как существенными преимуществами, так и серьезными технологическими недостатками при их активном использовании [7]. Навыки работы со словарями проверяются опосредованно, при терминологическом анализе текстов студентов, в которые должны включаться основные определения и ключевые слова.

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## ВОСТОЧНЫЕ РЕАЛИИ И ДИАЛОГ КУЛЬТУР В РАССКАЗЕ «ЗАПАДНЯ» АЛЕКСАНДРА КОЛМОГОРОВА

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**Аннотация.** В данной статье рассматривается диалог культур и восточные реалии в рассказе А. Колмогорова «Западня». Анализ рассказа и само произведение, которое строится на воспоминаниях главного героя о былых временах, жизненных перипетиях, которые всплывают у пожилого человека, глядя на старое черно-белое фото. Символом данного рассказа является «рыбалка», которая так ярко запомнилась главному герою, именно она сплотила и подружила их с Лёнкой, сыном его жены Вали. Главным событием и некоторым таинством было не ловля рыбы, а сам процесс, который приносил незабываемые впечатления, интересные встречи с местными жителями, незначительные моменты, связанные с этими поездками, заставляющие вспоминать их с особой теплотой.

**Ключевые слова:** диалог культур, жизненные перипетии, некоторое таинство, религиозная принадлежность, национальные символы, русскоязычная литература Узбекистана.

**Annotasiya.** Ushbu maqolada A. Kolmogorovning “Qopqon” qissasidagi madaniyatlar va sharq voqealari dialogi ko‘rib chiqiladi. Bosh qahramonning o‘tmishdagi xotiralari, keksa odamda paydo bo‘ladigan hayotning past-balandliklari, qora va oq rangli eski fotosuratga qarab, hikoya va asarning o‘zi tahlili. Ushbu hikoyaning ramzi - bu "baliq ovlash" dir, uni bosh qahramon juda yaqqol eslaydi, u xotini Valyaning o‘g‘li Lyonka bilan birlashdi va do‘stlashdi. Asosiy voqea va qandaydir sirli narsa baliq ovlash emas, balki jarayonning o‘zi bo‘lib, u unutilmas taassurotlar, mahalliy aholi bilan qiziqarli uchrashuvlar va ushbu sayohatlar bilan bog‘liq kichik lahazarlar olib keldi va ularni o‘zgacha iliqlik bilan esladi.

**Kalit so‘zlar:** madaniyatlar dialogi, hayotning o‘tkir voqealari, ayrim marosimlar, diniy mansublik, milliy ramzlar, O‘zbekistonning rus tilidagi adabiyoti.

**Annotation.** This article examines the dialogue of cultures and eastern realities in A. Kolmogorov’s story “The Trap”. Analysis of the story and the work itself, which is based on the protagonist’s memories of old times, the ups and downs of life that emerge for an elderly man when looking at an old black and white photo. The symbol of this story is “fishing,” which is so vividly remembered by the main character; it was she who united and made friends with Lyonka, the son of his wife

Valya. The main event and some mystery were not fishing, but the process itself, which brought unforgettable impressions, interesting meetings with local residents, and minor moments associated with these trips, making them remembered with special warmth.

**Key words:** dialogue of cultures, life's vicissitudes, some sacrament, religious affiliation, national symbols, Russian-language literature of Uzbekistan.

Историческая ситуация сегодня в мире определяется двумя тенденциями: с одной стороны, расширяются контакты между государствами, усиливается взаимодействие между нациями, населяющими планету, чему во многом способствуют интеграция в сфере политики и экономики, международный туризм, взаимнообмены в области художественной культуры, образования, науки. С другой стороны, по-прежнему сохраняется и порой усиливается разобщённость народов по этническому, религиозному, конфессиональному, национальному признакам. Национализм как идеология, растущее обособление этносов, сепаратизм, перекраивание старого, десятилетиями сложившегося мира новыми политическими объединениями.

Как никогда, возрастает необходимость всемерного сближения народов мира, и их культур. Огромная ответственность ложится на образование и просвещение. Все глубиннее убеждаемся в том, что оно может быть построено таким образом, что на уроках и во внеклассной и внешкольной работе будут установлены и прослежены пути диалога и взаимодействия национальных культур мира в целом, стран СНГ в частности и русскоязычной литературе Узбекистана, чья самобытная культура заслуживает самого пристального внимания. Своеобразие русскоязычной литературы Узбекистана ощущает потребность в серьезных исследованиях, направленных на всестороннее изучение закономерностей появления и особенностей литературно-эстетических взглядов этого периода, традиционности и обновления в художественной литературе, что в целом позволит раскрыть суть русскоязычной литературы исследуемого периода (середина XX – начало XXI вв.).

Диалог культур, само по себе, многоаспектное понятие. В многонациональном центральном среднеазиатском регионе образ жизни, исторические события, религиозная принадлежность способствовали постоянному взаимодействию нескольких культур. Совмещение национальных миров и культур в поэтической авторской картине отличает индивидуальный стиль современных прозаиков и поэтов, представляющих русскоязычную литературу Узбекистана. И это явление нуждается в серьезном исследовании.

Русскоязычные писатели Узбекистана успешно осваивали свой талант на протяжении всего XX века по настоящее время. В Узбекистане сложилась

достаточно авторитетная школа русскоязычных поэтов, представители которой внесли достойный и весомый вклад в мир литературы.

Если начать разговор о высшей творческой одаренности, то стоит остановиться на творчестве писателя, поэта, драматурга, актера Александра Васильевича Колмогорова. «Рожденный на окраине империи, где водоворот времени вбирал, закручивал и выбрасывал на другие берега множество причудливых, драгоценных для писателя характеров и судеб, русский москвич и чистокровный ташкентец Александр Колмогоров любит свое прошлое и настоящее...»<sup>14</sup>.

Колмогоров – автор многих сборников стихов и книги рассказов «Прошу ответить девушку». Писатель еще в молодые годы переехал с семьёй в Москву, но, и по сей день, он не теряет душевной связи со своей азиатской родиной, подтверждая это в своих произведениях, которые пропитаны восточными мотивами. Легкую грусть и воспоминания о родных местах писатель выразил в своей книге «Прошу ответить девушку». Сборник рассказов состоит из двадцати трёх историй, во многих из которых действие происходит в родном сердце Ташкенте.

Рассказ «Западня» из сборника «Прошу ответить девушку» Александра Васильевича Колмогорова строится на воспоминаниях главного героя о былых временах, жизненных перипетиях, которые всплывают у пожилого человека, глядя на старое черно-белое фото. События, вызывающие и нотки радости, теплоты, и, в то же время, огорчения, тоски по молодым годам, по той жизни. Символом данного рассказа является «рыбалка», которая так ярко запомнилась главному герою, именно она сплотила и подружила их с Лёнкой, сыном его жены Вали. «Вдвоем с Лёнкой мы рыбачить поехали, когда он в классе девятом учился. Выехали в тот день рано утром. Ехали часа три. С остановками»<sup>15</sup>. Запомнились родные края, которые каждый раз не переставали удивлять и восхищать Лёнку и его самого: «Эх!

По пути в Солдатское такой участок дороги есть!

Едешь, едешь вдоль хлопковых полей, арыков, тополей под палящим солнцем. И вдруг въезжаешь в райскую тень! Кроны деревьев с обеих сторон дороги склонились к середине и сплелись в зеленый навес. Красиво»<sup>16</sup>!

Главным событием и некоторым таинством было не ловля рыбы, а сам процесс, который приносил незабываемые впечатления, интересные встречи с

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<sup>14</sup> Прошу ответить девушку / Александр Колмогоров. — Москва : ИП Елена Алексеевна Пахомова, 2015. — 286 с.

<sup>15</sup> Прошу ответить девушку / Александр Колмогоров. — Москва : ИП Елена Алексеевна Пахомова, 2015. — 286 с.

<sup>16</sup> Там же

местными жителями, незначительные моменты, связанные с этими поездками, заставляющие вспоминать их с особой теплотой.

Несмотря на то, что весь путь занимал около трех часов, усталость была незаметна, глядя на реку Сыр-Дарью силы, будто, появлялись сами собой. Главный герой был горд тем, что узбеки тех мест называли его «Миша-ака»:

«Два дня мы провели с ним тогда на Дарье. Сначала тем же вечером половили в притоках и каналах мелочевку. Местные узбеки знали меня, здоровались при встрече, называли Миша-ака. Уважали за то, что могу разговаривать с ними на их языке»<sup>17</sup>.

Герои рассказа, находясь на рыбалке, встречают на реке самую таинственную и красивую птицу – Фламинго. Эта птица символизирует покой, равновесие и высшую духовность. «...— Смотри! Там что — фламинго?! На противоположном берегу, слева от нас, на отмели, в первых лучах солнца пританцовывали на своих длинных тонких ногах и помахивали крыльями десятка три розовых красавцев»<sup>18</sup>.

Через много лет, когда Миша – ака уже поседел, и его жизнь стала спокойной и размеренной, без каких-либо поездок и интересных событий, в отчий дом вернулся Лёнька и они снова решили отправиться на рыбалку.

Оберегом для главного героя давно уже являлся национальный головной убор – его потертая тибетейка. Еще с древних времен тибетейка играла роль оберега. Считалось, что данный головной убор способен уберечь своего хозяина от недоброго взгляда и, возможно даже, от злых сил. К тибетейке всегда относились с большим вниманием, старую запрещалось выбрасывать или отдавать другим.

С большим сожалением, Миша – ака вспоминал эту поездку на рыбалку, которую он назвал «последней», когда они с Ленькой не удержали свой улов, но, почему-то, главному герою хотелось думать, что те рыбы выплыли на свободу, может он стал совсем сентиментальным, или просто совсем постарел.

Жизнь не стояла на месте, все продолжалось, кипело и бурлило, их вечерний двор оживился: «Звонко трещали цикады, сверчки, квакали лягушки, лениво перебрехивались собаки соседних дворов. Стол и лавки, на которых мы сидели, освещала лампа-двухсотваттка. Вокруг нее кружилась мошкара, а в моей седой непутевой голове — невеселые мысли»<sup>19</sup>. Миша – ака понимал, что это только он постарел, а все вокруг не заканчивает свою активную жизнь.

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<sup>17</sup> Там же

<sup>18</sup> Там же

<sup>19</sup> Прошу ответить девушку / Александр Колмогоров. — Москва : ИП Елена Алексеевна Пахомова, 2015. — 286 с.

Западня мыслей главного героя – это всего лишь его страх стать ненужным для всех, перестать значить так много и быть забытым и покинутым.

Автор хочет донести до нас основную мысль, а заключается она в том, что главный герой рассказа Миша – ака стал поистине национальным достоянием своего времени, и ему не нужно меняться, и подстраиваться под новое время. Он является символом постоянства, надежности и спокойствия, носителем национальных традиций и обычаев, которые никогда не забудутся, несмотря на все изменения, происходящие в этой жизни.

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### **МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В УЗБЕКИСТАНЕ**

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**Аннотация.** Данная статья посвящена основам методологии русского языка как иностранного, а также разбору основных подходов к обучению. Предметом методики изучения русского языка как иностранного являются ответы на такие вопросы как: для чего учить, чему учить, как учить, что является решением традиционных учебных задач, а также средством коммуникативно-речевого развития иностранных обучающихся.

**Ключевые слова:** русский язык, русский язык как иностранный язык, методика, подход к изучению русского языка.

**Annotation.** This article is devoted to the basics of the methodology of teaching Russian as a foreign language, as well as an analysis of the main approaches to

learning. The subject of the methodology of learning Russian as a foreign language is answers to such questions as: what to teach, what to teach, how to teach, what is the solution to traditional educational tasks, as well as a means of communicative and speech development of foreign students.

**Key words:** Russian language, Russian as a foreign language, methodology, approach to the study of the Russian language.

Язык является одним из самых сложных объектов изучения, ведь он не только формируется социальной системой, но и сам способен формировать её вокруг себя. Так, русский язык был основным средством коммуникации в Советском Союзе, но не закреплялся никаким юридическим статусом. После распада Советского Союза, титульные языки бывших советских республик стали государственными, а русский язык получил разные правовые статусы. Например, в Белоруссии русский язык признан вторым государственным языком, наряду с белорусским, в Казахстане и Киргизии – официальным, что означает его использование в бюрократических процессах наравне с казахским, в Таджикистане – языком межнационального общения. Что касается Узбекистана, то на сегодняшний день, русский язык не имеет официального статуса межнационального языка, однако согласно статье 12 (редакции Закона «О государственном языке Республики Узбекистан»), по требованию граждан, текст оформленного документа нотариусом или лицом, исполняющим нотариальные действия, выдается на русском языке или при наличии возможности — на другом приемлемом языке. Несмотря на то, что русский язык не имеет статуса второго языка республики, он остаётся все также языком русского и русскоязычного народа Узбекистана. И на сегодняшний день на территории Республики Узбекистана продолжают функционировать детские сады, школы, вузы с русским языком обучения, который имеет большой спрос среди коренных жителей республики; на русском языке выпускаются парламентская газета «Народное слово», базовые и научные книги; на нём ведут свою творческую деятельность русскоязычные поэты и писатели Узбекистана такие как Сухбат Афлатуни, Бах Ахмедов, Санджар Янышев, Вика Осадченко, Олеся Цай и др.

В первые годы после распада СССР, численность русского населения стремительно сокращалась. Однако по своей социальной активности, русский язык стоит на втором месте, сразу после узбекского. Несмотря на снижение активности в крупных городах язык фигурирует не только как средство коммуникации в быту и бюрократических процессах, но и как язык науки, образования, культуры, средств массовой информации, туризма, спорта и т.д.

Нужно отметить, что с начала нового столетия в Узбекистане вопросам обучения иностранных языков уделяется особое внимание. А методика преподавания русского языка как иностранного уже имеет свой продолжительный опыт формирования на протяжении двух столетий и, как прочие науки, имеет свой понятийный аппарат (объект исследования, субъект, предмет, методы исследования и т.д.)

Предметом в этой области является сам русский язык, являющийся одновременно и целью, и средством обучения. Объектом же является процесс обучения языку, то есть передаче преподавателем знаний и навыков о языке обучающимся. Предметом методики изучения русского языка как иностранного являются ответы на такие вопросы как: для чего учить, чему учить, как учить, что является решением традиционных учебных задач, а также средством коммуникативно-речевого развития иностранных обучающихся.

Современные уровни преподавания русского языка характеризуются наличием разных подходов к обучению, таких как системно-функциональный подход; структурно-семантический подход; коммуникативный подход; когнитивный подход; комплексный подход; подход интерактивных технологий.

Под системно-функциональным подходом понимается усвоение русского языка, с точки зрения значения, строения, а также назначения в речи. Подход позволяет определять и анализировать закономерности построения грамматических и иных конструкций, исследовать речемыслительную деятельность с целью отбора необходимой базы для обучения.

Структурно-семантический подход является системой лексических и грамматических явлений. Важным здесь является изучение главной структурной единицы – простого предложения, что является базой для понимания новых предложений из знакомых слов за счет обращения к глубинной синтаксической структуре, к знаниям о роли взаимосвязанных членов предложения. Частью подхода является также первоначальных знаний о синтаксисе простого предложения, то есть его состава и основных типов связи.

Коммуникативный подход, прежде всего предполагает обучению развитию умений и навыков речевого общения или коммуникации, таким образом совершенствуя речевую деятельность во всех ее аспектах. Методика преподавания русского языка в данном случае использует устные и письменные формы речи: говорение (аудирование), письмо, чтение.

Когнитивные тактики, отвечающие стратегии познания в русском языке, имеют адаптивный характер: они помогают учащемуся освоить систему понятий, раскрыть их взаимосвязи, выявить функциональное богатство языковых явлений, убедиться во взаимодействии изученных компонентов.

Когнитивная установка может быть выражена в самых разных моделях заданий и в их совокупности.

Комплексный подход – это подход, который объединяет в себя различные методы обучения, и ориентирован на получение сведений при помощи наиболее коротких причинно-следственных связей, минуя абстрактное теоретизирование.

Подход интерактивных технологий. Данный подход позволяет учащемуся использовать компьютерные программы, мультимедийные материалы и онлайн ресурсы для изучения языка.

