



ЎЗБЕКИСТОН РЕСПУБЛИКАСИ МАДАНИЯТ ВАЗИРЛИГИ  
ЎЗБЕКИСТОН ДАВЛАТ САНЪАТ ВА МАДАНИЯТ  
ИНСТИТУТИ  
ТИЛЛАР ВА АДАБИЁТ КАФЕДРАСИ

# ФИЛОЛОГИЯ ВА МАДАНИЯТ МАСАЛАЛАРИ

Илмий-услубий мақолалар тўплами  
2-қисм



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2-қисм*

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Мазкур тўпламга Ўзбекистон давлат санъат ва маданият институти, Ўзбекистон давлат жаҳон тиллари университети, Тошкент темир йўл муҳандислари институти, Тошкент кимё-технология институти ҳамда республикамиздаги бошқа олий ўқув юртлири профессор-ўқитувчиларининг илмий ҳамда услубий мақолалари кирган. Тўпламда, шунингдек, институтнинг ихтидорли талабалари мақолалари ҳам жой олган.

Тўпламда республика таълим муассасаларининг асосий илмий-тадқиқот ва илмий-услубий йўналишлари, замонавий педагогик технологиялар ёрдамида ўқитиш тажрибалари ўз аксини топган. Ушбу илмий-услубий мақолалар тўпламдан умумий ўрта, ўрта махсус, касб-хунар ва олий таълим муассасалари профессор-ўқитувчилари, талабалар, мустақил тадқиқотчилар, шунингдек, таълим муаммоларига қизиқувчилар фойдаланишлари мумкин.

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## МАДАНИЯТ ВА АҲОЛИ ДАМ ОЛИШ МАРКАЗЛАРИ ХАЛҚ ХИЗМАТИДА

*Сойибназар Давлатов,  
ЎзДСМИ ооценти*

Ўзбекистон Республикаси мустақилликни эълон қилгач, ҳон ҳамжамиятига жадаллик билан интеграциялаша бошлади. Тижада ҳамкорлик алоқалари кучайиб, барча соҳада, шу младан маданият ва маънавият соҳасида ҳам ҳаракат қиллиги юзага келди. Бугунги кунда ёшлар маданияти ва ышвийтини юксалтириш, ўларнинг буш вақтини мазмунли икил этиш мақсадида Ўзбекистон Республикаси Вазирлар аҳкамасининг 2013 йил 25 июндаги “2013-2018 йилларда монавий маданият ва аҳоли дам олиш марказларини ташкил иш чора-тадбирлари тўғрисида”ги 178-сон қарори аҳолининг, икиса, болалар ва ёшларнинг интеллектуал, эстетик ва илдий эҳтиёжларини тўлароқ қондириш учун зарур монавий, ижтимоий-маданий ва маънавий-маърифий ассасалар яратиш мақсадида чора тадбирлари ишлаб чиқилди.

Замонавий маданият ва аҳоли дам олиш марказлари ўз олиятини миллий маданиятимиз анъаналарини ўрганиш ва олаб қолишда жамоатчилик эҳтиёжларини эътиборга олган да бадий ижод ҳамда ҳаваскорликнинг ижодий аббусларини ва аҳолининг ижтимоий-маданий фаоллигини олаб-қувватлаш, мазмунли дам олишни таъминлашга малтиради. Мустақиллик йилларида мамлакатимизда кўплаб тимой соҳаларнинг тубдан модернизация қилиниши, тимой турмуш даражасининг ўсиши аҳолининг ижтимоий- иший эҳтиёжларга булган талабларини оширди.

XXI аср фарзандлари замонавий мактаб ва коллежларда омиллаштирилган давлат таълим талаблари асосида ўқиб олим олмоқдалар. Бугунги кунда Ўзбекистон аҳолисининг андан-кунга ўсиб бораётган талаб ва эҳтиёжларини ўрганган да, юртимизда бунёд этилаётган маданият ва аҳоли дам олиш рказларида аҳолининг ижтимоий-маданий фаоллигини олаб-қувватлаш билан бирга мазмунли дам олишига эътибор ратилмоқда.

Шу маънода янгидан ташкил этилаётган замонавий маданият ва аҳоли дам олиш марказларида ҳам асосий ургу аҳоли учун янги хизмат турлари, тугараклар, бадний ҳаваскорлик жамоалари, студиялар, кизиқувчилар уюшмаларини ташкил этиш назарда тутилмоқда.

Жумладан, ушбу марказларда *халқ ҳаваскорлик ижодиёти тугараклари, миллий-амалий санъат тугараклари, номоддий маданий мерос ۋардоналарини урганиш тугараклари, студиялар, кизиқувчилар уюшмалари, спорт тугараклари, хорижий тилларни урганиш курслари* ташкил этилди.

Янгидан ташкил этиладиган маданият ва аҳоли дам олиш марказларида Ўзбекистоннинг номоддий маданий мероси объектларини сақлаб қолиш ва кўпайтириш, замонавий студиялар ва тугаракларни, шунингдек, бадний ҳаваскорлик жамоаларини ташкил этиш йўли билан бадний юқод ва амалий санъатни ривожлантириш мақсад қилиб қўйилмоқда.

Бунинг учун аҳолининг барча катламларига мўлжалланган маданий-маърифий хизматларни кенг ёйиш, интернет-студиялар, электрон ресурслар, шу жумладан, интернет воситасида ахборот-коммуникация технологиялари ва хорижий тилларни ўрганиш курслари ташкил этиладиган кўп функцияли залларда кизиқарли ва мароқли томошалар ва бошқа тантанали тадбирлар, мунозара клублари, спортнинг стол турлари ва интеллектуал уйинлар бўйича мусобақалар ўтказилишини ташкил этиш талаб этилади.

Ушбу вазифаларни амалга ошириш учун “Ўзбекистон ифтхори” ва “Юксак маънавият – енгилмас куч” шиорлари остида маънавий-маърифий, маданий-оммавий тадбирлар, миллий адабиёт ва санъат намоёндалари, спортчилар билан аҳолининг, шу жумладан, ёшларнинг эстетик ва маънавий эҳтиёжларини қондиришга йўналтирилган учрашувларни тайёрлаш ва ўтказиш, ушбу фаолиятга профессионал ижодий гуруҳлар ва таниқли санъаткорларни жалб этиш марказларнинг асосий иш йўналишларидан бири этиб белгиланди.

Ташкил этилган тугараклар, йиғинлар, уюшма ва студияларда иктидорли ёшларни аниқлаш, шунингдек, уларни маънавий қўллаб-қувватлаш ва ижодкор ёшларнинг кўмуқларини

тарғиб қилиш мақсадида фото ва амалий санъатнинг доимий ва вақтинчалик кўргазмалари, танловлар, халқ ижодиёти ва томоша санъатининг мини-фестиваллари, маҳаллий урф-одатлар ва анъаналарни акс эттирувчи оммавий театрлаштирилган байрамлар ва томошалар, халқ сайилари ўтказилади.

Ташкил этилган тугаракларда қатнашчиларга соҳанинг сир-асрорлари, ижодий-бадний дид, ранглар билан ишлаш техникаси ўргатилади. Ўсмир-ёшлар, ёш оилалар, умуман, марказга ташриф буюриши мумкин бўлган 7 ёшдан 70 ёшгача бўлган аҳолининг ўқишдан ва ишдан бўш вақтларини унумли, марокли ўтишини таъминлаш борасида улар компьютер сабоқлари, интернет билан ишлаш, маълумотлар излаб топиш, интернет орқали мулоқотга кириш, масалан, миллий кутубхонамизга кириш, мумтоз адабиётлар, миллий ғоя, урф-одатларга оид маълумотлар билан танишиш имкониятига эга бўладилар. Тугаракларнинг мунтазам равишда малакали мутахассислар, ўз ишнинг усталари томонидан олиб борилиши аҳолининг бўш вақтини мазмунли ва самарали ўтказишини таъминлаш билан бир қаторда, тугараклар қатнашчилари сонининг ортиши имкониятини яратади.

Вазирлар Маҳкамасининг жорий йилнинг 25 июнида қабул қилинган “2013-2018 йилларда замонавий маданият уйлари ва аҳоли дам олиш марказларини ташкил этиш чора-тадбирлари тўғрисида”ги 178-сонли қарорига кўра, энди маданият ва аҳоли дам олиш марказлари нафақат маданият ва санъат муассасаси сифатида, балки маърифат маркази сифатида ҳам фаолият кўрсатади. Марказларда аҳолининг бўш вақтини мазмунли ўтказиш учун уларнинг қизиқиш ва истакларини инобатга олган ҳолда янги хизмат турлари ҳам ташкил этилиб, фаолият юритмоқда.