В настоящий момент узбекские образовательные учреждения используют различные методы для внедрения русского языка и для его более легкого и интересного изучения. Главной задачей любого педагога здесь является развить у учащегося интерес к обучению, иными словами научить учиться самому. Также нужно отметить, что методика изучения русского языка как иностранного – это другой взгляд на язык и иное его описание. Таким образом РКИ не ставит перед собой цель обучения грамматики.

Для того, чтобы обучение было эффективным, должен использоваться процесс «открытия» каждым учащимся самостоятельно конкретного задания, чтобы он из пассивно воспринимающего информацию превратился в активно мыслящую и критическую личность. Больше всего здесь подходят активные методы обучения.

Подводя итог, нужно отметить, что на сегодняшний день методическая наука в Узбекистане совершенствуется, и применяет различные подходы в обучении языков как иностранных. А русский язык приобретает всё большее международное значение, так как он является языком международных съездов и конференций, на нём написаны важнейшие международные договоры и соглашения. Усиливается его влияние на другие языки. Русский язык был и продолжает оставаться одним из мировых языков. Таким образом, можно сделать вывод о том, что русскому языку в республике уделяется достаточно много внимания и ресурсов, а его социальная значимость довольно высока. Тем не менее, здесь возникает вопрос о доступности методик преподавания русского языка как иностранного в Узбекистане, их современности и усвояемости.

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## **TIBBIY TA'LIM TALABALARINING KOMMUNIKATIV KOMPETENTLIGINI SHAKLLANTIRISH ZARURIY TARKIBIY QISMI**

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**Annotatsiya.** Ushbu maqolada, bo'lajak tibbiyot xodimlarining kasbiy mahorati uning muvaffaqiyatli kasbiy faoliyatining vositalari bilan ta'minlanishi yoritilgan. Bu yerda yodga olingan kommunikativ qobiliyatlar esa aynan kasbiy qobiliyatlar tizimida mavjud va bo'lajak tibbiyot xodimlarini kommunikativ kompetentligini shakllantirishda yetarli darajada muhim ahamiyatga ega.

**Abstract.** This article covers the fact that the professional skills of future medical personnel are provided by the means of his successful professional career. The communicative abilities mentioned here, on the other hand, exist precisely in the system of professional abilities and are sufficiently important in the formation of communicative competence of future medical personnel.

**Аннотация.** В данной статье рассматривается тот факт, что профессиональные навыки будущего медицинского работника обеспечиваются средствами его успешной профессиональной карьеры. Упомянутые здесь коммуникативные способности, с другой стороны, существуют именно в системе профессиональных способностей и являются достаточно важными в формировании коммуникативной компетентности будущего медицинского персонала.

Kommunikativ kompetensiyaning bo'lajak tibbiyot xodimlarini kasbiy faoliyatga tayyorlashdagi o'рни muhim ekaniga shubha yo'q. Kommunikativ kompetensiyaning asosiy omillaridan biri belgilangan ma'lumotlarni muntazam to'plash, tahlil qilish va tartibga solish amalga oshirishdadir. Bo'lajak tibbiyot xodimlarini muloqotga kirishishlarida verbal va noverbal muloqot usullaridan foydalanishlari muhim

ahamiyatga ega. Biroq samarali kommunikatsiya, har holda kishilarning shaxslararo munosabatda bir-birlarini tushunishga qodirligini nazarda tutishi kepak. Shu bilan birga insonning nafaqat shaxs, shuningdek faoliyatning sub'ekti sifatida to'laqonli shakllanishi uchun kommunikatsiyaning ahamiyati haqidagi fikr, tadqiqotchi L.P. Gpimakda tomonidan taxlil qilingan: "insonni inson bo'lishining yana bir sababi shundaki, u o'ziga o'xshaganlar bilan qizg'in muomala qilishi tug'ilgandan boshlab, insonlar bilan doimiy munosabatda bo'lish – shaxsni to'laqonli rivojlanishda amalga oshirilishi kerak bo'lgan shartlari muloqotning ruhiy muvozanatni saqlashga yordam beradi, paydo bo'layotgan to'qnashuv va nizolarni yumshatadi, stress xolatidan chiqaradi, ijtimoiy hayotdagi o'rnini nufuzini oshiradi" [42, 3 b.].

"Kommunikatsiya" va "munosabat" tushunchalarini ajratish shu darajada qiyinki, tadqiqotchi V.M.Kupbatov bu haqda mulohaza yuritib, o'zining quyidagi ikki ta'rifini beradi: "Kommunikatsiya – munosabat jarayoni, ikki va undan ortiq individlar aloqasi, bitta inson tomonidan boshqasiga ma'lumotni yetkazish. Torroq ma'noda – yuboruvchidan oluvchiga(kommunikatordan retsipientga) ma'lumot jo'natish jarayoni", ammo biz bu ta'rifga rozilik bildirishga xaqlimiz [77, 47 b.].

"Munosabat" esa – insonlar orasidagi o'zaro muloqot va hamkorlik jarayoni bo'lib, unda faoliyat, ma'lumot, his-tuyg'u, ko'nikma, malaka, mehnatning natijasi bilan o'zaro almashish sodir bo'ladi" [77, 145 b.]. Darhaqiqat, muloqot yetarli darajada bir – birini to'ldirib boradi.

Bugungi kunda har bir shaxs butun umri davomida deyarli har kuni o'ynaydigan, qator ijtimoiy rollar haqida so'zlashish taklif qilinadi. Ijtimoiy rollar mutloqo bir-birlari bilan bog'lanmagan bo'lishi mumkin, va ular bir-birlari ortidan borishi ham shart emas, shunga qaramay ular bir vaqtning o'zida hatto bir kommunikativ-maishiy vaziyatda ham birga yaqin mavjud bo'lishlari mumkin. Asosiy rollar oracida "barcha uchun rol" yoki namoyish qilinadigan xulq-atvor ajralib turadi; "guruh uchun rol", jumladan kasbiy va avvalgi har ikkisidan keskin farqlanuvchi "o'zi uchun rol" [16, 186 b.] kabilar.

Bo'lajak tibbiyot xodimlarining kommunikativ kompetentligining shakllanish jarayoni o'quv jarayoni orqali amalga oshirilishi mumkin, u albatta quyidagilarni qamrab oladi:

- o'quv jarayonida belgilangan fanlar masalan nutq madaniyati va ish yuritish asoslari, pedagogika va psixologiya, kasbiy pedagogika va kasbiy psixologiya;
- talabalarining o'quv fanlarini o'zlashtirish jarayonida shakllanuvchi kasbiy(professional) kompetensiyalari;
- talabaning kommunikativ kompetentligini rivojlantirishi kasbiy faoliyatida tutgan o'rnini orqali.

Bularning barchasi o'ziga xos majmuani ifodalaydi, ularning vositasida bo'lajak tibbiyot hodimlarining shaxsi shakllanadi va rivojlanadi, lekin shu tarzdagi, u

o‘zining keyingi rivojlanishi va kamolotga yetkazish usullari egallashga imkoni bo‘lsin va bu bo‘lajak tibbiyot xodimlari “inson – jamiyat - olam” tizimida professional sub’ekt sifatida yanada samarali ishlashini ta’minlayotganligi bilan namoyon bo‘ladi.

Bo‘lajak tibbiyot xodimlarining kasbiy mahorati uning muvaffaqiyatli kasbiy faoliyatining vositalari bilan ta’minlanishi kerak, u qandaydir aniq qobiliyatlarsiz, shaxsning kommunikativ sifatlarisiz bo‘lmaydi, bular ham faoliyatning o‘ziga, ham qaror qabul qilishdagi muhim ko‘rsatmalar, kasbiy xarakter va jamiyatga mos tarzda yashash muhitiga bog‘liq. Bu yerda yodga olingan kommunikativ qobiliyatlar esa aynan kasbiy qobiliyatlar tizimida mavjud va bo‘lajak tibbiyot xodimlarini kommunikativ kompetentligini shakllantirishda yetarli darajada muhim ahamiyatga ega bo‘ladi, bunda hatto uning kasbiy faoliyatini asosi bo‘lishi ham mumkin. “Kommunikativ qobiliyatlar individ faoliyatining muvaffaqiyatli bo‘lishini ta’minlovchi xususiyatlar yoki fazilatlar sifatida yaqqol ko‘rinishi mumkin, ya’ni bir insonni boshqasidan ajratib turuvchi va muvaffaqiyatli faoliyatda ko‘rinadigan individual sifatlar” [166, 42 b.]. Kommunikativ komponentlikni ayniqsa shaxsning bir – biriga ta’sipi sabablariga ko‘ra rivojlantirish mumkinligini ta’kidlashi lozim: Moddiy; Ijtimoiy; Kasbiy; Ma’naviy-axloqiy; Vaziyatli-muammoli; Shaxsiy yoki shaxsga oid.

Shaxsning kommunikativ qobiliyatlarini rivojlantirishni “kasbiy faoliyatni rivojlantirishga asos bo‘luvchi kommunikativ mahorat orqali takomillashtirish kerak. Kommunikativ mahoratni tartibsiz ravishda rivojlanishi ko‘pincha fe‘l-atvorni avtoritar (so‘zsiz bo‘ysunish) uslubiga, tez-tez konfliktli vaziyatlarning paydo bo‘lishiga, pedagog va ta’lim olayotganlar munosabatlarida keskinliklar kelib chiqishiga, o‘zlashtirish va o‘qish istagining pasayishiga, ruhiy shikastlanishga va axloqiy-ma’naviy tarbiyada o‘rnini qoralab bo‘lmaydigan yo‘qotishlarga, ko‘pincha esa o‘quvchilarning asotsial xatti-harakatlariga olib keladi” [133, 69 b.].

Yuqorida kommunikativ kompetentlikni shakllantirishning pedagogik taxlillarini ko‘rib chiqdik, kommunikativ kompetentlikni bo‘lajak shifokorlarda murakkab tavsifnoma sifatida ham tushunish mumkin, u kommunikativ kompetensiyalarni, ruhiy-pedagogik kompetensiyalarni, shaxsning boshqa insonlar bilan muloqotida ko‘rinadigan ruhiy holatlarini qamrab oladi – bularning barchasi insonning kommunikativ xulq-atvorida namoyon bo‘ladi. Aynan kommunikativ xulq-atvor munosabatat uchun zarur bo‘lgan alohida ruhiy kompetensiyalarni qamrab oladi. Lekin shunga qaramay, bu yerda yetakchi o‘rin umuman olganda shifokor va bemor munosabatatlarini aniqlash va asoslash uchun javob beruvchi, jumladan uning muloqot qilishga ehtiyojini ham qo‘shib, kommunikativ qadriyatlarga tegishli bo‘ladi.

Kommunikativ kompetentlikka shuningdek ma'lum vaziyatlarda kommunikativ harakatlarni sifatli va samapali tashkil qilish uchun zarur bo'lgan, ilmiy-pedagogik adabiyotda shaxsning ichki imkoniyatlarining alohida tizimi sifatida ham qaraladi va kommunikativ kompetentlikni mukammal egallash deganda "real vujudga kelgan kommunikativ vaziyatga muvofiq munosabatat jarayoniga kirishishga tayyorlikni" [127,127b.] tushunish kepak. Ta'kidlash joizki, ushbu kompetentlikni shakllanganligining asosiy ko'rsatkichi fikr-mulohazalarni ravon, yaxlit va mantiqan izchil bayon qilish mahorati bo'lishi mumkin, bunda munosabatat tilining boy ifodaliligidan foydalaniladi, shuningdek, aniq munosabatat bo'yicha sheriklarning kommunikativ faolligining har qanday turini tushunish va mos ravishda javob qaytarish layoqatini ham ko'rish mumkin. Kommunikativ kompetentlikni bo'lajak tibbiyot xodimlarini kasbiy faoliyatida tutgan alohida o'rni o'rganish, kommunikativ kompetentlik kishilar o'rtasidagi munosabatatda shart-sharoit sifatida ham ko'rinishi va bu orqali tarbiyaviy, ta'limiy hamda dunyoqarashga oid vazifalarni bajarishi mumkin, degan xulosa chiqarish imkonini beradi.

O'sib kelayotgan, yosh avlod uchun kerakli kommunikativ tajribani o'zlashtirish, nafaqat boshqa insonlar bilan bevosita o'zaro kommunikativ bog'lanish jarayonlarida balki kasbiy faoliyatni samarali tashkil qilish uchun ham zarur. Har bir inson o'zi uchun kerakli bo'lgan kommunikativ vaziyatlar xarakteri haqidagi ma'lumotlarni olish uchun zarur bo'lgan vositalar: (Ijtimoiy jarayonlar omaviy axborot vositalari, turli hil mutaxassislik doirasidagi adabiyotlardan tashkil torishi mumkin). Shu sababli albatta har bir bo'lajak shifokorlarga kasbiy faoliyatiga doir integratsion kommunikativ kompetentlik haqida ham gapirish zarur, ba'zi bir alohida hollar bundan mustasno, bu jarayonga maxsus, mutaxassislikga doir ta'lim kuchli ta'sir ko'rsatishi mumkin.

Kommunikativ kompetentlikka murojaat qilar ekanmiz, ta'kidlash joizki, u o'z rivojlanishida qandaydir dinamik ta'lim sifatida ikki bosqichdan o'tadi: yuqorida aytib o'tilgan, shaxs rivojlanishining ma'lum bosqichidan birga mavjud bo'luvchi, shuningdek darajadan darajaga rivojlana oladigan kasbiy va umumiy. Bu "kommunikatsiya" "tilini" tartibsiz, stixiyali o'zlashtirish, hamda ta'lim olish vositasida sodir bo'ladi. Bunda agar gap kasb haqida borsa, unda bu jarayon maxsus tashkil etilgan o'qish bilan bog'liq bo'lsa va ma'lum shartlar bajarilsa, samaraliroq bo'ladi.

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## MAHALLIY KORXONALARNING TASHQI IQTISODIY FAOLIYATI

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**Annotatsiya.** Ushbu maqolada mamlakatimiz iqtisodiyotini yanada o‘shida korxonalarining tashqi iqtisodiy faoliyatini rivojlantirish muhim ahamiyat kasb etadi. Buning uchun, milliy tovarlarning tashqi bozorlarda raqobatbardoshligini ta‘minlaydigan yangi turdagi mahsulotlarni ishlab chiqarish, eksport faoliyatini soddalashtirish va erkinlashtirish, eksport tuzilmasini diversifikatsiya qilish, eksportga ixtisoslashgan qo‘shma korxonalarni barpo etish, iqtisodiyot tarmoqlarining eksport salohiyatini kengaytirish, eksportni kengaytirishga qaratilgan strategiyani faol qo‘llash bilan bir qatorda importning salmog‘ini qisqartirishga qaratilgan ishlarni jadal olib borish zarur.

**Kalit so‘zlar:** tashqi iqtisodiy faoliyat, tashqi bozorlar, marketing, marketing muhiti, raqobotbardoshlik, samaradorlik.

**Abstract.** In this article, the development of the country's economy further emphasizes the importance of enhancing the external economic activities of enterprises. To achieve this, it is necessary to actively engage in the production of new types of products that ensure the competitiveness of domestic goods in foreign markets, simplify and facilitate export activities, diversify the export structure, promote the development of additional enterprises specializing in exports, expand the export capabilities of economic sectors, and actively implement a strategy aimed at expanding exports while simultaneously reducing imports.

**Key words:** Country's economy, external economic activities, products, domestic goods, foreign markets, export, economic sectors, import.

**Аннотация.** В этой статье подчеркивается важность развития внешнеэкономической деятельности предприятий для дальнейшего развития

экономике нашей страны. Для достижения этой цели необходимо активно производить новые виды продукции, обеспечивающие конкурентоспособность отечественных товаров на внешних рынках, упрощать и стимулировать экспортные операции, диверсифицировать экспортную структуру, развивать дополнительные предприятия, специализирующиеся на экспорте, расширять экспортные возможности экономических секторов и активно осуществлять стратегию, направленную на расширение экспорта при одновременном сокращении импорта.

**ключевые слова:** Экономика страны, внешне экономическая деятельность, Продукты, Внутренние товары, Зарубежные рынки, Экспорт, Экономические сектора, Импорт

### **KIRISH**

Tashqi iqtisodiy faoliyat bugungi kunda mamlakat iqtisodiy rivojlanishiga sezilarli ta'sir ko'rsatmoqda. Hozirgi vaqtda tashqi bozorlar bilan bevosita yoki bilvosita aloqaga ega bo'lmagan sanoat deyarli yo'q. Bunday sharoitda tashqi iqtisodiy faoliyat samaradorligi masalalari tobora muhim ahamiyat kasb etmoqda. Tashqi bozorlarda samarali faoliyat yuritish uchun tashqi bozorlarning rivojlanish prognozlari, tebranihlari va atrofdagi marketing muhitining xususiyatlarini hisobga olgan holda turli marketing usullaridan juda moslashuvchan foydalanish kerak. Korxonalarining tashqi bozorlarga chiqishining asosiy usuli xalqaro bozorlardir. Chunki yirik korxonalarining ko'pchiligida daromadlarining yarmi chet elda amalga oshirilgan savdolar hisobiga shakllanmoqda. Tashqi savdodagi muvaffaqiyat yoki muvaffaqiyatsizlik ko'p jihatdan jahon bozoridagi raqobatbardoshlik va tovar taklifi bilan bog'liq. Bu esa xalqaro marketing siyosatining strategiyasi raqobatdosh ustunlikka erishish muhimligini tushuntiradi. Tashqi iqtisodiy faoliyat deganda davlat idoralarining, yuridik va jismoniy shaxslarining boshqa xorijiy davlatlar, ularning yuridik va jismoniy shaxslari, xalqaro tashkilotlar bilan o'zaro foydali hamkorlik o'rnatishga, bunday hamkorlikni rivojlantirishga qaratilgan jami amaliy harakatlari tushuniladi.

Tashqi iqtisodiy faoliyatning asosiy yo'nalishlari:

- tashqi savdo faoliyati;
- xalqaro iqtisodiy va moliyaviy hamkorlik;
- chet el investitsiyalarini jalb qilish.

#### **Tadqiqot natijalari:**

Tashqi savdo faoliyati - bu mahsulotlar, mehnat, xizmatlar, axborotlar va intellektual soha natijalari bo'yicha dunyo miqyosida tadbirkorlik faoliyatidir. Tashqi savdo faoliyati tovarlarni, xizmatlarni eksport va import qilish yo'li bilan amalga oshiriladi.

Hozirgi sharoitda globallashuv jahon iqtisodiyoti va xalqaro savdo o‘shining muhim rag‘batlantiruvchi omiliga aylandi. U shaxsiy muloqot hamda inson shaxsining ijodiy salohiyati namoyon bo‘lishi uchun qo‘shimcha imkoniyatlar yaratadi. U ob‘ektiv xarakterga ega bo‘lib, sayyorada inson hamda tabiiy resurslarning notekis taqsimlanishi bilan asoslanadiki, ulardan yanada unumli foydalanish uchun xalqaro kooperatsiyani chuqurlashtirish zaruriyatini belgilab beradi.

1-jadval.

N	Davlat	YaIM (AQSH\$million) 2023
	Jahon	101 trln 560 mlrd 901 mln \$
1	<u>Amerika Qo‘shma Shtatlari</u>	25 trln 035 mlrd 164 mln \$
—	<u>Yevropa Ittifoqi</u>	15,961,546 mlrd \$
2	Xitoy	18 trln 321 mlrd 197 mln \$
3	Yaponiya	4 trln 300 mlrd 621 mln \$
4	Germaniya	4 trln 031 mlrd 149 mln \$
5	Hindiston	3 trln 468 mlrd 566 mln \$
6	BAA	3 trln 198 mlrd 470 mln \$
7	Fransiya	2 trln 778 mlrd 090 mln \$
8	Kanada	2 trln 200 mlrd 352 mln \$
9	Rossiya	2 trln 133 mlrd 092 mln \$
10	Italiya	1 trln 996 mlrd 934 mln \$

Fitch Ratings 2023-yil uchun global yalpi ichki mahsulot o‘shishi prognozini 1,7 foizdan 1,4 foizga tushirdi. Bu haqda “Daryo”ga xalqaro reyting agentligining press-relizidan ma’lum bo‘ldi. AQSH iqtisodiyoti uchun 2023-yilga mo‘ljallangan o‘shish prognozini 0,5 foizdan 0,2 foizgacha pasaytirdi, chunki mamlakatda pul-kredit siyosatining keskinlashuv sur'ati oshmoqda. Tashqi iqtisodiy faoliyatni mamlakat uchun zarur va ustuvorligini quyidagi misollar bilan ifodalash mumkin:

- Mamlakatning eksport qudratini rivojlantirish va yanada mustahkamlash;
- Eksportga yo‘naltirilgan iqtisodiyotni shakllantirish;

-Eksport imkoniyatini kengaytirish, jahon bozorlariga kirib borish uchun, avvalo, xom ashyoni qayta ishlash negizida tayyor yuqori qo‘shilgan qiymatli mahsulot ishlab chiqaruvchi qo‘shma korxonalarni rivojlantirish;

-Import tovarlarni mahalliyashtirish evaziga import salmog‘ini qisqartishga qaratilga chora tadbirlarni amalga oshirish;

-Tashqi iqtisodiy faoliyatni yanada erkinlashtirish, xo‘jalik ishlarini yurituvchi subyektlarga xorijiy sheriklar bilan bevosita aloqalar o‘rnatishda, o‘z mahsulotini chet ellarda sotishda ko‘proq erkinlik berish;

-Xorijiy sarmoyalarni, asosan bevosita kapital mablag‘lar tarzidagi sarmoyalarni respublika iqtisodiyotiga keng ko‘lamda jalb etish uchun zarur huquqiy, ijtimoiy-iqtisodiy hamda boshqa shart-sharoitlarni vujudga keltirish;

-Xalqaro huquq va tashqi iqtisodiy faoliyat, bank tizimi, hisob-kitob va statistik hisobot sohasida malakali kadrlar tayyorlashni tashkil qilish. Tashqi iqtisodiy faoliyatning mana shu va boshqa yo‘nalishlarini amalga oshirish O‘zbekiston iqtisodiyotining jahon iqtisodiyotida yana ham yuqori o‘rin egallash imkonini beradi. Iqtisodiyot uchun tashqi iqtisodiy faoliyatning ahamiyati. Tashqi iqtisodiy faoliyat iqtisodiyotning rivojlanishida muhim o‘rin tutadi, chunki u mahsulot ishlab chiqarish va sotish hajmini oshirishga, resurslardan samarali foydalanishga, tovar va xizmatlar sifatini oshirishga, shuningdek aholi bandligi va daromadlari darajasining oshishiga imkon beradi. Bundan tashqari, tashqi iqtisodiy faoliyat korxonalariga yangi bozorlar va texnologiyalarga kirish imkonini beradi, bu esa mahsulot sifati va korxonalarining raqobatbardoshligini oshirishga xizmat qiladi. Shuningdek, tashqi iqtisodiy faoliyat xorijdan investitsiyalarni va texnologiyalarni jalb qilish manbai bo‘lib, iqtisodiy o‘sish va taraqqiyotga xizmat qiladi. Tashqi iqtisodiy faoliyat – zamonaviy iqtisodiyotning bir qismi bo‘lib, mamlakat iqtisodiyotiga ijobiy ta‘sir ko‘rsatish uchun davlat tomonidan boshqarish va tartibga solishni talab qiladi. JSTga a‘zo bo‘lish tabiatan murakkab bo‘lib, iqtisodiyotning barcha sohalariga ta‘sir qiladi va nafaqat mamlakatning tashqi savdo rejimiga (bojxona stavkalari, texnik reglament, sanitariya va fitosanitariya tadbirlari va boshqalar), qishloq xo‘jaligi (qishloq xo‘jaligini davlat tomonidan qo‘llab-quvvatlash), iqtisodiyot, narxlarni tartibga solish va boshqalar), intellektual mulk, xizmatlar (chet el kompaniyalari xizmatlari), davlat buyurtmalari, iqtisodiyotni davlat tomonidan tartibga solish va boshqalarni tartibga solishga ham o‘zgarishlar kiritadi.

Xalqaro hamjamiyat, shu jumladan mamlakatimizning asosiy savdo sheriklari, O‘zbekistonni jahon savdosiga yanada ochiqroq qo‘shilishini qo‘llab-quvvatlaydi va O‘zbekistonning JSTga a‘zo bo‘lish jarayoniga har tomonlama yordam beradi. Xususan, Yevropa Ittifoqi O‘zbekistonning Jahon Savdo Tashkilotiga (JST) a‘zo bo‘lish jarayonini moliyalashtirish uchun 5 million yevro miqdorida grant ajratdi. Tomonlar o‘rtasidagi bitim 2019-yil 11-noyabrda Bryusselda imzolangan va Jahon



savdo tashkilotiga a'zo bo'lish jarayonida, shu jumladan, zarur hujjatlarni tayyorlashda, o'zbekistonlik mutaxassislarning Jahon savdo tashkiloti shartnomalari bo'yicha bilimlarini oshirishda O'zbekistonga yordam ko'rsatishni nazarda tutadi.

Mamlakatlarning Jahon savdo tashkiloti ga a'zo bo'lishi ushbu davlatlardagi iqtisodiy rivojlanish hamda mamlakatdagi monopoliyani bartaraf etishning asosiy omil bo'lib xizmat qilmoqda. O'zbekiston Respublikasining Jahon savdo tashkilotiga a'zo bo'lish uchun ariza topshirganiga 25 yildan oshiqroq bo'lgan bo'lsa-da, haligacha ushbu jarayon davom etmoqda. Tarixga nazar soladigan bo'lsak, boshqa mamlakatlarni Jahon savdo tashkilotiga a'zo bo'lishi 4-15 yilni tashkil etadi. Shu boisdan, O'zbekistonning ushbu mamlakatga a'zo bo'lishiga to'sqinlik qilib kelayotgan muammolarni aniqlash hamda ularni bartaraf etish yuzasidan aniq choratadbirlar ishlab chiqilishi lozim. Jahon savdo tashkilotining o'ziga xos xususiyati shundaki, tashkilot o'z a'zo davlatlarining savdo amaliyotini bosqichma-bosqich erkinlashtirish, raqobat va mamlakatlar o'rtasidagi savdo almashinuvining samaradorligi uchun ko'proq imkoniyatlar yaratish orqali savdoni rivojlantiradi.

Korxonaning tashqi iqtisodiy faoliyati - bu xalqaro ishlab chiqarish integratsiyasi va kooperatsiyasi, tovar va xizmatlar eksporti va importi, tashqi bozorga chiqish bilan bog'liq iqtisodiy faoliyat sohasi. Korxonalar tashqi iqtisodiy faoliyatining asosiy shakllari tashqi savdo faoliyati va ishlab chiqarishning xalqaro kooperatsiyasi hisoblanadi. Korxonalar uchun iqtisodiy faoliyatni muvaffaqiyatli tashkil etishda murakkab bo'lgan jarayon - bu kuchli raqobat sharoitida faoliyat yuritishdir. Shuning uchun iqtisodiyot tarmog'idagi jami ishlab chiqarish korxonalari va tashkilotlari, shu bilan birga xizmat ko'rsatish sohasida ham raqobatbardosh muhitni hosil qilish, jahonda ro'y berayotgan kuchli raqobat sharoitida ularning faoliyatini takomillashtirish, diversifikatsiya qilish, yangi innovatsion texnologiyalarni qo'llash, moliyaviy jozibadorlikni oshirish bilan chet el investitsiyalarini jalb qilish, jahon tajribasidan kelib chiqqan holda yangicha boshqaruv usullarini qo'llash lozim bo'ladi. Yana shuni ta'kidlash jozki mavjud hom ashyo zaxiralaridan foydalanib yuqori qiymatli mahsulotlar ishlab chiqarish va ushbu mahsulotlarni tashqi bozorlarda sotish, buning natijasida mamlakatga eksportdan valyuta tushumini bir necha barobarga oshirish zarur. Tashqi iqtisodiy faoliyatda eksportga yo'naltirilgan mahsulotlar sifatini muntazam ravishda yaxshilab borish korxonaning muhim siyosati va iqtisodiy ahamiyatga ega bo'lgan vaziyatdir. Bu vaziyatning tinmay amalga oshirilib borishi moddiy-texnika bazasi yaratilishiga munosib hissa qo'shish demakdir. Yuqori sifat, mehnat va moddiy resurslarni tejash, eksport imkoniyatlarini oshirish, korxonaning pirovard maqsadi bo'lishi lozimdir. Undan tashqari korxonalarining tashqi iqtisodiy faoliyatini moliyaviy ta'minlashning mexanizmini qo'llash natijasida quyidagi imkoniyatlarni ta'minlash muhimdir.

Xususan:

- amalga oshirilayotgan tashqi iqtisodiy operatsiyalar samaradorlik darajasining yuqori saviyada bo'lishi;

- ixtiyoridagi moliyaviy resurslarni nazorat qilish;

-tashqi savdo bitimlari va pul majburiyatlarining mos keluvchi shaklda va belgilangan muddatda amaldagi milliy qonunchilik me'yorlari va xalqaro bank qoidalari rioya qilish asosida bajarishi

-innovatsion strategiyalar asosida rivojlanish, ishlab chiqarishni doimiy modernizatsiya qilish, samarali investitsion va innovatsion siyosat yuritish salohiyati. Tashqi iqtisodiy faoliyatni mamlakat uchun zarur va ustuvorligini quyidagi misollar bilan ifodalash mumkin:

-mamlakatning eksport qudratini rivojlantirish va yanada mustahkamlash;

-eksportga yo'naltirilgan iqtisodiyotni shakllantirish;

-eksport imkoniyatini kengaytirish, jahon bozorlariga kirib borish uchun, avvalo, xom ashyoni qayta ishlash negizida tayyor yuqori qo'shilgan qiymatli mahsulot ishlab chiqaruvchi qo'shma korxonalarini rivojlantirish;

-import tovarlarni mahalliyashtirish evaziga import salmog'ini qisqartirishga qaratilgan chora tadbirlarni amalga oshirish;

-tashqi iqtisodiy faoliyatni yanada erkinlashtirish, xo'jalik ishlarini yurituvchi subyektlarga xorijiy sheriklar bilan bevosita aloqalar o'rnatishda, o'z mahsulotini chet ellarda sotishda ko'proq erkinlik berish;

-xorijiy sarmoyalarni, asosan bevosita kapital mablag'lar tarzidagi sarmoyalarni Respublika iqtisodiyotiga keng ko'lamda jalb etish uchun zarur huquqiy, ijtimoiy-iqtisodiy hamda boshqa shart-sharoitlarni vujudga keltirish;

-xalqaro huquq va tashqi iqtisodiy faoliyat, bank tizimi, hisob-kitob va statistik hisobot sohasida malakali kadrlar tayyorlashni tashkil qilish.

Tashqi iqtisodiy faoliyatning mana shu va boshqa yo'nalishlarini amalga oshirish O'zbekiston iqtisodiyotining jahon iqtisodiyotida yana ham yuqori o'rin egallash imkonini beradi. Tashqi iqtisodiy faoliyatda ishtirok etishning afzalliklari va kamchiliklari.

Afzalliklari:

-Ehtiyotkorlik: Tashqi iqtisodiy faoliyatda ishtirok etish, kompaniyangizni yangi bozorlarga kengaytirishga yordam beradi.

-Kafolat: Xalqaro bozorlarda ehtiyojlar uchun kafolat berish kompaniyaning xalqaro darajadagi rivojlanishini ta'minlaydi.

-Innovatsiyalar va yangiliklar: Tashqi bozorlarda ishtirok etish, yangiliklar va innovatsiyalar o'rganishingizga imkon beradi.

-Yuridik himoya: Xalqaro qonunlarni tushunish va ularni amalga oshirish, shuningdek, muammolar paydo bo'lganda o'z mijozlarini himoya qilishi mumkin.

### Kamchiliklari:

-Moliyaviy risklar: Xaridorlarning qarzdorlik holatiga qarshi tashqi bozorlarda yuksak moliyaviy risklar mavjud.

-Tarif rejalari va import tolashlar: Tarif rejalari va import tolashlari tashqi iqtisodiy faoliyatda ishtirok etuvchi kompaniyalar uchun muammolar yaratishi mumkin.

-Ta'sirchan bozor sharoitlari va siyosiy kutilmalar: Tashqi bozorda faoliyat ko'rsatuvchi kompaniya uchun ta'sirchan bozor sharoitlari va siyosiy kutilmalar kamchilik hosil qila oladi.

-Kultura va til farqliliklari: Xalqaro bozorda faoliyat ko'rsatuvchi kompaniya uchun kultura va til farqliliklar muammolarni yuzaga kelishi mumkin.