Жумладан, компьютер саводхонлиги – ўсмир ёшларнинг бўш вақтларини унумли, марокли ўтишини ташкил этиш ва уларни компьютер технологиялари билан ишлаш бўйича билим кунжмаларини ошириш;

- хорижий тилларни ўргатиш курслари – ёшларнинг жаҳон тилларини ўрганишга бўлган қизиқиши асосида, юртимиз маданияти ва санъати тўғрисидаги бой маълумотларни хорижий

тилларда ҳам эгаллашлари ҳамда уларнинг илмий салоҳиятини янада ошириш;

- тўй маросимлари ва юбилейлар ўтказиш – аҳолига хизмат кўрсатиш ва сервис соҳасини янада ривожлантириш, маҳаллаларда тўй маросимлари ўтказиш тизимини такомиллаштириш;

- қизиқувчилар уюшмалари – аёллар ва ёшларнинг бўш вақтларини унумли, мароқли, қизиқарли ўтказишларини таъминлаш мақсадида “Дугонажон”, “Иқбол”, “Нилуфар”, “Заховат”, “Оила- муҳаббат қасри”, “Қувноқлар ва зукколар”, “Ўзбегим ўғлонлари”, “Қизлар давраси” ва “Қўли гул аёллар” каби қизиқувчилар уюшмалари ташкил этилиб ўз фаолиятларини олиб боришмоқдалар.

Ҳар бир марказда маънавий-маърифий ишлар соҳасидаги давлат сиёсати асосий йўналишларини бажаришга қаратилган йиллик календарь режалари– тадбирлар ишлаб чиқилиб ҳаётга татбиқ этилмоқда. Замонавий маданият ва аҳоли дам олиш марказларида тугараклар миллий ва касб байрамлари, шунингдек, Ўзбекистон Республикасининг бошқа касб байрамларига бағишланган тадбирларни ўтказишга кенг жалб этилади.

Йиллик календарь режа асосида ўтказилажак кўриклар, кўرғазмалар, фестиваллар ва тайловлар аҳолининг турли қатламларини жалб этган ҳолда ташкил этилади. Тугаракларда ўтказилаётган тадбирлар туғрисидаги материаллар оммавий ахборот воситалари ҳамда интернет тармоғида мунгазам ёритиб борилади.

Шунингдек, фаолият юритаётган барча тугараклар, студиялар, ҳаваскорлик жамоалари, уюшмалар, клублар ва курсларнинг ўз йўналишларига кура ҳисоботлари ташкил этилади. Бу эса аҳоли турмуш тарзини янада яхшилашга ва уларнинг маданий ҳордиқ чиқаришларига кумаклашади.

## COMPOSITIONAL AND STYLISTIC APPROACH TO THE STORY "THE OPEN WINDOW" BY SAKI

*Ziyayeva Shirin,  
Teacher of UzSWLU*

Hector Hugh Munro (18 December 1870 – 13 November 1916), better known by the pen name Saki, which may be a reference to the cupbearer in the *Rubāiyāt* of Omar Khayyam, was a British writer whose witty, mischievous stories satirize Edwardian society and culture. He is considered a master of the short story, and often compared to O. Henry and Dorothy Parker. Influenced by Oscar Wilde, Lewis Carroll and Rudyard Kipling, he himself influenced A. A. Milne, Noel Coward and P. G. Wodehouse.

Much of Saki's work contrasts the conventions and hypocrisies of Edwardian England with the ruthless but straightforward life-and-death struggles of nature. Nature generally wins in the end.

"The Open Window" is Saki's most popular short story. It was first collected in *Beasts and Super Beasts* in 1914. Saki's wit is at the height of its power in this story of a spontaneous practical joke played upon a visiting stranger. The practical joke recurs in many of Saki's stories, but "The Open Window" is perhaps his most successful and best known example of the type.

Framton Nuttel, a nervous man, has come to stay in the country for his health. His sister, who thinks he should socialize while he is there, has given him letters of introduction to families in the neighbourhood whom she got to know when she was staying there a few years previously. Framton goes to visit a Mrs Sappleton and, while he is waiting for her to come down, is entertained by her fifteen-year-old niece. The niece tells him that the French window is kept open, even though it is October, because Mrs Sappleton believes that her husband and her brothers, who were killed in a shooting accident three years before, will come back one day. When Mrs Sappleton comes down she talks about her husband and her brothers, and how they are going to come back from shooting soon, and Framton, believing that she is deranged, tries to distract her by talking about his health. Then, to his horror, Mrs Sappleton points out that her husband and her brothers are coming, and he sees them



walking towards the window with their dog. He thinks he is seeing ghosts and runs away. Mrs Sappleton can't understand why he has run away and, when her husband and her brothers come in, she tells them about the odd man who has just left. The niece explains that Framton Nuttel ran away because of the spaniel: he is afraid of dogs since he was hunted by a pack of pariah dogs in India. The last line summarizes the story, saying of the niece, "Romance at short notice was her speciality".

**Composition.** **Exposition:** The story starts off by the narrator giving details and background descriptions of the characters.

"My aunt will be down presently, Mr. Nuttel," said a very self-possessed young lady of fifteen; "in the meantime you must try and put up with me.

**Inciting Incident:** Framton, the main character, gets introduced to a plot and he takes it as truth.

"Her great tragedy happened just three years ago," said the child; "that would be since your sister's time."

"Her tragedy?" asked Framton; somehow in this restful country spot tragedies seemed out of place.

"You may wonder why we keep that window wide open on an October afternoon", said the niece, indicating a large French window that opened on to a lawn.

"It is quite warm for the time of the year", said Framton; "but has that window got anything to do with the tragedy?"

**Rising Action:** Framton gets introduced to Mrs. Sappleton and he thinks she is insane, but in reality she is telling the truth; this is setting up for the climax.

"I hope you don't mind the open window," said Mrs. Sappleton briskly; "my husband and brothers will be home directly from shooting, and they always come in this way. They've been out for snipe in the marshes today, so they'll make a fine mess over my poor carpets. So like you menfolk, isn't it?"

She rattled on cheerfully about the shooting and the scarcity of birds, and the prospects for duck in the winter. To Framton it was all purely horrible. He made a desperate but only partially successful effort to turn the talk on to a less ghastly topic, he was conscious that his hostess was giving him only a fragment of her attention, and her

travelling); "*chill shock*" (shock is defined as freezing to strengthen the meaning); "*Who was that who bolted out*" (human's movement is compared to the metal object to increase the intensity of the meaning).

**Epithet:** "*tone of distinct regret*" (reversed epithet); "*dreadful wet summer*"; "*dazed horror*"; "*shock of nameless fear*" (reversed epithet).

**Exaggeration:** "you will *bury yourself down...from moping* (so unwilling to act in a positive way, that makes you bury yourself).

**Oxymoron:** "*a fine mess*" (expressed in the combination of inadvertent and incidental contradictions).

The vocabulary used in the story is rather complicated and literary. The author tries to enrich the content with range of stylistic devices. Additionally, the author pays special attention to word choice. Thus the name of one of the main heroes is not called accidentally *Vera*. The author ironically chooses this very name since the owner of it contradicts to it with his deceitful action through the story. The title of the story is explicit, for the main action goes around this object. It is symbolical in the story. The title is quite appropriate to the content.

Saki dramatizes here the conflict between reality and imagination, demonstrating how difficult it can be to distinguish between them. Not only does the unfortunate Mr. Nuttel fall victim to the story's joke, but also so does the reader. The reader is at first inclined to laugh at Nuttel for being so gullible. However, the reader, too, has been taken in by Saki's story and must come to the realization that he or she is also inclined to believe a well-told and interesting tale.

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sizni ulgurji olganman xonim, ko'tara savdo bo'lgansiz.; Salimjon kechasi yomon tush ko'rdi: burni boltaga o'xshagan qop-qora bir barzangi Muhayyoni bir oyog'idan sudrab ketayotgan emish.

*Representation of the "youth" category on cross-level, specifically on lexical level in English language in the story "Red" by William Somerset Maugham*

"We'll take a bottle of booze along with us and get some girls in to dance," he said.; He was a Kanaka, a handsome, swarthy fellow, with somewhat the look of a later Roman emperor, inclined to stoutness; but his face was fine and clean-cut.; Send one of the boys up the mast to have a look"; Neilson wondered idly what sort of man he had been in his youth.; It was almost impossible to imagine that this creature of vast bulk had ever been a boy who ran about.; There was a native hut at the cove and as he stood there, wondering where exactly he should turn his steps, a young girl came out and invited him to enter.; And these two young things, she was sixteen and he was twenty, fell in love with one another at first sight.; The household consisted of two ancient crones, bowed and wrinkled, two younger women, and a man and a boy.; He wondered what she would say if he told her now that the fat old man sitting in the chair was the lover whom she remembered still with the passionate abandonment of her youth.

*Representation of the "youth" category in cross-level, specifically on morphological level in Uzbek language*

Nima uchun tengqurlari, hatto o'zidan katta qizlar ham uni "opacha" deb atashadi.

*Representation of the "youth" category in cross-level, specifically on syntactical level in Uzbek language.*

Bahorga chiqib Hakimjon Marg'ubaga sovchi qo'ydi.; Bular bir-ikki yil durust turmush qilishdi.; Oradan bir yil o'tib qiz ko'rishdi.; "Muhayyoni falonchining o'g'li parkda qo'ltiqlab yurgan emish" degan gap yurib qoldi.; Muhayyo tuzukkina bir odamning o'g'li Salimjon degan yigitga unashilgan ekan; Birov "Yoshlar o'zlari topishishibdi" dedi.; Men hali oila qurganim yo'q.

*Representation of the "youth" category in cross-level, specifically on syntactical level in English language*

soft roundness which Praxiteles gave him, and that suave, feminine grace which has in it something troubling and mysterious. His skin was **dazzling white, milky, like satin**; his skin was like a woman's."; "There was a native hut at the cove and as he stood there, wondering where exactly he should turn his steps, a young girl came out and invited him to enter.; She was rather **tall, slim, with the delicate features of her race, and large eyes like pools of still water under the palm trees**; her hair, **black and curling, fell down her back**, and she wore a wreath of scented flowers. Her hands were lovely.; "And these two young things, she was sixteen and he was twenty, fell in love with one another at first sight.; "And even now after all these years, when I think of these two, so young, so fair, so simple, and of their love, I feel a pang.; The household consisted of two ancient crones, bowed and wrinkled two younger women, and a man and a boy.

Representation of the category of "youth" in the form of number:

I can speak of Red only from hearsay, but I saw the girl three years after he first met her, and she was scarcely **nineteen** then. "And these two young things, she was **sixteen** and he was **twenty**, fell in love with one another at first sight.; "We are foolish and sentimental and melodramatic at **twenty-five**, but if we weren't perhaps we should be less wise at fifty."

Four months later she was **delivered of a still-born child**, and the old woman who had come to help her through her confinement remained with her in the hut. – representation in the form of verb.

To summarize, the results of the analysis of the category "youth" within the framework of typological categories show that the category of "youth" is basically represented on the cross-level and cross-class typological categories in the works "Muhayyo" by Abdulla Qahhor and "Red" by William Somerset Maugham.

In Uzbek and English languages the category of "youth" is reflected on three levels: lexical, morphological and syntactical levels. However the category of "youth" is reflected mostly on the lexical level as a dominant one in both languages. Above we dealt with more detailed analysis of the category "youth" point by point. Analyzing morphological level we noticed that it is specific for

созидательных способностей личности, что способствует приоритету самостоятельной учебной деятельности студента.

В настоящее время происходят существенные изменения в процессе обучения студентов, центр тяжести постепенно переносится на обучаемого, который активно строит свой учебный процесс. На первый план выходят новые методы обучения, новые подходы к организации и проведению семинарских и лекционных занятий, самостоятельной работы. Организация самостоятельной работы является одним из важнейших компонентов целостного учебного процесса в высшем учебном заведении. Она призвана научить студентов учиться самостоятельно, приобретать знания из различных источников информации, развивать способности к постоянному непрерывному самообразованию, стремлению к пополнению и обновлению знаний, творческому использованию их на практике, в сферах будущей профессиональной деятельности.

Для реализации такого подхода к обучению самостоятельная работа студента должна пронизывать все виды и формы занятий, она становится неотъемлемой частью всего процесса обучения.

Многообразие имеющихся форм занятий можно классифицировать следующим образом:

- лекционные и активные формы занятий;
- групповые и индивидуальные занятия;
- контрольные формы занятий;
- аудиторские и самостоятельные занятия.

Хотим поделиться опытом организации самостоятельной работы студентов при изучении различных тем. Мы чаще на своих уроках используем *метод проектов*, по содержанию межпредметные проекты (они особенно эффективны при изучении темы «Моя профессия», так как, при обучении языку специальности студенты сталкиваются со специальной терминологией), по продолжительности выполнения чаще используются краткосрочные (так как, одна тема рассчитана на 4-6 часов), по количеству участников групп-проекты.

А также при изучении темы «История моей Родины» тоже можно составить проект «Горжусь тобой, мой край родной»

5. Защита проектов перед другими группами и их презентация.

6. Участие в обсуждении проектов других групп.

Определяющим фактором самостоятельной работы можно считать организацию взаимоотношений преподавателя со студентами, которые выходят на уровень полноправного партнерства в условиях сотрудничества.

Индивидуальные задания при организации самостоятельной работы студентов могут выполнять обучающие и контролирующие функции. Причем при оперативном контроле упор делается больше на их обучающие функции, так как хорошо продуманные задания позволяют стимулировать познавательную активность студентов, способствуют саморазвитию личности, что свидетельствует об обучающем потенциале таких заданий.

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## TRANSLATION OF PHONETIC STYLISTIC DEVICE "ONOMATOPOEIA" IN ENGLISH TALES

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Onomatopoeia is a combination of speech sounds which aims at imitating sounds produced in nature (wind, sea, thunder, etc. - splash, bubble, rustle, whistle) by things (machines or tools, etc. - buzz) by people (singing, laughter, yawning, roar, giggle) and animals (moo, bleat, croak - frog). Therefore the relation between onomatopoeia and the phenomenon it is supposed to represent is one of metonymy that is it can be used in transferred meaning - tintinnabulation - the sound of bells.

For animal sounds, words like quack (duck), moo (cow), bark or woof (dog), roar (lion), meow/miaow or purr (cat), cluck (chicken)

imitation or onomatopoeia. Most of the research in the sphere of iconicity is in fact dedicated entirely to this instance of the phenomenon in general. And the few works raising the translation aspect of the problem (Vlakhov et al., 1980; Yermakova, 1993) also focus on it. S. Vlakhov and S. Florin symptomatically start their discussion of the problem with a quotation indicating the national uniqueness of onomatopoeic forms in different languages. Posing certain problems, this fact also means their rigidity, regularity in a language, which means that in most cases it is possible to find a dictionary equivalent to a particular case of sound imitation. This is true for many imitations of animal, mechanical and other sounds чик = slash; чик-чирик = tweet-tweet, etc.

There is an important argument around sound imitations being close to realia, equivalentless lexis unique to a language, grounded on their different phonetic composition. Convincing disproof is provided that this difference is superficial, while if one considers the correlated elements of different languages using phonosemantics methodology it becomes evident that they are commonly based on one and the same phonemotype (Bartashova, 2010). Thus the analysis of one of examples provided by S. Vlakhov and S. Florin can be an illustration of this thesis: *Eng. bang!, chin, dun!, zom, ham!* reveal a complete coincidence, with the initial phonesteme belonging to plosives, and the final - to resonants, indicating the type of sound starting with a stroke and ending with a droning.

Words that are considered to be onomatopoeia actually look like the sounds they make, and we can almost hear those sounds as we read. Using onomatopoeia in the literary texts looks impressive and they give us original picture of the world at the same time it is enjoyable to children to interpret such kind of a real piece of life. Then we will take a look at how onomatopoeia is actually used in tales. Traditional Folk tales are always popular, familiar characters and the lively, often humorous storylines make reading easy and thrilling. For instance:

1. "Jack and His Friends" is a fairy tale about companions who decide to seek their fortune and at the end they will find one house and stay as long as they wish. In this tale following examples of onomatopoeia are found:

-So in a minute Jack said, "Go!" And the cat mewed, "Miaow, miaow", and the dog barked, "Woof, Woof" and the cow mooed, "Moooo, moooo," and the goat bleated, "Me-e-e, me-e-e." And the cock crowed, "Cock-a-doodle-doo! Cock-a-doodle-doo!"

*Так в течение минуты Джек сказал, «начинайте» и кошка и кот мяукнул «Мяу-мяу» и пес залаял «Гав-гав» и корова мычала «Муу-муу» и коза заблеяла «Мее-мее» И петух кукукарекал «Кукарекукууу».*

- "Yes" said Jack, "the more and the merrier" So they went on, jigeltj-jolt, jigeltj-jolt.

*Чем больше, тем веселее. Так дальше, они пошли, ля ля ля.*

2. "The Cock, the Mouse and the Little Red Hen" is a fairytale about three friends who live together. After small misunderstanding they still stay together and live happily in the little house with the green door and the green shutters, which stand on the hill. In this tale following examples of onomatopoeia are found: - "Rat-tat-tat, Rat-tat-tat," the Fox knocked at the door.

*«Тук-тук-тук, Тук-тук-тук» лиса стукнула дверью.*

- "Doodle doodle do!" screamed the Cock, as he jumped on the back of the biggest arm-chair.

*«Ке каре куку» закричал петух, так как он прыгнул на спинку большого кресла.*

- The big bad Fox grumbled to himself as he went down the hill, till he came to the river. Splash! Splash!

*Большая плохая лиса проворчала при себя так как он шел над холмами до реки. Плеск! Плеск!*

3. The Rose Tree is the fairytale about a good man who has two children: a girl by a first wife, and a son by the second wife. The girl is white as milk and her hair is like a golden silk but her stepmother hates her. Unfortunately at the end of this tale splendid girl dies from a milestone which falls down on her head. In this tale following example of onomatopoeia is found:

- Then the little boy ran out to see the thunder and dropped the red shoes at his feet. It rattled the milestone against the eaves of the house once more, and the stepmother again said: "It thunders".