Bu afzalliklar va kamchiliklar, kompaniyalar uchun tashqi bozorlarda ishtirok etishni rag'batlantiradigan va qattiq monitoring qilinishi kerak bo'lgan muhim faktorlar. Raqobatbardoshlik va xavf-xatarlar, to'g'ri strategiya va boshqaruvning muhim qismi sifatida tushunilishi lozim.

Tashqi iqtisodiy faoliyatning asosiy belgilariga quyidagilar kiradi:

-Xalqaro xarakter: Tashqi iqtisodiy faoliyat ko'plab mamlakatlarni qamrab oladi va qonunchilik, madaniyat va an'analardagi farqlarni hisobga olishni talab qiladi.

-Bojxona tartib-qoidalari: Tashqi iqtisodiy faoliyat hujjatlarni rasmiylashtirish, bojxona to'lovlarini to'lash, antidemping bojlarini qo'llash va boshqa bojxona choralari bilan bog'liq.

-Valyuta risklari: Tashqi iqtisodiy faoliyat valyuta o'zgarishiga duch kelishi mumkin va ularni minimallashtirish uchun vositalardan foydalanishni talab qiladi.

-Murakkablik: Tashqi iqtisodiy faoliyat bu muvaffaqiyatli bo'lish uchun jiddiy tayyorgarlik va tahlilni talab qiladigan murakkab va ko'p qirrali biznes sohasi.

-Bozorga kirishdagi qiyinchiliklar: Ba'zi mamlakatlar bojxona to'siqlarini qo'yishi mumkin, bu esa boshqa mamlakatlar bozorlariga kirishni qiyinlashtiradi va ularni bartaraf etish uchun maxsus bilim va ko'nikmalarni talab qiladi.

-Moslashuv zarurati: Muvaffaqiyatli tashqi savdo boshqa mamlakatlarning tili, madaniyati, an'analari va urf-odatlari kabi ko'plab omillarni hisobga olishni talab qiladi, bu esa qo'shimcha tayyorgarlik va moslashishni talab qilishi mumkin.

-Murakkablik: Tashqi iqtisodiy faoliyat bu muvaffaqiyatli bo'lish uchun jiddiy tayyorgarlik va tahlilni talab qiladigan murakkab va ko'p qirrali biznes sohasi.

-Tashqi iqtisodiy faoliyatni davlat tomonidan tartibga solish quyidagi maqsadlarga erishishga qaratilgan:

-Mamlakatning iqtisodiy xavfsizligini ta'minlash. Davlat o'z bozorini mahalliy ishlab chiqaruvchilarni siqib chiqarishi mumkin bo'lgan arzon import tovarlaridan himoya qiladi, shuningdek, strategik ahamiyatga ega tovarlarning eksportini nazorat qiladi.

-Xalqaro aloqalarni mustahkamlash. Davlat tovarlar va xizmatlar eksportini rag'batlantiradi, bu boshqa mamlakatlar bilan iqtisodiy aloqalarni mustahkamlashga yordam beradi.

-Iqtisodiyotning raqobatbardoshligini oshirish. Davlat mamlakatimizda ishlab chiqaruvchilarni qo'llab-quvvatlab, eksportni rivojlantirish va xorijiy investitsiyalarni jalb etish uchun shart-sharoit yaratmoqda.

-Bozorda turli xil tovarlar va xizmatlar. Davlat import qilinadigan tovarlar sifatini nazorat qiladi, bu esa bozorda tovar va xizmatlar sifatini yaxshilashga yordam beradi.

### **Xulosa**

Iqtisodiy rivojlanish darajasidan qat'iy nazar, dunyodagi hech bir mamlakat jahon iqtisodiyotidan tashqaridagi boshqa mamlakatlar bilan iqtisodiy aloqalarisiz rivojlanishi mumkin emas. Davlatning milliy daromadini oshirish potensialiga ko'ra chet el valyutasidagi daromadlarning o'sishi asosan eksport ulushining o'sishi bilan bog'liqdir. Mavjud iqtisodiy sharoitda davlat, korxonalar, vositachilik tuzilmalari jalb etilayotgan bu faoliyat moliyaviy holatini yaxshilashga imkon beradi. Tashqi iqtisodiy faoliyat ko'pgina kompaniyalarning, ayniqsa, mahsulot ishlab chiqarish va eksport qilish bilan shug'ullanadigan kompaniyalarning muhim tarkibiy qismidir. Muvaffaqiyatli tashqi iqtisodiy faoliyat nafaqat bojxona rasmiylashtiruvi tartib-qoidalarini yaxshi bilish, balki qonunchilikdagi o'zgarishlarni kuzatish, malakali kadrlarga ega bo'lish, yuzaga kelishi mumkin bo'lgan xavf va to'siqlarga tayyorlanishni ham talab qiladi. Eksport bilan shug'ullanuvchi korxonalarni davlat tomonidan qo'llab-quvvatlanishi, Soliq yuklari va Bojxona bojarini kamaytirib yangillik yaratib berishi zarur. Shu yo'l bilan korxonalarni eksport salohiyati oshib borishi, mamlakatdagi milliy daromadga hissasi ortib boradi. Ularni zamonaviy va ilg'or texnika-texnologiyalar bilan ta'minlashga imkoniyatlar berilishi ham mamlakatdagi eksport bilan shug'ullanuvchi korxonalarni rivojlanishiga ta'sir ko'rsatadi. Mamlakat barqaror iqtisodiy rivojlanishga erishadi.

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## КОМПЕТЕНТНОСТЬ. ВИДЫ КОМПЕТЕНЦИИ В ПРЕПОДАВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ

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**Аннотация:** Изучение иностранных языков является важным аспектом образования в современном мире. С развитием технологий и глобализацией общества потребность в изучении иностранных языков постоянно растет. В связи с этим разрабатываются новые, более эффективные методы и подходы к изучению языков. Ключевые слова: передовые инновационные подходы; изучение иностранных языков; ИКТ; персонализация обучения; игровые элементы; аутентичные материалы; языковые сообщества; VR/AR; адаптивное обучение; IoT; зарубежный опыт.

**Abstract** Learning foreign languages is an important aspect of education in the modern world. With the development of technology and the globalization of society, the need for learning foreign languages is constantly growing. In this regard, new, more effective methods and approaches to language learning are being developed.

**Key words:** advanced innovative approaches; studying foreign languages; ICT; personalization of learning; game elements; authentic materials; language communities; VR/AR; adaptive learning; IoT; Foreign experience.

**Annotasiya** Zamonaviy dunyoda Xorijiy tillarni o'rganish ta'limning muhim jihati hisoblanadi. Texnologiyaning rivojlanishi va jamiyatning globallashuvi bilan chet tillarini o'rganishga bo'lgan ehtiyoj doimiy ravishda ortib bormoqda. Shu munosabat bilan til o'rganishda yangi, samaraliroq uslub va yondashuvlar ishlab chiqilmoqda.

**Kalit so'zlar:** ilg'or innovatsion yondashuvlar; chet tillarini o'rganish; KT; ta'limni shaxsiylashtirish; o'yin elementlari; haqiqiy materiallar; til jamoalari; VR/AR; moslashuvchan ta'lim; IoT; Xorijiy tajriba.

В последнее время в программных образовательных документах часто указывается в качестве цели обучения – формирование компетенции или компетентности. В зарубежных публикациях на английском, французском, немецком языках используется один, но многозначный термин «competence», имеющий не менее пяти значений. Это и способности, и умения, и эффективный результат действия, и готовность к осуществлению действия. Наиболее распространено толкование компетенции как совокупности знаний, умений, интеллектуальных и личностных способностей, необходимых для эффективного выполнения задачи некоторого уровня сложности. В работах российских авторов

используются два термина – компетенция и компетентность. Причем либо они применяются как синонимичные, либо отношение к этим терминам весьма категорично: употребляется только термин компетентность, а компетенция рассматривается как неудачный перевод с английского языка и наоборот. В отечественной психологии, психодидактике и частных методиках языковую компетенцию раскрывают чаще всего как совокупность конкретных умений, необходимых члену языкового сообщества для речевых контактов с другими и овладения языком как учебной дисциплиной. Подчеркнем, что в данном случае компетенция и компетентность также употребляются как синонимы.

М.А. Холодная вводит термин «интеллектуальная компетентность», определяемая как особая форма организации индивидуальных знаний, особый тип организации предметно-специфических знаний. Наиболее четко и емко было сформулировано понятие коммуникативной компетенции в работе Я. ван Эка «Цели обучения иностранным языкам»: «...коммуникативная компетенция складывается из способности понимать, воспроизводить и порождать смысл высказывания в соответствии с конкретной ситуацией общения и социально-культурным контекстом, а также выполнять речевые действия адекватно коммуникативным намерениям и целям, общаться с учетом психического состояния и социального статуса собеседников, владеть адекватными речевыми умениями, языковыми навыками и знаниями о фонетических, грамматических и лексических явлениях, свойственных данному языку как системе». Многомерность и сложность коммуникативной компетенции отражены в определении ее компонентного состава. Я. ван Эк выделяет следующие компоненты-компетенции, составляющие глобальную коммуникативную компетенцию: Лингвистическая компетенция – способность/готовность строить высказывание в соответствии с языковыми нормами, а также переносить – с целью понимания – умения элементарного лингвистического анализа слова, предложения и текста, усвоенные при овладении родным и первым иностранным языками. Социолингвистическая компетенция – способность/готовность понимать и выполнять речевые действия, соответствующие конкретной ситуации общения, то есть осознавать и учитывать социальный контекст общения (отбор, употребление и понимание языковых форм в зависимости от того, где происходит общение, кого с кем, по какому поводу, с какой целью). Дискурсивная компетенция – способность воспринимать и строить смысл высказывания в соответствии с коммуникативным контекстом. Стратегическая компетенция – способность/готовность использовать вербальные и невербальные коммуникативные стратегии для компенсации недостаточного знания кода. Социокультурная компетенция – способность/готовность ориентироваться и адаптироваться в социокультурном контексте, применяя знания норм общения,

принятых в среде носителей иностранного языка. Социопсихологическая компетенция – способность/готовность к речевому взаимодействию с другими людьми, умение строить социальные отношения в реальных ситуациях общения.

Как видно из определений, отдельная компетенция представляет собой интегрированные потенциальные возможности участника общения, опирающиеся на сформированные знания, речевые и поведенческие навыки и умения, а также базовые интеллектуальные качества личности. По мнению Н.И. Гез, в таком понимании коммуникативная компетенция представляет собой способность соотносить языковые средства с задачами и условиями общения с учетом социальных норм поведения и коммуникативной целесообразности высказывания. Предлагаемое толкование коммуникативной компетенции как определенным образом организованного, систематизированного набора компетенций (способностей/готовностей), необходимого для полноценного общения, легло в основу разработок порогового уровня европейских языков, европейского языкового портфеля и большинства современных учебников иностранных языков. Нужно отметить, что не меньшая многозначность характерна и для термина профессиональная компетенция. В последние пять лет этот термин получил широкое распространение в зарубежных психолого-педагогических исследованиях, в которых понятие «компетенции» (во множественном числе) используется как синоним «умения», а понятие «профессиональная компетенция» обозначает определенный набор знаний, умений и умений «быть» (социальных), позволяющий выполнять надлежащим образом роль, функцию или действие. Сформированность профессионально значимых компетенций, позволяющих реализовать переводческие функции, становится неременным условием формирования профессионального мышления и достижения главной цели подготовки специалиста его профессиональной компетентности, как высокого уровня актуализации (реализации) профессиональной компетенции. Важное дополнение в толкование профессиональной компетентности вносит исследование А.К. Марковой, согласно которому профессиональная компетентность специалиста, включающая специальный, социальный, личностный и индивидуальный аспекты, характеризуется такими личностными качествами, как: профессиональное мышление, профессиональная интуиция, самостоятельность в решении профессиональных задач; устойчивая профессиональная мотивация; наличие позитивной Я-концепции, самооценности; приспособление себя к профессии и профессии к себе; переключаемость, универсальность; сильное целеполагание; целостное профессиональное самосознание; саморазвитие профессиональных способностей; профессиональная обучаемость; построение собственной стратегии профессионального роста.

Осмысление переводческого процесса как профессиональной деятельности, ее сложного функционального состава и выявление профессионально значимых компетенций, необходимых для профессионального владения языками, позволяет определить стратегию повышения эффективности профессиональной подготовки переводчиков за счет усиления профессиональной значимости базовой лингвистической подготовки. Будущий переводчик-профессионал, приступая к освоению профессии, должен осознавать цель своего базового лингвистического образования – формирование и развитие профессиональной компетенции, владение которой позволит ему на этапе специальной переводческой подготовки добиться высокого уровня профессиональной компетентности.

**Профессиональная компетентность преподавателя.** Для успешного выполнения своей профессиональной деятельности переводчик, который является субъектом труда, должен обладать профессиональной компетентностью, которая понимается исследователями как обладание человеком способностью и умением выполнять определенные трудовые функции. Применительно к профессиональной деятельности понятие «компетентность» введено сравнительно недавно. Долгое время при изучении профессиональной деятельности использовался термин «квалификация», который жестко определял конечные требования к подготовке профессионала. Стремительные изменения в экономике, необходимость в высококвалифицированном труде, появление новых технологий вынуждают руководителей предприятий делать основную ставку на компетентных служащих, на их способность адаптироваться, проявлять инициативу, на их способность к обучению. Именно понятие профессионализма, под которым понимается совокупность, набор личностных характеристик человека, необходимых для успешного выполнения труда, связано со способностью противостоять этим изменениям. В соответствии с этими изменениями потребовалось по-новому подойти к подготовке специалистов. Исследователи отмечают, что в настоящее время задача учебных заведений сформировать у молодежи предпосылки к постоянному, непрерывному в течение всей жизни образованию, дать студентам не только готовую сумму необходимых профессиональных знаний, но и приемы самостоятельного поиска информации, научить их решать самостоятельно неизвестные задачи. Профессиональная компетентность дает возможность рассматривать характеристики субъекта данной деятельности, те знания и когнитивные умения, которыми ему необходимо обладать, для того чтобы осуществлять труд на профессиональном уровне.

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## **ROLE OF FOREIGN LANGUAGES IN DEVELOPMENT AND POTENTIAL OF CYCLING TOURISM IN TOURISM INDUSTRY**

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**Annotation:** Today, the tourism industry is one of the most influential industries in the world. It has a significant impact on many industrial sectors of the world with its various aspects. At the moment, the demand of tourists and travelers for bicycle tourism is increasing year by year, which is a clear confirmation of this. The following article talks about the possibilities of development of bicycle tourism in Uzbekistan, its importance as a separate asset of tourism. In particular, the

opportunities created by our government for the development of this type of tourism are also mentioned separately.

**Аннотация:** сегодня индустрия туризма является одной из самых влиятельных отраслей в мире. Он оказывает значительное влияние на многие промышленные отрасли мира в различных аспектах. На данный момент спрос туристов и путешественников на велотуризм растет год от года, что является ярким тому подтверждением. В следующей статье говорится о возможностях развития велотуризма в Узбекистане, его значении как отдельного актива туризма. В частности, отдельно упомянуты и возможности, созданные нашим правительством для развития этого вида туризма.

**Annotatsiya:** Bugungi kunda turizm sanoati dunyodagi eng nufuzli tarmoqlardan biridir. Turli jihatlari bilan dunyoning ko'plab sanoat tarmoqlariga sezilarli ta'sir ko'rsatadi. Ayni paytda sayyohlar va sayohatchilarning velosiped turizmiga bo'lgan talabi yildan-yilga ortib borayotgani buning yaqqol tasdig'idir. Quyidagi maqolada O'zbekistonda velosiped turizmini rivojlantirish imkoniyatlari, turizmning alohida aktivi sifatidagi ahamiyati haqida so'z boradi. Xususan, turizmning ushbu turini rivojlantirish uchun hukumatimiz tomonidan yaratilgan imkoniyatlar ham alohida tilga olinadi.

**Keywords:** cycling tours, covid-19, e-bikes, world economic forum, travel agencies, social media, health care, eco environment.

**Ключевые слова:** велотуры, covid-19, электронные велосипеды, Всемирный экономический форум, туристические агентства, социальные сети, здравоохранение, экология.