Tales of all nations and English tales as well have stylistic device onomatopoeia. It suggests phonetic means of expressing some



situations, phenomena, characters. It helps readers especially children to imagine realistic picture of the world with its all sounds and colors and in result to enjoy the process of reading.

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## ИЖТИМОЙ ЖАРАЁНЛАРДА ТИЛНИНГ ХАРАКАТЛАНИШИ

Қушоқова Б.Й.

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Тил миллат, элат, қабиланинг энг асосий белгилари сифатида унда гапирувчиларнинг ижтимоий, ижтимоий-худудий ижтимоий-профессионал фарқларини билдиради [3, 6]. Тилдаги ҳамма нарса шу сабабдан ҳам ижтимоийдирки, тил жамиятдан ташқарида бўлса бир нуқтада қотиб қолади, тилдан жамият аъзолари фойдаланмаса, у ўлик тил бўлиб қолади. Демак, тилсиз жамият, жамиятсиз тил бўлмайди. Бу икки тушунча бир-бири билангина ривожланади, тараққий этади.

“Кишилиқ жамиятининг асрлар давомида бутун тарихий жараёнида маълум бир гуруҳ томонидан эмас, балки бутун жамият ва жамиятнинг аъзолари томонидан яратилган ижтимоий ҳодиса” [1, 67] бўлган тил – ўз табиатига кўра жамиятда юз бераётган жараёнлар инъикоси.

Ижтимоий жараёнлар ўз навбатида тил ривожланиши ва тараққий этишининг ижтимоий омиллари бўлиб хизмат қилади. Зеро, Ф.де Соссюрнинг шогирди А.Мейе ёзишича, сўзларнинг маъноси ўзгаришига контекстдаги ички турткилар ва психологик жараёнлар эмас, балки уларнинг ортида турган ижтимоий омиллар сабаб бўлади. Жамият тараққиёти ва луғат таркиби ўзгариши, сўзларнинг кенгроқ ёки, аксинча, торроқ

тилушунослик тарихида тилнинг ижтимоий шартланганлик муаммоси; лингвистик аксиология ва ижтимоий тилшунослик 5) тил ситуацияларининг типологияси; 6) тил ҳаётини илмий бошқариш муаммоси; 7) жамият; 8) социолингвистик нуқтаи назардан тил ривожланиши [5; 72].

М.Т. Ирискулов ҳозирги кунда ижтимоий тилшунослик томонидан ҳал қилинган масалалар юзасидан айрим хулосалар[4; 157]ни келтирадики, уларда тил ва жамият узаро алоқадорлиги кузатилади. Жамиятнинг ривожланиши билан боғлиқ равишда ҳар бир даврда адабий тил услубларининг миқдори, унинг характерли хусусиятлари ва улар орасидаги узаро муносабат узгариб туради.

Шундай қилиб, тил ва жамият узаро алоқадорлигида шуларни санаб ўтиш мумкинки, жамият тараққиёт тилларининг ижтимоий вазифаларининг ортиб боришига олиб келиши; ҳамма адабий тилларнинг лугат таркиби кенгайиб, бойиб бориши, ижтимоий тараққиёт суратининг жадаллашиб бориши адабий тилларда ўз аксини топиб бориши; кўпчи халқлар тилларининг бир-бирига ўзаро таъсири ортиб бориши; миллатлараро алоқа воситаси вазифасини ўтовчи тилнинг ижтимоий роли ортиб боради ва унинг бошқа тилларга таъсири кучайиши; икки тиллилиқ ривожланиб бориши кузатилади.

Хулоса қилиб айтганда, жамиятнинг тилга утказган таъсири билан бир қаторда, тил ҳам жамиятга, жамиятнинг тараққиётига сезиларли таъсир утказади. "Албатта тилнинг жамиятга таъсирини жамиятнинг тилга таъсири билан солиштириш қийин, чунки тил – жамият маҳсули".

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So the crocodile turned around and swam back to the bank of the river. As soon as they reached the river bank, the monkey jumped off the crocodile's back and climbed up to the top of a tree.

"Where is your heart?" asked the crocodile.

"You are foolish," the monkey said to the crocodile. "now, I am free and you have nothing".

The monkey told the crocodile not to try to fool him again. The crocodile swam away, hungry.

**Drama.** Another successful listening activity is drama. Drama permits teachers to match structures and functions when they teach grammar, for example. Dramatic activities are believed to be vital and an effective tool when teaching second-language communication and phonology. Drama can be integrated with role-play and simulation, which makes it even more effective. Johnson and Morrow state that: "Drama can stimulate the imagination and motivate the student to use and experiment with the language he has already learned (131)." Activities based on drama are helpful because they increase students' motivation, raise their self-esteem, and make them feel integrated. As we can see, these factors are necessary if the teacher wants his students to get more involved in the class, i.e., in the listening-speaking process. A role-playing activity may illustrate this listening-speaking process.

The following activity is recommended:

The teacher asks students to work in pairs or small groups. In turns, he/she has each student in the pair or group pick up an imaginary object from the floor but should not say anything. The other classmates can try to guess what the object is. They can ask questions like: "Is it heavy?", "Is it smooth?", "Do you like it?" "Do you have one?", etc. According to the given answers the students may guess what the object is. They can also guess from the gestures the student makes.

**Dialogue.** Dialogue can be considered one of the most important activities in practicing listening. It is an active way to practice listening because during this activity the listener has to listen carefully to what the speaker is saying so that he/she can respond to what he/she hears.

Dialogue is a kind of role-playing activity in which the listener and the speaker change roles according to the dialogue's needs. The use of dialogues brings the following advantages:

**Listening to Music.** Music is a way through which languages are spread worldwide. Music contributes to enrich the culture of a country because it expresses people's feelings. There are two types of listeners: those who listen because they have some knowledge of the language and want to improve it and those who have little or no knowledge of the language and want to listen to the music simply for the fact that the singer's voice is nice or the melody is beautiful. Even a person with no knowledge of English tries to understand the pronunciation of the verses and sings as the music is being played.

Music normally reflects real life situations and therefore can be very useful in the classroom. Music motivates language learners. When student sings he/she repeats the lyrics. This repetition suggests that he/she is listening attentively. Dubin was cited in Celce-Murcia and Hilles and stated that: "Songs can be utilized as presentation contexts; reinforcement materials; vehicles through which to teach all language skills; and as a medium through which to present some of the most important cultural themes which pervade modern life (116)."

The following activity is recommended:

The teacher chooses a song from a well-known singer that draws the students' attention. Teacher tells students about the theme they are about to listen, then asks students to listen to the song related with topic. While listening they write down what they are listening to and next they sing the song following the melody. After that the teacher gives new vocabulary on the current theme. Students sit in small groups and write a short song that should be sung to the class.

**Watching films.** Watching films is a demanding yet interesting listening activity. In any listening activity teacher considers student's level and this aspect may bring success to the ELT class. While student listens to the radio he/she has to make a great level of effort to understand what is being said because he/she only listens to different people speaking but when he/she watches a film the level of effort is less because he/she has a set of images that helps him/her understand what is heard from the characters. Moreover student is able to understand most of the details in the film given that he/she can hear what a character is saying and see how the character

necessary that students do not talk with a loud voice. Each one has to listen on the phone.

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### THE EFFECTIVE WAYS OF TEACHING VOCABULARY

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Vocabulary *can* affect comprehension; however the most effective method of teaching vocabulary to intermediate level learners has not been determined yet. Many types of vocabulary instruction can have a positive effect on comprehension, particularly when these methods rely on multiple exposures to a word and interactive approaches.

Vocabulary is one of the important aspects of language teaching. There are many quotations of famous linguists which support this idea. For example, "Without grammar very little can be conveyed; without vocabulary nothing can be conveyed" (D. Wilkins). Hence teachers should be aware of how to present vocabulary effectively in order to help students to develop their vocabulary. There are so many words, so little time. When choosing which words deserve special instructional time, we don't have to do it alone. One of the biggest mistakes that the teachers make in vocabulary instruction is selecting all the words for the students and not giving them a say in the matter. All in all choosing the effective ways of teaching is very important in developing intermediate level learners' vocabulary.

Vocabulary is the knowledge of words and word meanings. As Steven Stahl puts it, "Vocabulary knowledge is knowledge, the knowledge of a word not only implies a definition, but also implies how that word fits into the world." Vocabulary knowledge is not

- Language-focused learning – deliberately learn new words and study more about previously encountered vocabulary, and teachers should pay special attention to vocabulary and vocabulary strategies. Make sure students get intensive reading practice, always getting feedback on their speaking and writing progress, learning and practicing strategies, and doing vocabulary exercises. Strategies include: guessing from context, using word cards, using word parts and using a dictionary.

- Fluency development – students become more proficient with words they already know. There should be no unknown vocabulary. Speed reading deals with extensive reading of easy material, the 4/3/2 activity, linked skill activities, when discussion leads to reading which leads to writing, repeated listening and repeated reading, and 10 minute writing.

Form is divided into spoken form, written form and word part. First, spoken form concerns with pronunciation. It is the initial stages of language learning for teacher to insist on a fair amount of pronunciation practice of new words to help learners acquire the correct stress pattern of syllabus. Second, written form concerns with spelling. Teacher should clarify the pronunciation before showing the written form. Finally, word parts concern with part of speech of word. Students need to know part of speech of the vocabulary such as it is verb, noun or adjective in order to use it effectively. In addition, students have to study about the affixes (the prefixes and suffixes) because it may indicate about the meaning. For example, 'superman' super means above or beyond and man mean human being. This is particularly useful for a higher level.

In teaching vocabulary, teachers need to look at two aspects of meaning in order to make students understand better in learning vocabulary of the English language. The first concerns the link between meaning and the world to which words refer. The second involves the sense relations that exist among words. First, if a word has reference to an object, action or event in the physical world, this can be described as denotative meaning. In contrast, connotative meaning relates to the attitudes and emotions of a language user in selecting a vocabulary and the influence of these on the listener or reader's interpretation of the word.

фируза ва хризолит тошлари билан безатилган кумуш билакузуклар топилган. Шунингдек, бу даврда инсонлар олтин тақиб юрган инсоннинг умри боқий бўлади деган ақидага риқилганлар.

Замонавий Фиръавн давлати (мил.ав. 1580-1090 йй) даврида мамлакат буйлаб заргарлик буюмларига кизиқиш ошиб боради. Натижада барча инсонлар тақинчоқлардан фойдаланадиган бўлдилар. Хусусан, эркаклар узук, зирак ва дурлардан ясалган тақинчоқлар тақибши урфга кирди. Ўн саккизинчи сулола вақили фиръавн Тутанхамоннинг топилган хазинаси бунга яққол далил бўла олади. Ўн тукқизинчи сулола давридан бошлаб, заргарлик буюмларини ясаш учун кумуш ишлатила бошланган.

Жоҳилия даври аҳлида руҳлар, аёллар ва болалардан назарланиш мумкин деган эътиқод мавжуд бўлган. Тумор эсуларни назардан ҳимоялайдиган тақинчоқ ҳисобланган [1].

Ислом дини кириб келгандан сўнг, аёлларга кумуш ва олтиндан ясалган зийнатлар тақибшига руҳсат берилган. Эркакларга эса фақат кумушдан ясалган заргарлик буюмларидан фойдаланишга ижозат этилган.

Ислом дини Сурия, Ироқ, Эрон, Миср ва Ливанга тарқалиши билан мазкур давлатларда ижтимоий-иқтисодий соҳалар ва саноат ривожланиб борди. Бу айниқса, санъат ва заргарлик буюмларини ясашда яққол намоён бўлди. Хуросонда олтин ва кумуш, Туркистонда эскут, Яманда анор тоши, Мисрда хризолит, Баҳрайнда гавҳарлар, Ҳиндистон ва Цейлонда металллар ва қимматбаҳо тошларнинг қўлиги ислом давлатларида заргарлик соҳасининг ривожланишида муҳим аҳамият касб этди. Манбаларга кўра, Бағдод қимматбаҳо тошларнинг асосий бозори бўлган [2]. Синай бадавий аёллари эса металл тангалар билан қопланган бош кийимлар кийишган.

Ислом даври Мисрда олтин ва кумушдан заргарлик ишларини яҳудий ва арманлар бажаришар эди. Мисрнинг қибти қабиласи олтин ва кумуш безакларни ишлаб чиқарардилар. Давлат бошқарувчилари заргарлар ишларини қўллаб қувватлаб, ҳаттоки, уларга уюшма тузишга кўмаклашдилар. Арманистонлик заргарлар Туркиядан диний сиқувлардан қочиб, Мисрга кучиб утадилар. Улар ўзлари билан турк ва европа

## THE PRINCIPLES AND METHODS OF TEACHING VOCABULARY

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The vocabulary, therefore, must be carefully selected in accordance with the principles of selecting linguistic material, the conditions of teaching and learning a foreign language in school. Scientific principles of selecting vocabulary have been worked out. The words selected should be:

- frequently used in the language (the frequency of the word may be determined mathematically by means of statistic data);
- easily combined (nice room, nice girl, nice weather);
- unlimited from the point of view of style (oral, written);
- included in the topics the syllabus sets;
- valuable from the point of view of word-building (use, used, useful, useless, usefully, user, usage)

The first principle, word frequency, is an example of a purely linguistic approach to word selection. It is claimed to be the soundest criterion because it is completely objective. It is derived by counting the number of occurrences of words appearing in representative printed material comprising novels, essays, plays, poems, newspapers, textbooks, and magazines.

Modern tendency is to apply this principle depending on the language activities to be developed. For developing reading skills pupils need "reading vocabulary" (M. West), thus various printed texts are analyzed from the point of view of word frequency. For developing speaking skills pupils need "speaking vocabulary". In this case the material for analysis is the spoken language recorded. The occurrences of words are counted in it and the more frequently used in speaking are selected.

The other principles are of didactic value, they serve teaching aims.

The words selected may be grouped under the following classes (M. West):

1. Words that we talk with or form (structural) words which make up the form (structure) of the language.



has also been identified as a source of variation. In classrooms, type of task can affect variation (Tarone & Parrish 1988).

The third principle is the creating of motivation. Motivation is probably the most frequently used catch-all term for explaining success or failure of virtually any complex task. It is easy to assume that success in any task is due simply to the fact that someone is "motivated." It is easy in second language learning to claim that a learner will be successful with the proper motivation. Such claims are of course not erroneous, for countless studies and experiments on human learning have shown that motivation is a key to learning and learning vocabulary as well.

The fourth principle is error treatment. One of the major issues involved in teaching vocabulary is the manner in which teachers deal with student errors. The most useful implication of Vigliani and Oiler's model for a theory of error treatment is that cognitive feedback must be optimal in order to be effective. Too much negative cognitive feedback — a barrage of interruptions, corrections, and overt attention to malformations — often leads learners to shut off their attempts at communication. They perceive that so much is wrong with their production that there is little hope to get anything right. On the other hand, too much positive cognitive feedback — willingness of the teacher-hearer to let errors go uncorrected, to indicate understanding when understanding may not have occurred — serves to reinforce the errors of the speaker-learner. The result is the persistence, and perhaps the eventual fossilization, of such errors. The task of the teacher is to discern the optimal tension between positive and negative cognitive feedback providing enough green lights to encourage continued communication, but not so many that crucial errors go unnoticed, and providing enough red lights to call attention to those crucial errors, but not so many that the learner is discouraged from attempting to speak at all.

The fifth principle involves taking into account personal factors of learners which the teacher usually deals with. Personal factors include:

- the affective domain emotional side of human behavior;
- self-esteem;
- inhibition - attempts to protect the ego;

Every national variant of English falls into a dialect is variant of the language that includes differences in grammar, vocabulary and pronunciation. Thus a dialect includes an accent, i.e. a way of pronouncing the language.

An accent is a unified entity of pronunciation patterns used in communicative interaction by the members of the same speech community.

Speakers of the same accent typically:

- 1) share a relevant social or geographical attribute and
- 2) maintain a uniform set of phonological characteristics despite a certain amount of limited phonetic and lexical-incident variation between them (Parashchuk 2000).

Sociolinguistics is the branch of linguistics which studies different aspects of language- phonetics, lexis and grammar with reference to their social functions in the society. The term sociolinguistics explains language phenomena in connection with factors outside the language faculty itself in terms of large-scale social structure and in terms of how people use language to communicate with one another. Language is indissolubly linked with the society: in it we can see a faithful reflection of the society in which people live.

Such fields of science as linguistics, sociolinguistics, psycholinguistics are inseparably linked in the treatment of various language structures. For example, the subject matter of ethnolinguistics gradually merges into that of anthropological linguistics and that into sociological linguistics and that into stylistics, and stylistics, and the subject matter of social psychology.

Some scholars consider functional stylistics to be a branch of sociolinguistics since it studies the distinctive linguistic characteristics of smaller social groupings (such as those due to occupational class, age and sex differences) (Shveyzer 1981; Macanalay 1977).

A language which is another tongue of several nations is called a polyethnic language or a nationally heterogeneous language, e.g. English, German, Spanish, etc. In a polyethnic language there can exist a great variety in terms of pronunciation.

correct, statistically relevant and/or enjoys social prestige (Parashchuk 2000).

The term "standard" is to be interpreted to mean implicit, considered to represent correct and socially acceptable usage for educated purposes. The use of the other pronunciation types is applied to certain regions, smaller localities, social, professional, and age groups. Thus varieties in pronunciation within a country can include a national standard of pronunciation and territorial accents. Accents always mark the geographical origin of the speaker.

Though every national variant of English has considerable differences in pronunciation, lexis and grammar, they all have much in common which gives us ground to speak of one and the same language—the English language.