**Kalit so'zlar:** velosiped sayohatlari, covid-19, elektron velosipedlar, jahon iqtisodiy forumi, sayyohlik agentliklari, ijtimoiy media, sog'liqni saqlash, ekologik muhit.

It is known that the world tourism market experienced huge losses in 2020. Pandemic conditions have imposed a number of restrictions on tourist trips. but after the world community leaves this period, it slowly starts to contribute to the restoration of tourism potential. Especially, the importance of bicycle tourism, which is an active type of tourism that combines ecotourism, recreational tourism, adventure tourism and health tourism at the same time, begins to increase.

Due to the COVID-19 pandemic and consumer initiatives to explore nature, the demand for bicycle tourism is increasing worldwide. Bicycle tourism is expected to bring several local and international opportunities for business expansion, including experience with the local community and the growth of the global e-bike industry. In addition, businesses and governments across emerging economies are using cyclical tourism strategies as a means of generating sustainable economic development opportunities and economic benefits for communities and nations. For example, in

December 2019, the Finnish transport and communication agency Traficom awarded public grants to new projects that promote active, sustainable and safe travel to school and promote bicycle tourism by establishing a coordination center for bicycle tourism in Finland. (1; 1)

Travel and tourism companies are promoting bicycle tourism through a variety of channels, including direct sales, advertising, package deals with discounts and other offers. Furthermore, the growth of the bicycle tourism industry as a result of blogs posted by social media influencers on YouTube, Facebook, Instagram and other platforms is improving.

With the increase in demand for bicycle tourism, scientists have developed a new, modern, electronic type of bicycle that is convenient for travelers. The introduction of e-bikes has been one of the major trends driving the growth of the market. Along with the popularity of bicycle tourism, the demand for e-bike tours is increasing. E-bikes offer a great way for people to pedal through more difficult terrain and for older people to stay active. These bikes also feature a hybrid design that allows riders to choose how to use the electric motor. This allows the rider to choose between saving energy on challenging terrain or a normal cycling experience without diminishing it. (2; 1)

According to statistics published by the World Economic Forum (WEF), electric bicycle sales in the US grew by 145% in 2020 and are expected to show a growth trajectory in the coming years. Additionally, in its annual snapshot of industry trends for 2022, the Adventure Travel Trade Association (ATTA) conducted research on bicycle tourism and identified e-bike adventures as a "Hot Trend." Customers are demanding e-bike activities, which are increasingly being discovered by tour operators around the world. (2; 2)

Today, Uzbekistan is one of the countries making many achievements in the field of tourism, which has the potential to develop bicycle tourism. It should be mentioned here that bicycle tourism is not only active tourism, but also ecotourism, recreational tourism, adventure tourism and health tourism at the same time. Cycling tours in Uzbekistan Tourism can be different: active and passive, savage and civilized, extreme and sightseeing. To which type of tourism cycling can be referred? In principle, it can be attributed to any group other than passive. Lovers of cycling are distinguished by love to an active lifestyle, desire to see as much as possible, and wish to visit interesting places, cities and countries.

#### **Reasons of choosing cycling tour**

- To get some fresh air
- To get away from tourist crowds
- To have plenty of time.

- To have an environmentally friendly holiday
- To relax
- To try something new
- To have a cheap holiday
- To be out in the open
- To experience culture
- To exercise
- To have fun
- To spend quality with each other
- To get to know the area.

The beauty of cycling is that you can come in for a place by car, train, plane, then reassemble your iron horse and go on further travel or sightseeing. Uzbekistan, with its amazing nature, along with interesting historical monuments, meets the case for cycling tours in Uzbekistan. Advantages of biking in Uzbekistan Biking in Uzbekistan is by-turn the mobile and cost-effective types of tourism. Traveling by bike promotes good health. Biking helps to strengthen the leg muscles, in addition, strengthens and normalizes the activity of the respiratory and cardiovascular systems of the body. Biking can be short and long-continued. It is evident; bike tours in Uzbekistan are one of the most widely-spread kinds of summer holidays and entertainment. Travel agencies started to organize tours in Uzbekistan by bicycle to the most remote and exotic places – mountains, valleys and deserts. People travel Company is one of prosperous agencies, practicing and offering cycling tours along Uzbekistan. List of Uzbekistan bike tours from People travel Company Our company is eager to list the following tours in Uzbekistan by bicycle: bike tours in Uzbekistan with excursions in ancient cities of Uzbekistan (Samarkand, Bukhara, Khiva, Tashkent and etc.); cycling tours in Uzbekistan in the Tien Shan and Pamir-Alai mountains; bicycle tours through the cities and historical sites of the Great Silk Road; combined bicycle trip across Uzbekistan. Season of cycling in Uzbekistan begins from the middle of April to November. There are special routes for each season.

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## THE OBJECTIVES OF TRAINING FOREIGN LANGUAGE TEACHERS

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**Annotation:** In the modern world, the issues of professional development of a specialist, including a foreign language teacher, are among the most important in the field of education of any socio-economic system.

**Key words:** professional, effectively, learning, teaching, urgent, generation, professional development, self-education.

**Аннотация:** В современном мире вопросы профессионального развития специалиста, в том числе и преподавателя иностранного языка, являются одними из важнейших в сфере образования любой социально-экономической системы.

**Ключевые слова:** профессиональный, эффективно, обучение, педагогическая деятельность, актуальность, поколение, профессиональное развитие, самообразование.

**Аннотация:** замонавий дунёда мутахассиснинг, шу жумладан чет тили ўқитувчисининг малакасини ошириш масалалари ҳар қандай ижтимоий-иқтисодий тизим таълими соҳасида энг муҳим масалалардан бири ҳисобланади.

**Калит сўзлар:** касбий, самарали, ўқитиш, педагогик фаолият, долзарблик, авлод, касбий ривожланиш, ўз-ўзини тарбиялаш.

The objective reasons for the need to improve the professional level of foreign language teachers are of a different nature. First of all, it is the specifics of the subject they teach. As you know, foreign language speech skills (in the broadest sense of the word) require, firstly, systematic practice, training in order to maintain the level achieved during professional training. Secondly, they can (and should) always be improved.

An important reason is also the rapid pace of development of sciences at the present time, and the teacher needs to get acquainted with their results in a timely manner

Finally, the third group of reasons is related to the fact that not all teachers have sufficient professional training and are able to work effectively enough on their own. In addition, they do not always have the opportunity to get the necessary literature, etc.

The society is interested in highly qualified teachers. The teacher of a socialist society is a representative of a new social formation, is aware of his role in society and therefore understands the improvement of his qualifications as a professional duty,

To promote the development of personal interests and ensure their harmonious combination with public ones should be the goal of the specialist's improvement process. The results of research conducted in this area show that the motivational sphere of an adult and his attitude to further improving his qualifications are very closely related and, ultimately, are determined and conditioned by the social status of teachers.

The improvement of the qualifications of foreign language teachers should be a system providing for the continuity of their education throughout the entire period of their professional activity. This system should cover both the independent self-educational activity of the teacher and his training under the guidance of specialists (in various courses).

The age and other characteristics of teachers as a specific contingent of students are not inhibiting factors in their learning. Although issues related to adult education, in general and foreign language teachers in particular, have not yet been sufficiently studied, everything suggests that the loss of some qualities inherent in the school audience by adults is compensated by the acquisition of others that ensure the success of learning.

In order to effectively address the issue of teacher training, it is necessary to clearly represent the actual level of their professional training. The training of teachers in general, and teachers of a foreign language, in particular, is carried out in different ways, due to the specific conditions of the country's development, which explains its different level. Therefore, it seems advisable to create several professional development programs for them.

In order to fully consider, the nature of the assistance that needs to be provided to a particular contingent of teachers, we propose to combine them into certain groups according to the following parameters:

1) basic education; 2) the level of proficiency in the language and disciplines of the pedagogical cycle; 3) the type of educational institution where they work.

A very important factor in the development of professional development programs is also considering the teacher's teaching experience at school. It should be noted that the vast majority of teachers in the country are young people.

The system of advanced training of foreign language teachers is based on a system of principles reflecting the specifics of this contingent. These principles can be divided into two large groups:

1) principles reflecting the psychological and pedagogical characteristics of teachers as a certain social group, whose listeners justify the organizational structure of their retraining; 2) principles determining the nature of practical classes in foreign languages.

These principles determine the nature of the components (content, forms, teaching methods) of the teacher training system.

The typology of foreign language teachers is an urgent need not only to create a system of professional development, but also to recruit individual groups of teachers in order to improve them in courses.

Self-education in the system of advanced training of foreign language teachers, which is based on certain principles, must be linked to other areas of human interaction with society, namely, with his professional and business activities. The main areas of teacher training in self-education should cover the political, professional and general education spheres. These three aspects are included in the teacher's professional self-education in the narrow sense of the word, but one must also keep in mind self-education in the broad sense of the word, while understanding the teacher's activities in areas not directly related to his professional activity, but related to his formation as a person.

When organizing advanced training courses and forming groups of students, follow a differentiated approach. When creating advanced training courses, it is advisable to use the experience of countries in this area, namely:

- 1) Short-term four-week courses for most foreign language teachers
- 2) long-term courses of the following types:
- 3) full-time and part-time courses for experienced teachers, where a number of program issues

The self-educational activities of teachers, including those working according to individual plans, should be considered as the main component of the professional development system. It must be organized and controlled (manageable).

The main aspects of the self-educational activities of foreign language teachers that are subject to modification and improvement are:

- a) improving the educational and methodological base of self-education of English language teachers, for which it is necessary to increase the output of special literature both in the specialty and on issues of independent work on the language;
- b) providing guidance on self-education in the field, using consultants with a high level of professional training;
- c) creation of a sufficient number of audio materials (records, magnetic recordings of texts, etc.) in a foreign (English) language for teachers, as well as, where possible, special rooms for laboratory work;
- d) inviting specialists (foreign) to give lectures at advanced training courses

- e) increasing the budget of teachers' free time;
- e) organization of systematic practical lessons on the exchange of experience between teachers of foreign languages
- g) a constant increase in qualified assistance to teachers undergoing advanced training and systematic monitoring of their self-education activities with

The creation of a teacher training system will contribute to the improvement of foreign language teaching, which in turn will contribute to the education of the younger generation, i.e. the realization of the task set for the school by the party and the Government to form a comprehensively developed.

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### **THE IMPORTANCE OF FOREIGN LANGUAGES TO POPULARIZE HISTORICAL CITIES IN UZBEKISTAN IN THE DEVELOPMENT OF TOURISM**

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**Annotation:** Uzbekistan is famous for such historical cities as Samarkand, Bukhara and Khiva. They have rich history, architecture and attractive monuments for tourists. Developing routes that cover these cities and their attractions will allow tourists to experience the unique culture and history of Uzbekistan. There are many architectural monuments in Uzbekistan that are part of the world cultural treasure. Historical monuments, rich in old cultural and architectural monuments, are



incomparable in terms of promoting tourism in Uzbekistan and raising it to new levels.

**Аннотация:** Узбекистан славится такими историческими городами, как Самарканд, Бухара и Хива. Они имеют богатую историю, архитектуру и привлекательные для туристов памятники. Разработка маршрутов, охватывающих эти города и их достопримечательности, позволит туристам приобщиться к уникальной культуре и истории Узбекистана. В Узбекистане множество памятников архитектуры, являющихся частью мирового культурного достояния. Исторические памятники, богатые старинными культурными и архитектурными памятниками, бесподобны с точки зрения развития туризма в Узбекистане и поднятия его на новый уровень.

**Annotatsiya:** O'zbekiston Samarqand, Buxoro, Xiva kabi tarixiy shaharlari bilan mashhur. Ularning boy tarixi, arxitekturasi va sayyohlar uchun jozibali yodgorliklari bor. Ushbu shaharlar va ularning diqqatga sazovor joylarini qamrab oluvchi marshrutlarni ishlab chiqish sayyohlarga O'zbekistonning betakror madaniyati va tarixi bilan tanish. O'zbekistonda jahon madaniyati xazinasiga kiruvchi ko'plab arxitektura yodgorliklari mavjud. O'zbekistonda turizmni rivojlantirish va uni yangi bosqichlarga ko'tarish borasida avvalo ko'hna madaniy va arxitektura yodgorliklariga boy bo'lgan tarixiy obidalarning o'rni va ahamiyati beqiyos.

**Keywords:** Historical cities, ancient monuments of the East, Organization of the Islamic Conference (OIC), International Islamic Organization (ISESCO), the main history and architectural monuments of historical cities, tourist zone.

**Ключевые слова:** Исторические города, древние памятники Востока, Организация Исламская конференция (ОИК), Международная исламская организация (ИСЕСКО), основные памятники истории и архитектуры исторических городов, туристическая зона

**Kalit so'zlar:** tarixiy shaharlar, Sharqning qadimiy obidalari, Islom konferensiyasi tashkiloti (OIK), Xalqaro islom tashkiloti (ISESCO), tarixiy shaharlarning asosiy tarixiy va me'moriy yodgorliklari, erkin turistik zona

Everyone living in different parts of the world lives in the dream of seeing these cities with their own eyes, because these historical cities are rich in monuments that show the culture of Uzbekistan and tell about the historical importance of the past of Uzbekistan. In many countries, Uzbekistan is famous for these cities. The historical centers of the cities of Khiva, Bukhara and Shahrizabz, historical monuments of ancient Samarkand are included in the UNESCO World Heritage List. In 2012, a total of 962 objects of the world were included in the main list of UNESCOs "World Heritage", four of them are historical cities of Uzbekistan, which is 0.4% of the total

number. In these cities, there are ancient historical monuments that amaze and amaze the people of the whole world. Tashkent - one of the largest cities of Central Asia - is the capital of the Republic of Uzbekistan. International Islamic Organization for Education, Science and Culture ISESSO, one of the institutions within the Organization of the Islamic Conference, announced Tashkent as the capital of Islamic culture in 2007. Tashkent received such a high and proud title for its unparalleled services to the Islamic culture and science of Uzbekistan, preservation and further enrichment of Islamic heritage and monuments. Having said that, it is interesting that Tashkent region has a huge tourist potential. For example, the region has natural conditions for the development of extreme and mountain tourism, i.e. sledding, snowboarding, cycling, motor sports and extreme sports, as well as ecological and agricultural tourism. In particular, in the mountains of the Tashkent region, there is the Charvoq reservoir, on its shores there are many boarding houses, recreation areas and children's sports health camps. In addition, there are many museums in Tashkent. For example, the Museum of Fine Arts has the largest collection of sculptures, paintings and handicrafts in Central Asia. The Museum of Applied Arts of Uzbekistan has collected more than thirty thousand examples of crafts and people's national heritage. The State Museum of the History of the Timurids is a museum that contains all the examples of the history of the Timurid period. Osman's Koran and Beruni's library, included in the list of "Monuments of World Culture", are kept in Tashkent. As we all know, the earliest information about Tashkent can be found in ancient Chinese chronicles in the second century BC. As we know from history, the suburbs of Tashkent used to be called Choch. Choch is located at the crossroads of gold, precious stones, spices and magnificent horses from different countries. Today, Tashkent is a developed modern industrial city that reminds of the historical past of Uzbekistan. Samarkand is a "polished land" that attracts the attention of the world public with its delicacies, nature, rich spiritual heritage, unique history, and extensive architectural monuments. It is not for nothing that the eyes of notable investors of the world, famous businessmen and bankers of developed countries, heads of international organizations, economists and politicians, and art critics are focused on Samarkand today. This indicates that Samarkand has made an important contribution to the prosperity and development of the country, as the position of a major industrial, scientific and cultural center of Uzbekistan is increasing. Samarkand is a historical city in Uzbekistan with a history of 2750 years. We have a lot of historical information and historical facts about this city. All of them contribute to the development of tourism in Uzbekistan and are of great importance for the further growth of tourism potential.

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## **THE ROLE OF FOREIGN LANGUAGES IN DEVELOPMENT OF SERVICE SPHERE**

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**Annotation:** The service sector encompasses a broad range of industries that provide products and services to customers. From banking, hospitality, transportation, healthcare, and retailing, the service sector plays a key role in the global economy. One key factor that enables this sector to become successful is the ability to provide services to a diverse customer base. For this reason, the importance and prospects of learning foreign languages in the service sector cannot be overstated.