## ПРОБЛЕМА ПЕРЕВОДИМОСТИ И НЕПЕРЕВОДИМОСТИ ФРАЗЕОЛОГИЧЕСКИХ ЕДИНИЦ

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Проблема переводимости вопрос, который волновал и продолжает волновать сейчас людей, причастных к переводу. Возможен ли полноценный перевод. Одни считают, что всякий перевод безусловно безнадежная попытка разрешить невыполнимую задачу, в то время как другие столь же решительно стоят на позициях принципиальной «переводимости» и объявляют всех сомневающих в этом «нигилистами». При этом и те и другие имеют возможность сослаться на известные реальные факты: сторонники теории «невозможности перевода» - на случаи расхождения культур, коммуникативных привычек носителей И.Я. и носителей П.Я. практически исключают равенство коммуникативных эффектов у тех и других; сторонники «принципиальной переводимости» - на подтвержденную общественной практикой эффективность двуязычной коммуникации посредством перевода.

Хотя эффективность двуязычной коммуникации переводом по сравнению с естественной меньше одноязычной, это не дает основания для утверждения «невозможности перевода». Руководствуясь аналогичной логикой, ссылаясь на неизбежные моменты недопонимания и непонимания, можно было бы равным образом отвергнуть также и возможность эффективной одноязычной коммуникации, речевой коммуникации вообще. Общественная практика доказывает в целом высокую эффективность речевой коммуникации одноязычной и двуязычной с переводом, несмотря на моменты недопонимания и непонимания и «пониженной переводимости».

Другая причина туловицевого положения, в котором оказалась проблема переводимости, заключается в том обстоятельстве, что коммуникативная роль речевых экстралингвистических, культурно-этнических и вообще этнических факторов «внеязыкового опыта» в одном случае недооценивалась, а в другом переоценивалась, утверждает Влахов. Представители концепции «тотальной переводимости» рассматривают перевод как некий изолированный акт перекодирования сообщения с одного языка на другой, вырванный из цепи двуязычной коммуникации, центральным звеном которой он является и на которую он «работает», оценивая эффективность перевода вне последовательной взаимосвязи с тем, ради чего он существует: конечным результатом двуязычного общения, регулятивным воздействием на адресата.

Итак, целью речевой коммуникации является нужное отправителю регулятивное воздействие на адресата, средством достижения этой цели являются передаваемые отправителем языковые знаки с их значениями, а условиями, в которых достигается цель, является языковой и жизненный опыт адресата.

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Epistemics are clausal-scope indicators of a speaker's commitment to the truth of a proposition (Bee & Fleischman, 1996: 61).

Epistemic modals must be analyzed as evidential markers, such that they are part of the extra-propositional layer of clause structure and take scope overall propositional operators... (Drubig, 2001: 44). The modal force of the utterance indicates that the speaker entertains the embedded proposition with a low degree of commitment:

(1) John may be at home.

(2) John is at home.

This position on epistemic modality is at odds with several semantic treatments of modality, in which epistemic modality (alongside other types of modality) is seen as regularly contributing to truth conditions. On these accounts, modal operators in natural language encode modal force (necessity or possibility) which gets related with respect to different types of contextual assumptions or conversational backgrounds (Kratzer, 1981; 1991, cf. Lewis, 1986; Brennan, 1993; Papafragou, 2000).

1.3. The objective-subjective distinction in modal verbs is reconsidered.

*Conversational backgrounds for epistemic modality* I propose that the main difference between subjective and objective epistemic modality is that the former, but not the latter, is *indexical*, in the sense that the possible worlds in the conversational background are restricted to what the *current* speaker knows *as of the time of the utterance*. By contrast, in the case of objective epistemic modality, possible worlds in the conversational background include what is generally known/what the publicly available evidence is. In this sense, objective epistemic modality is not tied to the here-and-now of the talk exchange, and indeed can be used for discussing future and past possibilities (cf. Lyons, 1977):

(27) Until Copernicus, it was certain that the Earth was the center of the universe.

(28) Yesterday it was possible that the stock market would go up today.

acquire the language in the process of using it as the language. No other objectivity except for the one which is confirmed in the depth of subjectivity" i.e. the language becomes subjective when being used.

The research of phraseology on the principle on 'man in language' gave a rise to the development of the new direction anthropocentric phraseology. Nowadays anthropocentric phraseology has undergone a new stage in its development. The aim of anthropocentric phraseology is the research of interaction between linguistic and extralinguistic meanings of phraseologism, or idioms. It is often referred to in an English-speaking world.

Idioms in English and Uzbek related to human body are also means of anthropocentric phraseology. Here are some common idioms based on the human body.

Idiom	Meaning	Example sentence
All ears	Fully listening	Give me a minute to finish my work and then I'll be all ears to hear about your project.
break a leg	good-luck	Today's the big game, eh? Break a leg!
Cold feet	nervous just before a big event	My sister didn't get cold feet until she put her wedding gown on.
cost an arm and a leg	Very expensive	These cakes are delicious, but they cost an arm and a leg.
cry your heart out	Cry very hard	I cried my heart out when my best friend moved away.
face the music	meet, stand up to unpleasant consequences, for example criticism or punishment	I stayed out all night. When I eventually got home I had to face the music from my wife.
(my) flesh and blood	Relative	I have to hire Mia. She's my own flesh and

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## TED TALKS IN TEACHING ENGLISH

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The world is developing and Internet has already invaded aspects of our life, which means the youth is also advancing with the same level. Most of them are able to discriminate between modern teachers and old-fashioned ones who are stuck to traditional methods and this obviously accounts for demotivation. Fortunately, there is a huge range of resources available for the modern teacher, and the right selection is crucial in delivering effective lessons. Therefore, one of the sources which can be utilized for drawing students attention and motivate them in the classroom is Ted Talks and learners definitely will reap benefits from it, because various topics assist to broaden students' outlook as well.

TED is a series of informative, educational, inspiring and sometimes jaw-dropping talks that present 'Ideas worth Spreading'. Ted has attracted many of the world's most important thinkers such as Larry Page, Bill Clinton, Bill Gates, Ken Robinson, and a few winners of the Nobel Prize.

There is an emphasis on informing, educating and opening people's eyes to new ideas, making them perfect for the classroom. Students love these talks and really appreciate it when you take the time to make a lesson out of them. Teenagers, being the 'YouTube generation', also find them highly engaging and motivating. They come with transcriptions in most common languages, allowing students to read what they have listened to in English or their native tongue.

Furthermore, TED Talks can absolutely be considered authentic and the reason is that the speakers are not simply reading a script which has been written by someone else, as is often the case with

There is one more thing to note which helps learners to improve their writing skill as well. Below every TED video there is a comments section where people discuss the video and the issues that came up in the video. Students can enter these debates and practice their writing at the same time.

To conclude, it might be said that, incorporation of TED Talks in English classes results in an engaging atmosphere for students and achieving expected outcomes for teachers.

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### INTEGRATING CULTURE INTO ESL CURRICULUM IN UZBEKISTAN

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Nowadays lots of people are going to language centers to learn English even our government has passed a law that even first year schoolchildren are being taught English. The purpose of learning this language differs such as studying in top-ranked Universities in the world, working for international companies with high salaries, working in a higher position in our government, being a guide or interpreters, majority of girls strongly wish to be flight-attendant and so on.

All of these reasons involve communicating with foreigners and native speakers and in order to avoid misunderstanding we must really be aware of culture. What is the connection between culture and language? How important is it to be competent to use the target language? What kind of socio-pragmatic failures are we going to have unless we are clued up about the culture when we are talking to a foreigner? So how should we study culture? Should we conduct special classes?

Above all these questions I have done some research and I have given my solution to these 'forthcoming' troubles that we are going to face.



how his English is fluent as your cultural viewpoint is bizarre. A kind of language examinations do not only test your fluency in language but also awareness of target culture.

If it is so essential how can we learn the culture? Although many researches supports the notion that culture and language are inseparable and discuss the importance of integrating culture in the classroom, not many of them give principles on how to incorporate them together or it is not suitable to our republic.

Should we conduct special subject of English speaking countries and culture? There are quite many different ways to evolve cultural awareness. They are following: Using technology – with the help of computers, CDROMS and video CDs teachers can provide better instructional materials for the integration of culture. Modern technology supplies superb authentic scenarios to English learners. Media can be another way, reading newspapers magazines printed in US or Canada can give valuable information and students can picture it in their mind.

Literature- According to Valdes 'literature is culture in action'. After having read only two or three novels you can imagine the culture of people in the country, besides that it also enriches your literature knowledge.

Teachers can invite foreigners to classroom and they can talk about their tradition, way of life, all about their life, in this case not only our students can get benefit and get the information from first hand, but also visitors will really enjoy talking about themselves, country, experience in life. We are opening all doors to holidaymakers, allowing them coming without visas, discounts and so on, so why should we not use them in educational purposes? At first we can give them reduction in prize for trips or we may offer some amount of money, after some time all of them will be willing to make visits to our schools, colleges and Universities not only to talk about their republics and themselves but also to find out what kind of generation are being brought up in Uzbekistan, it is also interesting to know our opinions about them.

The last but not least, student exchange programs. It is vital to experience target culture and living in an environment where English is spoken to be master of the language. We must be active in the

дунёнинг концептуал моделига тоза шаклда сезги ор  
олинган билимни қўшимча унсурлар сифатида кирити  
қаршилиқ керакмас бўлганидек, тилда сезгига алоқадор ахб  
тилдаги рационал унсурларга дунёнинг концептуал модел  
дунёнинг лисоний моделига қўшимча қилинади деган фик  
қўшилиб бўлмаслиги бу ягона гносеологик моҳият касб этади

Тилнинг лексик модели томонидан олиб кирилади  
қўшимча миллий субъектив информациянинг Сепир-Уорф  
назарияси бўйича дунёнинг лисоний манзарасига тил томони  
олиб кириладиган ўзига хос информация билан тенглаштир  
нотўғридир. Чунки тилнинг лексик модели бу гипотез  
дорасида нафақат лексик, балки грамматик томони билан х  
боғлиқ бўлиб келган. Шунинг учун тилнинг лексик моде  
томонидан киритилаётган информация ичидан граммат  
воситалар томонидан ифодаланган информацияни чиқар  
ташлаб бўлмайди.

Кўпгина тадқиқотчилар лингвистик нисбийлик назария  
ва хусусан Сепир-Уорф гипотезасига қайта-қайта мурожа  
қилдилар. Лекин унинг ҳимоясига хизмат қиладиган на назари  
ва на экспериментал жиҳатдан далил топа олдилар. Таниқл  
олим Э.Леннеберг Сепир-Уорф гипотезасининг экспериментал  
тадқиқоти муҳокамасини яқинлар экан, «сўзнинг билиш устидан  
зўрагонларча ҳукмиётинг жуда озгина исботи» [1, 354] деб хулос  
чиқаришга мажбур бўлди. Бу соҳада утказилган тадқиқотлар  
ҳам утказилган тажрибаларнинг келмаслигини кўрсатди [2, 25].

Миллий ўзига хосликни дунёнинг лисоний тасвирида эм  
балки инсон билиш фаолиятининг ўзига хослигидан қидириш  
керакки, бу нарса турли хил жўғрофий, тарихий, ишлаб  
чиқаришга алоқадор ва бошқа кўпгина омиллар билан  
чамбарчас боғлиқ бўлади [3, 25].

Айтиш керакки, тилнинг илмий ўзига хослиги  
муаммосини инсон дунёқараши билан алоқада мантиқий-  
фалсафий жиҳатдан таҳлил қилиш анчайин спекулятив  
характерда бўлиб қолмоқда ва «миллий тил-халқ тафаккури»  
муаммосини назарий жиҳатдан ўрганишга ҳеч қандай аниқ-  
равшан хулосалар чиқаришга ёрдам бермайди. Лекин тилнинг  
психолингвистик таҳлили онгнинг изоморф жараёни сифатида

характерини изоҳловчи омил сифатида ўзлари фойдаланадиган тилни белгилайди.

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### **ИНГЛИЗ ТИЛИНИ ЎҚИТИШ САМАРАСИНИ ОШИРИШДА ПЕДАГОГИК ТЕХНОЛОГИЯЛАРНИНГ ЎРНИ**

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Ўқитишнинг янги шаклларни яратиш буюк дидактик Ян Амос Коменский томонидан бу фанга солинган даврдан бери бу машгулотга алоқадор бўлган илғор олим ва мутахассисларнинг асосий мақсадларидан бўлиб келди. Хорижий тилларни ўрганишга бўлган қизиқишнинг бутун дунёда ортиб бориши эса янги, маъқул, юқори самара берадиган педагогик технологияларни ишлаб чиқиш вазифасини янада долзарб масалага айлантирди. Педагогик технологияларни қўллаш эса таълим самарадорлигини кескин оширувчи омилга айланди.

Чет элда ўтказилган тадқиқотларга кўра [1] “талабаларнинг тўла ўзлаштириши” тушунчаси ўқув материалнинг гуруҳдаги ҳар бир талаба томонидан 80-90%га ўзлаштирилиши тушунилади, яъни ҳар бир талаба ўқув фанини ўргача 85% га ўзлаштириши зарур. Бундай натижа фақат жуда катта тажрибали ажойиб профессор-ўқитувчиларда ва чет тили фанидан иқтидорли талабаларда кузатилиши мумкин.

Бу шароитда ўқувчининг тўла ўзлаштиришига қандай эришиш мумкин? Ўзбек педагоглари бунинг учта йўлини тавсия этади [2].

**Биринчи йул:** ўзлаштириш мезонини пасайтириш. Бунда ўқув фанини 55% ўзлаштирган талаба ўзлаштирадиган талаба деб ҳисобланади.

**Иккинчи йул:** профессор-ўқитувчилар таркибини олий даражали профессор ва доцентлар асосида тузиш. Бу гуруҳда каришдаги бали 80 дан 200 гача бўлган талабалар ўқиши мумкин. Бу йул – ҳақиқатдан узоқ идеаллаштирилган йулдир.

Талабаларнинг ҳаммаси иқтидорли бўлмаганидек, профессор ўқитувчилар таркибининг ҳаммаси ҳам иқтидорли, олий даражали бўла олмайди.

**Учинчи йул:** ўқув жараёнига педагогик технологияларни жорий этишдир. Бунда педагогик олимларнинг ўқитишдаги услублари мужассамлаштирилган бўлади.

Олимларнинг фикрича, оммавий ўқитиш шароитида талабаларнинг тўла ўзлаштиришга эришишини таъминлайдиган ягона тўғри йул – шу йулдир.

Бу ўринда чет тили ўқитувчисига қўйиладиган касбий талаблар мажмуи педагогик фаолиятга тайёрлик даражаси сифатида белгиланади. Биринчи томондан унинг таркибида психологик, психофизиологик ва жисмоний тайёргарликни, иккинчи томондан илмий-назарий ва амалий қобилиятларни касбий маҳорат асоси сифатида ажратиб кўрсатиш мумкин.

Ҳозирги кунда чет тили ўқитиш бўйича педагогик адабиётлар, таълим муаммоларига оид маърузалар, расмий ҳужжатларда “Прогрессив педагогик технология”, “Замонавий таълим технологияси” иборалари кенг қўлланилмоқда. Аммо “Педагогик технология” тушунчаси ҳали ҳам бир қолипга туширилмаган, энциклопедияларда изоҳланганича йўқ.

Жамиятимиз жадаллик билан тараққий этиб, иқтисодий ва сиёсий салоҳияти кундан – кунга ортиб бормоқда. Аммо иқтисодий соҳада, айниқса, таълим – тарбияда депсиниш ва умумий тараққиётдан орқада қолиш сезилмоқда.

Ўорижий мамлакатларда таълим бериш шакллари бир – биридан буткул фарқ қилади. Педагог, аввало, ҳар бир ўқувчининг иқтисодий келиб чиқиши, қобилияти, зехнини чуқур ўрганган ҳолда, унга мос таълим бериш усулларини ўйлаб топади. Чет тилларига оммавий равишда ўқитиш бутунгача

жуда кўп мамлакатларда амалда бўлса-да, ammo улар эришадиган натижалар ва сифатни юкори деб бўлмайдн [1].

Замонавий илм – фан даврида педагогикада ҳам турли технологияларнинг пайдо бўлиши, шубҳасиз, хорижий тиллар буйича дарс ўтишнинг сифат кўрсаткичларига таъсир ўтказди.

Замонавий педагогикада ҳам таълимнинг шундай моделлари, турли ёндашувлар ишланмоқда, улар таълимга, ишлаб чиқариш – технологик жараёнларга қулай ва самарали воситаларда эришишни кафолатлайди.

Т.С.Назарованинг қайд этишича, педагогик технология 70 - йилларнинг бошларида АҚШда юзага келган бўлиб, унинг асосчиси таниқли олимлар Б.Блум, Д.Кратвол, Н.Гронлунд, Ж.Керрол, Ж.Блок, Л.Андерсон ва бошқалар [2].

Педагогик технология оқими деярли барча ривожланган мамлакатларда тез тарқалди. Ҳозирги кунда кўнгина мамлакатларда бу жараён муваффақиятли ўзлаштирилмоқда. Кўнгина мамлакатлар педагогик технологиядан фойдаланиб, ўқувчилар ўзлаштиришнинг оширишда сезиларли натижаларга эришдилар. Масалан, Жанубий Кореяда педагогик технология буйича тажриба – синов тарзида ўқитиладиган 50 минг боладан 75 фонзи анъанавий ўқитишда фақат энг яхши ўқувчилар эришадиган натижаларни қўлга киритган.

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## CONCEPTUAL APPROACHES TO THE STUDY OF CULTURE

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V.V.Vorobiev in his monograph "Linguistics: Theory and Methods" offers the following definition: "cultural linguistics is the synthesizing complex scientific discipline, studying the relationship and interaction of culture and language". In Telia's opinion linguoculturology studies communicative processes in synchronical

relationships with ethnical mentality. The most essential notions are culture specific units, cultural concepts and national world picture.