**Аннотация:** Сфера услуг охватывает широкий спектр отраслей, предоставляющих клиентам продукцию и услуги. Сектор услуг, начиная от банковского дела, гостиничного бизнеса, транспорта, здравоохранения и розничной торговли, играет ключевую роль в мировой экономике. Одним из ключевых факторов, который позволяет этому сектору добиться успеха, является способность предоставлять услуги разнообразной клиентской базе. По этой причине важность и перспективы изучения иностранных языков в сфере услуг невозможно переоценить.

**Annotatsiya:** Xizmat ko'rsatish sohasi iste'molchilarga mahsulot va xizmatlarni taqdim etadigan keng doiradagi tarmoqlarni o'z ichiga oladi. Bank, mehmondo'stlik, transport, sog'liqni saqlash va chakana savdodan tortib, xizmat ko'rsatish sohasi jahon iqtisodiyotida asosiy rol o'ynaydi. Ushbu sektorning muvaffaqiyatli bo'lishiga imkon beruvchi asosiy omillardan biri bu turli xil mijozlar bazasiga xizmat ko'rsatish qobiliyatidir. Shu sababli, xizmat ko'rsatish sohasida chet tillarini o'rganishning ahamiyati va istiqbolini ortiqcha baholab bo'lmaydi.

**Key words:** service sector, foreign investments, international trade, service provider, Multilingual employees

**Ключевые слова:** сфера услуг, иностранные инвестиции, международная торговля, поставщик услуг, многоязычные сотрудники.

**Kalit so'zlar:** xizmat ko'rsatish sohasi, xorijiy investitsiyalar, xalqaro savdo, xizmat ko'rsatuvchi provayder, ko'p tilli xodimlar

The rise of globalization and the rise of international trade has made it possible for businesses to reach customers worldwide, making customer service a key factor in the success of businesses in the service sector. While English is widely considered the international language, customers from other countries have different native tongues. For this reason, the ability for service employees to understand the needs of customers and provide them with the best service possible is essential. The ability to speak a foreign language presents a range of advantages for businesses operating in the service sector. It creates trust among customers as they feel more at ease communicating in their native language. This in turn leads to positive customer relationships, ultimately leading to increased customer loyalty and higher customer satisfaction. Furthermore, speaking a foreign language allows service representatives to get the full scope of the customer's problem and provide them with a tailored solution. This leads to increased efficiency and saves time since representatives can provide customers with answers that are more accurate. In addition to improving customer service, foreign language skills can also help businesses in the service sector stay competitive by giving them access to a larger market share. It will enable them to reach new customers who may not be comfortable conducting business in English. Furthermore, being able to converse in a foreign language can provide businesses with an advantage when trading with foreign companies and instituting foreign investments. Overall, the importance of learning foreign languages in the service sector cannot be overstated. It will give businesses in the service sector the necessary skills to provide customers with the best possible service and stay competitive in the global market. Furthermore, it will enable businesses to reach a larger customer base and stay ahead of the competition by giving them access to a wider range of markets. As such, learning foreign languages should be considered essential for businesses in the service sector that want to stay competitive and ensure long-term success.

The service sector is an integral part of the global economy, with its tremendous importance to the growth and development of nations. In order to remain competitive in this fast-paced, ever-changing marketplace, service providers must possess the ability to communicate effectively with their international clients and customers. As the world becomes increasingly interconnected, the need for multilingualism is

becoming more apparent. Learning a foreign language is an invaluable asset in the service sector, not just for management personnel, but also for all staff. By mastering a foreign language, service sector professionals will be better able to navigate the complexities of global markets and build meaningful relationships with international clients. In today's world, the use of foreign languages is no longer a luxury; it's a necessity for those in the service industry. As customer bases and markets expand, the ability to communicate in multiple languages is vital. Multilingual employees can bridge cultural divides, reducing the risk of miscommunication and resulting frustration. This increased clarity and understanding helps to cultivate a positive relationship between the customer and the service provider. Furthermore, learning a foreign language can open up a variety of opportunities for service providers. In international markets, customers often prefer to conduct business in their native language. Therefore, businesses that fail to provide their services in a multilingual setting may be at a disadvantage. By speaking the customer's language, companies can enjoy more streamlined operations and improved customer satisfaction. Language proficiency can also provide service providers with a competitive edge, as it can enable them to gain access to untapped markets who may have been unreachable or inaccessible before. In addition, multilingual employees can better provide assistance on a technical level. As technology has changed the way services are delivered, employees must be equipped to deal with complex issues that arise in a global setting. By being able to interpret customer inquiries in their native language, professionals in the service sector are better able to respond and resolve issues with a greater level of accuracy.

#### Effects of Language, Culture and their Integrity

The acquisition of a foreign language is not just about learning grammar and vocabulary, but also about understanding the culture of the language. Languages are shaped in large part by the culture and the environment in which it is spoken. Language acquisition can be seen as a window into that culture and the way of life of its native speakers. Therefore, understanding a language can help one understand the culture and the values associated with it. Additionally, language is closely associated with identity. Language shapes the way a person perceives the world and how others perceive them. It is also an essential way of preserving cultural heritage. Therefore, language acquisition should not only be seen as a way of gaining a new skill, but as a way of connecting to one's cultural identity. The importance of learning a foreign language in the service sector is not limited to the corporate environment. Government organizations, non-profits, and other service-oriented institutions can also benefit from language proficiency. In an age when international cooperation and collaboration is essential for economic growth, having multilingual staff can be a huge asset in facilitating communication between governments and citizens.

Ultimately, learning a foreign language has become a requisite in the service sector. Those in the industry must stay ahead of the curve and develop their language skills in order to remain competitive in the global marketplace. Additionally, being able to effectively communicate in multiple languages can not only improve customer satisfaction, but also open up avenues for further technological advancement and international collaboration. As the service sector continues to evolve, increased multilingualism is sure to remain a valuable asset and one that cannot be overlooked.

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### **НАВЫКИ ЭФФЕКТИВНОГО ОБЩЕНИЯ**

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**Аннотация:** В этой статье представлена информация о том, как быть успешным менеджером, обладающим отличными коммуникативными навыками, руководящим командой, а сотрудничество с коллегами требует постоянного обмена информацией, идеями и инструкциями.

**Ключевые слова:** Эффективное общение, Повышение производительности, сотрудничества, иерархическими уровнями, Активное слушание

**Annotatsiya:** Ushbu maqolada qanday qilib mukammal muloqot qobiliyatiga ega muvaffaqiyatli menejer bo'lish, jamoani boshqarish va hamkasblar bilan hamkorlik qilish doimiy ravishda ma'lumot, g'oyalar va ko'rsatmalar almashishni talab qiladi.

**Kalit so'zlar:** Samarali muloqot, samaradorlikni oshirish, hamkorlik, ierarxik darajalar, faol tinglash

**Abstract:** This article explains how to be a successful manager with excellent communication skills, leading a team and collaborating with colleagues requires a constant exchange of information, ideas and instructions.

**Keywords:** Effective communication, Increased productivity, collaboration, hierarchical levels, Active listening

Als erfolgreicher Manager ist es unerlässlich, über hervorragende Kommunikationsfähigkeiten zu verfügen. Denn die Führung eines Teams und die Zusammenarbeit mit Kollegen erfordern den ständigen Austausch von Informationen, Ideen und Anweisungen. In dieser Einführung werden wir uns daher mit den wichtigsten Aspekten der effektiven Kommunikation auseinandersetzen und Ihnen praxiserprobte Techniken an die Hand geben, mit denen Sie Ihre Kommunikation auf ein neues Level heben können. Eine klare, verständliche und zielgerichtete Kommunikation ist nicht nur für das reibungslose Funktionieren Ihres Arbeitsalltags von entscheidender Bedeutung, sondern trägt auch maßgeblich zum Erfolg Ihres Unternehmens bei. Wenn es Ihnen gelingt, Ihre Botschaften prägnant und überzeugend zu vermitteln, werden Ihre Mitarbeiter motivierter und engagierter bei der Sache sein. Gleichzeitig legen Sie den Grundstein für eine offene und vertrauensvolle Zusammenarbeit, von der Ihr gesamtes Team profitiert.

Führungskompetenz aufbauen

Effektive Kommunikation ist essenziell für Führungskräfte, um ihr Team zu motivieren, Ziele klar zu vermitteln und Entscheidungen transparent zu kommunizieren. Nur wer seine Gedanken und Anliegen überzeugend präsentieren kann, kann als glaubwürdige Führungspersönlichkeit wahrgenommen werden und Mitarbeiter dazu inspirieren, ihre Leistung zum Wohl des Unternehmens einzubringen.

Produktivität und Zusammenarbeit steigern

Wenn Anweisungen, Informationen und Feedback klar und verständlich vermittelt werden, können Missverständnisse und Fehler vermieden werden. Das erhöht die Produktivität und Effizienz im Unternehmen. Gleichzeitig fördert eine

offene Kommunikationskultur den Informationsaustausch und die Zusammenarbeit zwischen Abteilungen und Hierarchieebenen.

#### **Kundenzufriedenheit und Reputation verbessern**

Auch im Umgang mit Kunden und Geschäftspartnern ist eine professionelle Kommunikation essentiell. Nur wer sich klar, empathisch und überzeugend ausdrücken kann, kann das Vertrauen der Kunden gewinnen, Konflikte konstruktiv lösen und so die Kundenzufriedenheit und das positive Image des Unternehmens fördern.

#### **Persönliche Entwicklung unterstützen**

Nicht zuletzt profitieren Führungskräfte selbst von der Verbesserung ihrer Kommunikationsfähigkeiten. Eine ausgeprägte kommunikative Kompetenz erhöht die Ausstrahlung und Überzeugungskraft, was wiederum die eigene Karriereentwicklung unterstützt. Gute Kommunikation ist daher ein Schlüssel zum beruflichen und persönlichen Erfolg.

### **Aktives Zuhören**

Aktives Zuhören ist eine entscheidende Fähigkeit für effektive Kommunikation, besonders für Manager. Anstatt nur passiv Informationen aufzunehmen, erfordert aktives Zuhören eine bewusste und engagierte Beteiligung. Das bedeutet, den Sprechenden mit Konzentration und Interesse zu folgen, Verständnisfragen zu stellen und Zusammenfassungen zu geben, um sicherzustellen, dass die Botschaft klar verstanden wurde. Durch aktives Zuhören können Manager bessere Entscheidungen treffen, Missverständnisse vermeiden und eine vertrauensvolle Beziehung zu ihren Mitarbeitern aufbauen. Es zeigt den Gesprächspartnern, dass ihre Gedanken und Anliegen geschätzt werden. Darüber hinaus hilft aktives Zuhören Managern, wichtige Details und Nuancen in der Kommunikation wahrzunehmen, die sonst leicht übersehen werden könnten.

### **Klare und prägnante Ausdrucksweise**

Eine der wichtigsten Kommunikationsfähigkeiten für Manager ist es, sich klar und prägnant auszudrücken. Dies bedeutet, dass man seine Botschaft in kurzen, verständlichen Sätzen vermittelt, ohne dabei wichtige Details auszulassen. Eine gute Ausdrucksweise zeichnet sich durch folgende Merkmale aus:

- **Einfache und verständliche Sprache:** Vermeiden Sie Fachwörter, Abkürzungen oder komplizierte Satzstrukturen, vor allem wenn Sie mit Mitarbeitern oder Kunden sprechen. Erklären Sie Sachverhalte in leicht nachvollziehbaren Worten.

- **Konzentrierte Darstellung:** Kommen Sie direkt zur Sache und fokussieren Sie sich auf die wesentlichen Informationen. Schweifen Sie nicht ab und bringen Sie Ihre Botschaft in kompakter Form.



•Logischer Aufbau: Strukturieren Sie Ihre Aussagen klar und nachvollziehbar. Bauen Sie Ihre Argumente systematisch auf und leiten Sie Schlussfolgerungen logisch her.

•Angepasste Wortwahl: Passen Sie Ihren Sprachstil an das Gegenüber an. Sprechen Sie Mitarbeiter, Kunden oder Investoren mit der jeweils passenden Ausdrucksweise an.

Nur wer es versteht, seine Botschaften prägnant und zugleich klar zu kommunizieren, kann sein Gegenüber wirkungsvoll erreichen und Missverständnisse vermeiden. Dies ist eine entscheidende Führungskompetenz für erfolgreiche Manager.

### **Zusammenfassung und Ausblick**

Zum Abschluss des Workshops wollen wir die wichtigsten Erkenntnisse noch einmal zusammenfassen und einen Ausblick auf zukünftige Herausforderungen im Bereich der Mitarbeiterkommunikation geben. Effektive Kommunikationsfähigkeiten sind für Führungskräfte von entscheidender Bedeutung, um ihre Mitarbeiter zu motivieren, Konflikte zu managen und wichtige Botschaften und Ziele des Unternehmens klar zu vermitteln. Wir haben in den letzten Einheiten gelernt, wie aktives Zuhören, eine klare Ausdrucksweise und der bewusste Einsatz von Körpersprache dazu beitragen können, die Zusammenarbeit und das gegenseitige Verständnis zu verbessern.

In Zukunft werden Themen wie Kommunikation in virtuellen Teams und über digitale Kanäle eine immer größere Rolle spielen. Gerade in Zeiten von vermehrter Heimarbeit und verteilter Zusammenarbeit kommt der professionellen Anwendung von Präsentations- und Moderationstechniken eine Schlüsselrolle zu. Auch die Fähigkeit, Feedback konstruktiv zu geben und anzunehmen, wird für Führungskräfte immer wichtiger, um die Leistung und Motivation ihrer Mitarbeiter kontinuierlich zu verbessern.

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# TURIZMNI RIVOJLANTIRISHDA XORIJIY TILLARNING O'RNI VA AHAMIYATI

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**Аннотация:** Туризм является одной из самых быстрорастущих отраслей в мире и важным источником дохода для стран. Когда иностранные туристы приезжают в страну и тратят деньги в стране, индустрия туризма приносит доход, поэтому развитие индустрии туризма предоставляет странам возможности для экономического роста, создания рабочих мест и популяризации исторической, культурной или природной красоты.

**Ключевые слова:** Развитие туризма, туризм в Узбекистане, роль иностранных языков в туризме, меры, принимаемые в Узбекистане по туризму.

**Annotation:** Tourism is one of the fastest growing industries in the world and is an important source of income for countries. When foreign tourists come to the country and spend money in the country, the tourism industry generates income. Therefore, the development of the tourism industry provides opportunities for countries to create economic growth, create jobs and promote historical, cultural or natural beauty.

**Key words:** Tourism development, tourism in Uzbekistan, the role of languages in tourism, measures being taken in Uzbekistan on tourism.

Mamlakat turizm sohasida muvaffaqiyat qoznishi uchun sayyohlar bilan muloqot qilish uchun turli tillarni biladigan xodimlar kerak. Shu sababli, turizm sanoatida chet tillarining ahamiyati oshdi va bu tillarni yaxshi biladigan xodimlar sonini ko'paytirish zarurati paydo bo'ldi. Turizmni rivojlantirishda xorijiy tillar eng asosiy ahamiyatga egadir. Xorijiy davlatlardan kelgan sayyohlarga xizmat ko'rsatishda xorijiy tillarni biladigan xodimlar kerak bo'ladi. Butun dunyo bo'ylab turizmning rivoshlanishida xorijiy tillar muhim hisoblanadi. Turizimi eng rivojlangan davlatlar uchun xorijiy tillarni yaxshi biladigan xodimlar juda zarur, chunki bu xodimlar o'z davlatlariga turizmning rivojlanishida ko'proq samaradorlik va daromad olib keladi. Turizmni rivojlantirishda xorijiy tillar eng asosiy ahamiyatga egadir. Xorijiy davlatlardan kelgan sayyohlarga xizmat ko'rsatishda xorijiy tillarni biladigan xodimlar kerak bo'ladi. Butun dunyo bo'ylab turizmning rivoshlanishida xorijiy tillar muhim hisoblanadi. Turizimi eng rivojlangan davlatlar uchun xorijiy tillarni yaxshi biladigan xodimlar juda zarur, chunki bu xodimlar o'z davlatlariga turizmning rivojlanishida ko'proq samaradorlik va daromad olib keladi.

Turizm sanoatida qo'llaniladigan tillar ingliz, nemis, frantsuz va ispan kabi ko'plab tillarni o'z ichiga oladi. Turizm sohasida ishlashni xohlovchilar odatda bir yoki bir nechta xorijiy tillarni yaxshi bilishi kutiladi. Shuningdek, turizm industriyasida mijozlarga xizmat ko'rsatishda til to'siqlarini minimallashtirish va sayyohlar o'z mamlakatlarida o'zlarini qulay his qilishlari uchun korxonalar turli tillarda axborot materiallarini taqdim etishlari shart. Shu sababli, turistik faoliyatga ega bo'lgan mamlakatlarda turizm sanoati xorijiy tillarning ahamiyati va qo'llanilishi nuqtai nazaridan katta ahamiyatga ega. Natijada, turizm sanoati xorijiy tillardan foydalanish muhim bo'lgan sohadir. Mamlakatlar o'z turizm industriyasini rivojlantirmoqchi bo'lganlarida, chet ellik sayyohlarni chet tillarda so'zlashuvchi xodimlar bilan birgalikda turli tillardagi ma'lumotlar va materiallar bilan ta'minlashlari kerak. Shu bois turizm industriyasi xorijiy tillarni o'rganish va ulardan foydalanish uchun mustahkam zamin yaratadi, bu esa mamlakatlarning turizm sohasidagi muvaffaqiyatlarini oshirishga yordam beradi.

O'zbekistonda so'nggi yillarda sayyohlik industriyasini rivojlantirish va mamlakatni jahon turizm bozorida yanada ko'proq ko'rsatish uchun bir qator muhim chora-tadbirlar amalga oshirildi. Ulardan ba'zilari:

1. Viza jarayonlarini osonlashtirish: O'zbekiston chet ellik sayyohlar uchun viza tartiblarini osonlashtirish bo'yicha qator chora-tadbirlarni amalga oshirdi. Masalan, 2018 yilda 101 davlat fuqarolari O'zbekistonga vizasiz kirish imkoniga ega bo'ldi.

2. Turistik joylarga sarmoya kiritish: O'zbekiston hukumati turizm industriyasining infratuzilmalarini rivojlantirishga sarmoya kiritadi. Ular orasida tarixiy obidalarni restavratsiya qilish, sayyohlik ob'yektlarini qurish va shaharsozlik loyihalari bor.

3. Turizmni targ'ib qilish kampaniyalari: O'zbekistonda turizm industriyasini targ'ib qilish maqsadida reklama kampaniyalari tashkil etiladi. Masalan, 2017-yilda "O'zbekistonga xush kelibsiz" aksiyasi boshlangan edi.

4. Turizm ta'limi: O'zbekistonda turizmga oid ta'lim dasturlari ishlab chiqilgan. Bu dasturlar turizm sohasida ishlamoqchi bo'lganlarning malakali kadrlar bo'lishini ta'minlaydi.

5. Turizm tadbirlari: O'zbekistonda turizmni rivojlantirish maqsadida sayyohlik tadbirlari tashkil etiladi. Xalqaro sayyohlik yarmarkasi, Xalqaro musiqa festivali, Xalqaro kinofestival, Tarixiy shaharlar festivali kabi tadbirlar shular jumlasidandir.

6. Turizmni rag'batlantirish: O'zbekiston turizm sanoatini rag'batlantirish orqali investorlarni jalb qilishni maqsad qilgan. Ushbu imtiyozlar soliq imtiyozlari, investitsiya yordami va boshqa iqtisodiy imtiyozlarni o'z ichiga olishi mumkin.

Bu chora-tadbirlarning barchasi O'zbekiston turizm sanoatida muhim o'zgarishlarni ta'minlamoqda. Rivojlanayotgan turizm industriyasi mamlakatga

iqtisodiy foyda keltirmoqda va ish o'rinlari yaratmoqda, shu bilan birga mamlakat madaniy boyliklarini dunyo miqyosida targ'ib qilishga yordam beradi.

Xorijiy tillari turizm sanoatida muhim o'rin tutadi. Turizm sohasi turli xil madaniy, tarixiy va tabiiy go'zalliklarga ega bo'lgan mamlakatlar fuqarolarini o'ziga jalb qiladi va mamlakat bo'ylab sayohat qiluvchi turistlardan katta miqdorda daromad oladi. Bu esa turizm sohasida muloqotga ehtiyoj tug'diradi. Turizm sanoatida keng qo'llaniladigan tillarga ingliz, nemis, frantsuz, ispan, italyan, xitoy va rus tillari kiradi. Bu tillar turizm mutaxassislarining sayyohlar bilan muloqot qilish va ularga xizmat ko'rsatishda muhim rol o'ynaydi. Turistlar o'zlarini qulay his qilishlari va turistik joylar haqida to'g'ri va etarli ma'lumotga ega bo'lishlari uchun ular chet tillarini yaxshi bilishlari kerak. Turizm sohasida qo'llaniladigan yana bir til - bu biznes ingliz tili. Bu til biznesning turizm sohasida biznes yuritishi uchun muhim ahamiyatga ega. Xalqaro turizm da biznes ingliz tili biznesning marketing, savdo, mijozlarga xizmat ko'rsatish va reklama faoliyatida katta ta'sir ko'rsatadi. Bularning barchasidan tashqari, turizm sohasida madaniyatlar va tillarning o'zaro ta'siri sodir bo'ladi. Mahalliy aholi uchun ham chet tillarini o'rganish juda muhim, chunki sayyohlar boshqa mamlakatlar madaniyatiga guvoh bo'lishni va mahalliy aholi bilan muloqot qilishni xohlashadi. Bu turizm sanoati uchun til xilma-xilligining ahamiyatini oshiradi.

Natijada, turizm sohasida tillarning ahamiyati juda katta. Til xilma-xilligi sayyohlar o'zlarini qulay his qilishlari, diqqatga sazovor joylarni ziyorat qilishlari va mahalliy aholining turizm sanoati bilan shug'ullanishlari uchun zarurdir. Shu sababli, turizm sohasi xodimlariga kamida bitta chet tilini yaxshi bilishi tavsiya etiladi.

O'zbekiston tarixiy, madaniy va tabiiy go'zalliklari bilan tan olingan sayyohlik yo'nalishi hisoblanadi. Mamlakat Ipak yo'lida joylashganligi sababli o'zining tarixiy obidalari, arxitekturasi, san'ati va madaniyati bilan mashhur. Bundan tashqari, hanuzgacha faol bo'lgan an'ana va urf-odatlar, boy taom madaniyati va tabiiy go'zalligi. Uning go'zalligi ham sayyohlar e'tiborini tortadi. So'nggi yillarda O'zbekistonda iqtisodiy taraqqiyotning bir qismi sifatida turizm sohasini rivojlantirishga harakat qilinmoqda. Ayni paytda turli turistik maskanlarni qayta tiklash va ta'mirlash ishlari olib borilmoqda. Shaharlarning tarixiy hududlari, Respublika maydoni, Amir Temur maydoni, Registon maydoni, Shahar teatri, shahar devori va qal'a kabi turistik joylar qayta tiklanishi yoki yangilanishi kerak. Mamlakat turistik mehmonxonalar, restoranlar va turar joy sektorlari jihatidan ham kengayib bormoqda. Ayniqsa, poytaxt Toshkent, Samarqand, Buxoro, Xiva va yuzlab turistik hududlarda turizm sohasi uchun turli infratuzilma tadbirlari mavjud. O'zbekistonda turizm industriyasini rivojlantirish va mamlakatga ko'proq sayyohlarni jalb qilish maqsadida sayyohlik ko'rsatmalari, reklama kampaniyalari, sayyohlik yarmarkalari va turli tadbirlarni o'z ichiga oluvchi targ'ibot tadbirlari jadal olib borilmoqda.

sektori va investitsiyalarni rag'batlantiradi. O'zbekiston turizm industriyasidagi rivojlanish va innovatsiyalar evaziga sayyohlar soni va daromadini oshirishni maqsad qilgan. Sayyohlar sonining ko'payishi mamlakatga iqtisodiy afzalliklar va yangi biznes imkoniyatlarini taqdim etmoqda. Turizm industriyasining rivojlanishi ham targ'ibotni ta'minlaydi. O'zbek madaniyati va tarixiy merosini kengroq ommaga yetkazish va mamlakatimizning jahon miqyosida yanada kengroq e'tirof etilishiga yordam beradi.

Turizm butun dunyoda jadal rivojlanayotgan sohadir. Xalqaro turizm tashkiloti (UNWTO) ma'lumotlariga ko'ra, jahon turizm sanoati har yili qariyb 4 foizga o'smoqda va 2019-yilda dunyo bo'ylab 1,5 milliard sayyoh sayohat qilgan. Turizm sanoati butun dunyo bo'ylab bandlikning taxminan 10 foizini tashkil qiladi va jahon iqtisodiyotiga taxminan 8,9 trillion dollar hissa qo'shadi. Turizm sanoati ko'plab mamlakatlarning iqtisodiy o'sishiga yordam beradi. Ayniqsa, rivojlanayotgan mamlakatlar uchun turizm industriyasi valyuta daromad olish va ish o'rinlari yaratish nuqtai nazaridan muhim ahamiyatga ega. Shu bilan birga, turizm sanoati madaniy almashinuv va tushunishga yordam beradi. Sayyohlar atrofdagi turli madaniyatlar bilan tanishadilar, tarixiy va tabiiy go'zalliklarni kashf etadilar va shu orqali odamlar o'rtasida do'stlik va tinchlikni mustahkamlashga yordam beradilar. So'nggi yillarda turizm industriyasi barqaror turizm tendentsiyalariga intilmoqda. Turizm ekologik izni kamaytirish va mahalliy iqtisodiyotni himoya qilish uchun zarur bo'lgan soha ekanligi qabul qilingan. Shu bois turizm sohasi tabiiy boyliklarni muhofaza qilish, mahalliy aholini rivojlantirish, madaniy merosni asrab-avaylash va ijtimoiy mas'uliyatni ado etishga katta ahamiyat beradi. Natijada, turizm industriyasi butun dunyo bo'ylab muhim soha bo'lib, o'sib bormoqda. Turizm odamlarning boshqa mamlakatlar, madaniyatlar va odamlar bilan tanishishlariga yordam beradi va butun dunyo bo'ylab tinchlik va do'stlikni qo'llab-quvvatlaydi, shu bilan birga mamlakatlarning iqtisodiy o'sishiga hissa qo'shadi. Biroq, turizm barqaror va mahalliy hamjamiyatlarni himoya qiladigan tarzda boshqarilishi muhimdir.

Xulosa qilib aytganda, Turizmning rivojlanishida xorijiy tillarning o'rni va ahamiyati alohida ajralib turadi. Mening fikrimcha turizmning rivojlanishi uchun eng avvalo, hamma davlatlar xorijiy tillarni o'z hududida rivojlantirishi kerak. Men ham kelajakda turizmni rivojlantirishga o'z hissamni qo'shishga harakat qilaman. Kelajakda xorijiy tillar markazini ochishni va barcha yoshlar uchun imkoniyatlar yaratishni oldimga maqsad qilib qo'ydim. Yuqorida ko'rinib turibdiki, turizm butun dunyo bo'ylab eng rivojlanayotgan sohalardan biridir. Turizmi rivojlangan mamlakatlarda iqtisodiy o'sish sur'atlari ham yuqori darajadadir.

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## MUNDARIJA

<b>XORIJIY TILLARNI O‘RGANISHDA ILG‘OR INNOVATSION YONDASHUVLAR: MILLIY VA XORIJIY TAJRIBALAR</b> M.E.Po‘latov SamISI rektori, i.f.d., professor.....	3
<b>I SHO‘BA. XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISH VA UNING ISTIQBOLLI YO‘LLARI</b>	
<b>외국어 학습 불안: 가천대학교에서의 우즈베키스탄 학생들의 사례 연구</b> 정선주 (Chung Sun Joo) .....	5
<b>ANALYSING LEXIS AND PHONOLOGY IN LEARNING ENGLISH</b> Professor Ravinder Gargash, Kipchakova Sanobar Bakhridinovna.....	9
<b>ҚАРДОШ БЎЛМАГАН ТИЛЛАРДА ИДИОМА ВА ФРАЗЕОЛОГИЯЛАРНИНГ ЛЕКСИК-СЕМАНТИК ХУСУСИЯТЛАРИ</b> А.Э.Маматов.....	12
<b>НАПРАВЛЕНИЯ РАЗВИТИЯ ЯЗЫКОЗНАНИЯ В УЗБЕКИСТАНЕ В НАЧАЛЕ XX ВЕКА</b> Ёрмухаммад Мадалиев, .....	17
<b>СОЦИАЛЬНЫЕ И НАУЧНЫЕ ОСНОВЫ ПЕРЕХОДА НА УЗБЕКСКИЙ АЛФАВИТ НА ОСНОВЕ ЛАТИНИЦЫ</b> Тилеукулов Гаухар Сейуалыевич, .....	21
<b>KONTRASTIVE PHRASEOLOGIE</b> Janja Ruth Abdellmassih, Temirova Farangis Anvarovna.....	25
<b>ЎЗБЕК ТИЛИНИНГ ТАРИХДАН БОШҚА ТИЛЛАР БИЛАН АЛОҚАСИ</b> Т.К.Мардиев СамИСИ доценти.....	29
<b>APPLIKATIV MODEL LINGVISTIK TAHLIL USULI SIFATIDA</b> Samandarov R.D .....	33
<b>КАЛБ КОНЦЕПТИНИНГ УЗБЕК ТИЛИДАГИ СЕМАНТИК ТОМОНЛАРИ</b> Т.К.Мардиев СамИСИ.....	38
<b>STUDYING ENGLISH AS A FOREIGN LANGUAGE IN COMPARISON WITH THE MOTHER TONGUE</b> Kipchakova Sanobar, Isakov Akmal, Absalamov Abdulaziz.....	42
<b>UNLOCKING THE POWER OF LANGUAGE: EXPLORING ITS INFLUENCE, EVOLUTION, AND IMPACT ON SOCIETY</b> N. Turdiyeva Baxtiyorov Otabek.....	44
<b>INGLIZ VA O‘ZBEK TILLARIDA ASPEKTUALLIK DOIRASIDAGI YONDASHUVLAR</b> Imamov Navruz Pattaqulovich.....	46
<b>ADVANTAGES OF SUBJECT TEACHING</b>	

Yokubov Anvar Fozilov Aminjon.....	51
<b>UNLOCKING THE POWER OF LANGUAGE: EXPLORING ITS INFLUENCE, EVOLUTION, AND IMPACT ON SOCIETY</b>	
N. Turdiyeva, Baxtiyorov Otabek.....	56
<b>КЛЮЧ К МЕТОДИКЕ ПРЕПОДАВАНИЯ ИНОСТРАННЫХ ЯЗЫКОВ</b>	
Бахтиярии Тахир Бахтияр угли.....	59
<b>CHET TILLARINING TURIZMNING RIVOJIDAGI ROLI VA TA`SIRI.</b>	
Anvar Yoqubov.....	63
<b>HOW TO IMPROVE WRITING SKILLS DURING THE CLASSES</b>	
Daminova Gulabza Ismatovna.....	67
<b>PECULIARITIES OF PRONUNCIATION PROBLEMS IN SPEAKING SKILL</b>	
Akhmedova Nigina Ikhtiyarovna, .....	72
<b>FREMSPRACHEN LERNEN UND BEDEUTUNG VON FREMSPRACHEN IN DER GESELLSCHAFT</b>	
Husanov Asliddin Xusniddin o`g`li, Temirova Farangiz Anvarovna.....	75
<b>THE CHARACTERISTICS AND EFFECTIVENESS OF LANGUAGE SUPPORT</b>	
Yokubov Anvar, Buriyev Otabek.....	80
<b>UMFASSENDE REFORMEN IM FREMSPRACHENUNTERRICHT FÜR JUNGE MENSCHEN IN USBEKISTAN UND IHRE ERGEBNISSE</b>	
Husanov Asliddin Xusniddin o`g`li.....	84
<b>THE ROLE OF STYLISTICS IN THE LANGUAGE OF ADVERTISEMENT</b>	
Yokubov Anvar.....	87
<b>II SHO`BA. XORIJIY TILLARNI O`QITISHNING SIFATINI YANGI PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANGAN HOLDA TA`LIM SIFATINI OSHIRISH</b>	
<b>DAS PHÄNOMEN DER PERSÖNLICHEN SELBSTENTWICKLUNG ALS FAKTOR BEIM FERNUNTERRICHT EINER FREMSPRACHE</b>	
Professor Ullen Magnus, Temirova Farangis Anvarovna.....	92
<b>РЕШЕНИЕ ИННОВАЦИОННЫХ ПРОБЛЕМ ИЗУЧЕНИЯ ИНОСТРАННЫХ ЯЗЫКОВВ СФЕРЕ ТУРИЗМА</b>	
Хусайнова Ирада Юнусовна .....	104
<b>“QORAQALPOQ TILI” DARSLARIDA MUAMMOLI MA`RUZANI QO`LLANISH ORQALI LINGVOMETODIK KOMPETENSIYANI SHAKLLANTIRISH HAQIDA</b>	
Seytkasimov D.B.....	108
<b>XORIJIY TIL TA`LIMIDA GAZETA MATERIALLARIDAN FOYDALANISHNING O`ZIGA XOS XUSUSIYATLARI</b>	
Begmatov M.B. ....	117



<b>ФРАЗЕМАЛАРДЫҢ СТИЛЬЛИК ХЫЗМЕТИ (И.Юсупов шығармалары тийкарында)</b> Гулжахан Алламбергенова .....	120
<b>INGLIZ TILIDA QURILISH SOHASIDAGI TALABALARNING TERMINOLOGIK KOMPETENSIYALARNI RIVOJLANTIRISH</b> Bunyod Bazarov To‘lqinjonovich.....	125
<b>XORIJIY TILLARNI O‘QITISHNING SIFATINI YANGI TEKNOLOGIYALARDAN FOYDALANGAN HOLDA TA‘LIM SIFATINI OSHIRISH</b> Tulkin Kulibayevich Mardiyev .....	130
<b>O‘ZBEK TILIDA IQTISODIY TERMINLARNING TASHQI MANBALARI ORQALI BOYIB BORISHI</b> Yuldasheva Dilnoza Bekmurodovna .....	134
<b>ПРИМЕНЕНИЕ СОВРЕМЕННЫХ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА УРОКАХ ЯЗЫКА</b> Адилова Солияхон.....	139
<b>XORIJIY TILLARNI O‘QITISHNING SIFATINI YANGI PEDAGOGIK TEKNOLOGIYALARDAN FOYDALANGAN HOLDA TA‘LIM SIFATINI OSHIRISH</b> I.B.Mattiyev.....	143
<b>XORIJIY TILLARNI O‘RGANISH TIZIMINI YANADA TAKOMILLASHTIRISH VA UNING ISTIQBOLLI YO‘LLARI</b> T.K.Mardiyev, Sevinch Olimjon qizi Bozorboyeva.....	147
<b>MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER</b> N.Turdiyeva, Baxtiyorov Otabek.....	151
<b>THE ROLE OF POLITICAL DISCOURSE IN TEACHING</b> Madaminova Qunduz Alimbayevna.....	154
<b>MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER</b> N.Turdiyeva, Mardonova Sevinch Dobil qizi.....	157
<b>KONSEPTNING LINGVOKULTUROLOGIK KATEGORIYA SIFATIDA IFODALANISHI</b> Karimova Munisa Yaxyoyevna Imamov Navruz Pattaqulovich.....	161
<b>CHET EL OLIMLARINING TANQIDIY TAFAKKUR HAQIDAGI QARASHLARI</b> Akabirova Mehriniso Baxtiyorovna.....	165
<b>MASTERING MULTILINGUALISM: INNOVATIVE LANGUAGE TEACHING METHODS FOR THE MODERN LEARNER</b> N.Turdiyeva, Mardonova Sevinch Dobil qizi.....	170

<b>HOW THE USAGE OF MULTIMEDIA IMPACTS ON THE LEARNING OF FOREIGN LESSONS</b> Shodieva Gulnoza Nematilloevna.....	173
<b>THE ROLE OF INNOVATIVE TECHNOLOGIES FOR TEACHING ENGLISH</b> Djurayev Nodir Nosirillayevich Abrorov Jahkongirxon Bahodirxon o‘g‘li Bolbekova Ug‘iloy Jaloliddinovna.....	177
<b>SEVERAL FACTORS AND DEFICIENCIES IN LEARNING PRONUNCIATION SKILL OF ENGLISH AND OTHER FOREIGN LANGUAGES.</b> Akhmedova Nigina Ikhtiyarovna.....	179
<b>CHET TILI O‘QITISHDA KOMMUNIKATIV ALOQALARNING RIVOJLANTIRISH</b> Qurbonmurotov Abdulla Sherali o‘g‘li Bolbekova Ug‘iloy Jaloliddinovna.....	183
<b>INGLIZ VA O‘ZBEK TILLARIDAGI MUROJAAT SHAKLLARINING GENDER TADQIQI</b> Rasulova Dilnoza Shavkatovna .....	187
<b>INNOVATIONEN IM SPRACH- UND KULTURUNTERRICHT</b> Temirova Farangis Anvarovna, Isoqulov Shohruz Shaxzod o‘g‘li, Xolboyev Sardor Zokir o‘g‘li.....	189
<b>THE USAGE OF FLIPPED LEARNING AT SECONDARY CHILDREN</b> Rahimboyova Gulrukh Shavkat qizi .....	193
<b>III SHO‘BA. XORIJIY TILLARNI O‘QITISHDA XORIJIY TAJRIBALAR VA INNOVATSION TEXNOLOGIYALARDAN FOYDALANISH MUAMMOLARI</b>	
<b>ENHANCING FOREIGN LANGUAGE EDUCATION IN SOUTH KOREA: A NATIONAL EDUCATION SYSTEM PERSPECTIVE</b> Abdurakhimov Sukhbat, Mukhamadiyev Abdinabi.....	198
<b>CHET TILLARINI O‘QITISH SAMARADORLIGINI OSHIRISHNING ZAMONAVIY TEXNOLOGIYALARI</b> Aminov I.B., Qodirov R.N. ....	204
<b>ARNING IN TAJIKISTAN: ADVANTAGES AND DISADVANTAGES</b> Ismoilova Mutriba, Nasriddinova Maisara, .....	208
<b>ANXIETY IN LEARNING FOREIGN LANGUAGES: AN EXAMINATION OF UZBEK LEARNERS AT GACHON UNIVERSITY, SOUTH KOREA</b> Abdurakhimov Sukhbat, Chung Sun Joo.....	215
<b>DEVELOPMENT OF INNOVATIVE PRINCIPLES IN TEACHING FOREIGN LANGUAGES.</b> Khusainova L.Yu.....	218

<b>MAMLAKATIMIZDA XORIJIY TILLARNI O‘QITISHDA ZAMONAVIY PEDAGOGIK TEXNOLOGIYALARDAN FOYDALANISH OMILLARI</b> Xalquziyeva Mohira Asatullayevna, Karimova Adiba Abduhakimovna,.....	223
<b>ЭФФЕКТИВНЫЕ ПОДХОДЫ В ОБУЧЕНИИ АНГЛИЙСКОМУ ЯЗЫКУ (ESP-КЛАССЫ)</b> Бокиева Рохила Болибековна Норпўлатова Лайло Нуриддиновна.....	226
<b>ОБУЧЕНИЕ РУССКОМУ ЯЗЫКУ КАК ИНОСТРАННОМУ В ВУЗАХ УЗБЕКИСТАНА</b> Усманова Насиба Махмудовна.....	231
<b>WAYS AND SECRETS OF SUCCESSFUL TEACHING ENGLISH</b> Abdullayeva Dilafruz Tolibovna, Melikuziyev Javohir Kholmatovich.....	234
<b>THE MAIN ISSUES OF LINGUISTICS AND LINGUISTIC CULTURE</b> Turdiyeva Nilufar Anvarovna, Zokirova Feruza Zohidjon qizi.....	238
<b>HOW TO IMPROVE ENGLISH TEACHING PROCESS THROUGH DIGITAL TECHNOLOGIES</b> N.I. Salikhova, .....	241
<b>ТИЛШУНОСЛИКДА ТЕРМИНОСИСТЕМАГА ОИД НАЗАРИЙ ҚАРАШЛАР</b> Оstonov Ўткир Янгибоевич.....	245
<b>UNLOCKING THE POWER OF LANGUAGE: EXPLORING ITS INFLUENCE, EVOLUTION, AND IMPACT ON SOCIETY</b> N.Turdiyeva, Baxtiyorov Otabek.....	249
<b>IMPLEMENTATION OF COMPUTER TECHNOLOGY OPPORTUNITIES IN TEACHING FOREIGN LANGUAGES</b> Rasulova Z. Kh, senior teacher.....	253
<b>XORIJIY TILLARNI O‘RGANISH TIZIMINI TAKOMILLASHTIRISH CHORA-TADBIRLARI</b> Ostonov O‘tkir Yangiboyevich, Berdiqulova Madina Zokir qizi.....	256
<b>LINGUISTICS IS THE SCIENCE OF LANGUAGE</b> Turdiyeva N.A, Baxtiyorova D.B.....	259
<b>ТУРИЗМГА ОИД ТЕРМИНЛАРНИНГ ЛИНГВИСТИК ТАҲЛИЛИ</b> Оstonov Ўткир Янгибоевич,.....	262
<b>DIFFERENTIATION AS A CONDITION FOR INDIVIDUALIZATION OF LEARNING IN ENGLISH LESSONS</b> Shodiyeva Gulnoza Nematilloevna, Esirgapov Baxrom, Islommurodov Manucher.....	267
<b>PRESERVING LINGUISTIC DIVERSITY: STRATEGIES FOR LANGUAGE PRESERVATION AND REVITALIZATION IN A GLOBALIZED WORLD</b>	

Turdiyeva N.A., Ashirova M.M.....	271
<b>EDUCATIONAL TECHNOLOGY "SHADOWING" IN THE TEACHING OF FOREIGN LANGUAGES</b>	
Bolbekova Ug'iloj Jaloliddinovna, .....	276
<b>ДАСТЛАБКИ БОСҚИЧДА ЧЕТ ТИЛИНИ ЎҚИТИШДА ЯНГИ ТЕХНОЛОГИЯЛАРДАН ФОЙДАЛАНИШ</b>	
Шодиева Гулноза Нематиллоевна, Олимов Мирзобек, Лапасов Дилшод,.....	278
<b>WHAT IS ROLE OF THE ENGLISH IN THE INFORMATICS</b>	
Daminova Gulabza Ismatovna.....	282
<b>ОБЗОР ИСТОРИИ ИССЛЕДОВАНИЙ КОНТРАСТИВНОЙ ФРАЗЕОЛОГИИ И ТЕРМИНОЛОГИИ ШВЕДСКОГО И НЕМЕЦКОГО ЯЗЫКА</b>	
Темирова Фарангис Анваровна.....	289
<b>CONTRASTIVE PHRASEOLOGY</b>	
Abdullayeva Dilafruz.....	292
<b>BORROWING BRILLIANCE: CHALLENGES OF IMPLEMENTING FOREIGN LANGUAGE INNOVATIONS</b>	
Tolibov Temur Dilshodovich, Abduraufov Umed Abdukarimovich.....	295
<b>ENHANCING STUDENTS' SPEAKING ABILITY BY USING APHORISMS</b>	
Ahmedova Gulizebo Yakubovna.....	297
<b>ПЕРЕДОВЫЕ ИННОВАЦИОННЫЕ ПОДХОДЫ В ИЗУЧЕНИИ ИНОСТРАННЫХ ЯЗЫКОВ: НАЦИОНАЛЬНЫЙ И ЗАРУБЕЖНЫЙ ОПЫТ</b>	
Сатуллаев Азамат Дамирович, Абдуллаева Дилафруз Талибовна.....	303
<b>IV SHO'BA. KADRLAR SIFATINI OSHIRISH VA XORIJIY TIL O'QITUVCHILARINING MALAKASINI TAKOMILLASHTIRISH MUAMMOLARI</b>	
<b>INGLIZ TILIDA QURILISH SOHASIDAGI TERMINLARNI O'QITISHNING ILMIY-NAZARIY ASOSLARI</b>	
Bunyod Bazarov To'liqinjonovich, Mamadaliyev Muhammad Baxtiyor o'g'li...	307
<b>TOPONIMLARNI QIYOSIY-FUNKSIONAL TADQIQ ETISHDA FOYDALANILGAN LINGVISTIK METODLAR</b>	
R.Asadov.....	311
<b>NEMIS TILI IKKINCHI CHET TILI O'QITUVCHISINING KASBIY KOMPETENSIYASINI SHAKLLANTIRISH</b>	
Q.M.Begmatov PhD,dots.v.v.b.....	316
<b>GLOBALASHUV SHAROITIDA INNOVATSION YONDASHUVCHI MUTAXASISLAR</b>	
Jomonqulova Fazilat Esirgapovna.....	320

<b>МАМЛАКАТИМИЗДА ЕТУК КАДРЛАРНИ ТАЙЁРЛАШДА УЗЛУКСИЗ ТАЪЛИМ ТИЗИМИНИНГ АҲАМИЯТИ</b> Ш.З Ўрозов .....	324
<b>FUTURE DIRECTIONS OF FAMILY ENTREPRENEURSHIP AND ROLE OF LANGUAGES IN ITS ECONOMIC DEVELOPMENT</b> Kipchakova Sanobar, Ismoilova Aziza, Khakimov Dilshod.....	328
<b>INTERNATIONAL EXPERIENCES IN THE DEVELOPMENT OF THE TOURISM</b> U. Ostonov .....	333
<b>ФОРМИРОВАНИЕ НАВЫКОВ АКАДЕМИЧЕСКОГО ПИСЬМА ЧЕРЕЗ АКАДЕМИЧЕСКОЕ ЧТЕНИЕ У СТУДЕНТОВ ТЕХНИЧЕСКИХ ВУЗОВ</b> Саодат Амракуловна Рхматова.....	339
<b>ВОСТОЧНЫЕ РЕАЛИИ И ДИАЛОГ КУЛЬТУР В РАССКАЗЕ «ЗАПАДНЯ» АЛЕКСАНДРА КОЛМОГОРОВА</b> Чернова Татьяна Алексеевна .....	344
<b>МЕТОДИКА ПРЕПОДАВАНИЯ РУССКОГО ЯЗЫКА КАК ИНОСТРАННОГО В УЗБЕКИСТАНЕ</b> Раджабова Гульноза Арифжановна.....	348
<b>TIBBIY TA'LIM TALABALARINING KOMMUNIKATIV KOMPETENTLIGINI SHAKLLANTIRISH ZARURIY TARKIBIY QISMI</b> Ergasheva Shahlo Po'latovna.....	351
<b>MAHALLIY KORXONALARNING TASHQI IQTISODIY FAOLIYATI</b> Rahmonov Javlonbek Muxiddin o'g'li Uzganbayeva Dilnoza Toxtasinovna.....	356
<b>КОМПЕТЕНТНОСТЬ. ВИДЫ КОМПЕТЕНЦИИ В ПРЕПОДАВАТЕЛЬСКОЙ ДЕЯТЕЛЬНОСТИ</b> Абдуллаева Дилафруз.....	364
<b>ROLE OF FOREIGN LANGUAGES IN DEVELOPMENT AND POTENTIAL OF CYCLING TOURISM IN TOURISM INDUSTRY</b> D. F. Abdulkhayirov, Ravshanova Dilnoza Sayfiddin qizi.....	368
<b>THE OBJECTIVES OF TRAINING FOREIGN LANGUAGE TEACHERS</b> Shodiyeva Gulnoza Nematilloevna, Namozov Elshod.....	372
<b>THE IMPORTANCE OF FOREIGN LANGUAGES TO POPULARIZE HISTORICAL CITIES IN UZBEKISTAN IN THE DEVELOPMENT OF TOURISM</b> D. F. Abdulkhayirov, Ibrohimova Madina Ilhom qizi.....	375

<b>THE ROLE OF FOREIGN LANGUAGES IN DEVELOPMENT OF SERVICE SPHERE</b>	
D. F.Abdulkhayirov, Norchayev Sherali Urin o‘g‘li .....	378
<b>НАВЫКИ ЭФФЕКТИВНОГО ОБЩЕНИЯ</b>	
Темирова Фарангис Анваровна Абдушарифов Хадисбек Юлдаш угли Нурмонов Махмуд Хамза угли.....	381
<b>TURIZMNI RIVOJLANTIRISHDA XORIJIY TILLARNING O‘RNI VA AHAMIYATI</b>	
O.Sadiqov .....	384

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