V.A.Maslova defines cultural linguistics as a branch of linguistics which is based on cultural studies; as a humanitarian discipline that studies the material and spiritual culture that has been embodied in the national language and that appears in the linguistic processes. One of the new anthropologically oriented disciplines in the current research is linguoculturology. This discipline is of a synthesizing type and deals with the description of cultural and moral experience and ethnic mentality that are represented in a language by special cultural components in the meaning of language units. Under cultural linguistics V.A. Maslova also suggests "the integrative field of knowledge, absorbing the results of research in cultural studies and linguistics, ethnolinguistics and cultural anthropology" (Maslova V. A. "Linguoculturology" 2001).

According to Triandis (2000), research that studies culture and, more specifically, cross-cultural and intercultural communication in its various forms and social contexts, can approach the theoretical foundations and methodological design of their work from three different perspectives: the indigenous one, the cultural one and the cross-cultural one.

The "indigenous" approach focuses on the meaning of concepts in a culture and how such meaning may change across demographics within a given culture context. The focus of such studies is the development of knowledge tailored to a specific culture without any special claims to generality beyond the confines of that particular cultural context. The main challenge with the indigenous approach is the difficulty involved in trying to avoid the influence of pre-given concepts, theories and methodologies and therefore the difficulty of determining what the term indigenous (Adamopolous & Lonner, 2001) really means in any given culture.

The "cultural" approach is used to describe those studies which make special use of ethnographic methods. More traditional experimental methods can also be used in conjunction within this approach. Here again the meanings of constructs in a culture are the main focus of attention and there is little of direct comparison of constructs across cultures. The aim is to advance the understanding

of the individual in a sociocultural context and to emphasize the importance of culture in understanding his or her behavior. The challenge with this approach is a lack of a widely accepted research methodology (Adamopolous & Lonner, 2001).

Triandis (2000) states that, when using "cross-cultural" approaches, studies obtain data in two or more cultures making the assumption that the constructs under investigation are universals which exist in all of the cultures studied. One positive point about this approach is that it purports to offer an increased understanding of the cross-cultural validity and generalizability of the theories and constructs under investigation. The main challenge, however, comes from the need to demonstrate the equivalence of the constructs and measures used, and to minimize the evident biases that may threaten valid cross-cultural comparisons (Adamopolous & Lonner, 2001). Thus not only does the researcher conceptualize and operationalize, but also, and in addition, the differential factor is taken into account, that is to say, the way in which one and the same construct functions in a variety of different cultures.

Indigenous and cultural approaches focus on emics, or the things which are unique to a given culture (Kgisdyttir, Gerstein & Canel, 2008, p.190). These approaches are relativistic in that their aim is the in-depth study of the local context and the meaning of constructs without imposing a priori definitions on the constructs themselves (Tanaka-Matsumi, 2001).

Scholars working within these approaches usually reject claims that the theories they work with are universal. On the other hand, in the cross-cultural approach the focus is on etics, or factors that are universal across cultures (Brislin, Lonner & Thorndike, 1973). Here the goal is to understand similarities and differences across cultures, and the comparability of cross-cultural categories or dimensions is emphasized (Tanaka-Matsumi, 2001). Summing up, emics focus on "the native's point of view"; etics focus on the "comparative cross-cultural point of view." Emics and etics are perhaps the two most crucial constructs in the study of culture (Bhawuk & Triandis, 1996, p.23). TRIANDIS' classification, and the references to "emic" and "etic" questions remind us that "Malinowski's dilemma" is still as valid today as it ever was, and that the tensions between "cultural

Гибкость в младшем школьном возрасте специально не развивают, но упражнениями и играми поддерживают естественную подвижность в суставах и эластичность мышц. Для развития гибкости особенно благоприятен возраст 10-12 лет, при помощи гимнастических упражнений, игр и т.д., добиваются широкой амплитуды движений.

В среднем возрасте увеличивается количество упражнений на гибкость с предметами и без предметов. Для развития и совершенствования гибкости методически важно определить оптимальные пропорции в использовании упражнений на растягивание, а также правильную дозировку нагрузок.

Если требуется достижение заметного сдвига в развитии гибкости уже через 3-4 месяца, то рекомендуются следующие соотношения в использовании упражнений: примерно 40% - активные, 40% - пассивные и 20% - статические. Чем меньше возраст, тем больше в общем объеме должна быть доля активных упражнений и меньше статических. Специалистами разработаны примерные рекомендации по количеству повторений, темпу движений и времени «выдержек» в статических положениях. На первых занятиях число повторений составляет не более 8-10 раз.

Упражнения на гибкость рекомендуется включать в небольшом количестве в утреннюю гигиеническую гимнастику, вводную (подготовительную) часть урока по физической культуре, в разминку при занятиях спортом.

Упражнения на гибкость важно сочетать с упражнениями на силу и расслабление. Как установлено, комплексное использование силовых упражнений и упражнений на расслабление не только способствует увеличению силы, растяжимости и эластичности мышц, производящих данное движение, но и повышает прочность мышечно-связочного аппарата. Кроме того, при использовании упражнений на расслабление в период направленного развития подвижности в суставах значительно (до 10%) возрастает эффект тренировки.

Нагрузку в упражнениях на гибкость в отдельных занятиях и в течение года следует увеличивать за счет увеличения количества упражнений и числа их повторений. Темп при



активных упражнениях составляет 1 повторение в 1 с, при пассивных - 1 повторение в 1-2 с; «выдержка» в статических положениях - 4-6 с.

Упражнения на гибкость на одном занятии рекомендуется выполнять в такой последовательности: вначале упражнения для суставов верхних конечностей, затем для туловища и нижних конечностей.

На начальном этапе работы над развитием гибкости достаточно трех занятий в неделю. Кроме того, трехразовые занятия в неделю позволяют поддерживать уже достигнутый уровень подвижности в суставах. Перерывы в тренировке гибкости отрицательно сказываются на уровне ее развития. Так, например, двухмесячный перерыв ухудшает подвижность в суставах на 10-12%.

В последние годы за рубежом получил широкое распространение стретчинг - система статических упражнений, развивающих гибкость и способствующих повышению эластичности мышц.

Термин стретчинг происходит от английского слова stretching - натянуть, растягивать. В процессе упражнений на растягивание в статическом режиме занимающийся принимает определенную позу и удерживает ее от 15 до 60 с, при этом он может напрягать растянутые мышцы. Физиологическая сущность стретчинга заключается в том, что при растягивании мышц и удержании определенной позы в них активизируются процессы кровообращения и обмена веществ.

Существуют различные варианты стретчинга. Наиболее распространена следующая последовательность выполнения упражнений: фаза сокращения мышцы (силовое или скоростно-силовое упражнение) продолжительностью 1-5 с, затем расслабление мышцы 3-5 с и после этого растягивание в статической позе от 15 до 60 с. Широко используется и другой способ выполнения упражнений стретчинга: динамические (пружинистые) упражнения, выполняемые в разминке или основной части занятия, заканчиваются удержанием статической позы на время в последнем повторении.

Методика стретчинга достаточно индивидуальна. Однако можно рекомендовать определенные параметры тренировки.

Продолжительность одного повторения (удержания позы) от 15 до 60 с. (для начинающих и детей -10-20 с). Количество повторений одного упражнения от 2 до 6 раз, с отдыхом между повторениями 10-30 с. Количество упражнений в одном комплексе от 4 до 10. Суммарная длительность всей нагрузки от 10 до 45 мин. Характер отдыха - полное расслабление, без трусой, активный отдых.

Техника безопасности при занятии стретчингом:

1. Комплекс упражнений на растяжку обязательно должен начинаться с тщательной разминки, включающей в себя «разогревающие» упражнения для всех частей тела.

2. Внимательно прислушивайтесь к своим ощущениям во время выполнения упражнения. Исключите из программы упражнения, при выполнении которых вы испытываете сильные болевые ощущения.

3. Не выполняйте движение до появления сильной боли.

4. Не делайте маховых и баллистических движений.

5. Если имеете какие-либо ортопедические проблемы, посоветуйтесь со специалистом по поводу того, все ли упражнения вам можно выполнять.

Гибкость по степени важности можно поставить на второе место после выносливости. Упражнения на растяжку являются самым эффективным средством оздоровления организма и гармоничного физического развития.

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## **METODIKA: TUSHUNCHALAR VA YO'NALISHLAR**

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Metodika pedagogning tarkibiy qismi bo'lib, insonni shakllantirishda muayyan maqsad sari qaratilgan sistematik faoliyat to'g'risidagi hamda ta'lim tarbiya berishning mazmunu, shakli va metodlari haqidagi fandiur [3, 7].

Qisqacha qilib aytganda, metodika, ma'lum bir fanni o'rganish va o'qitish metodlari to'g'risidagi fan hisoblanadi. Metodika fanining metod tushunchalari, mazmuni, o'zining maqsadlari, ilmiy tekshiruv metodlari va vositalari mavjuddir.

Shunday qilib, metodika haqida bir qancha tushunchalar hosil qilsak:

1. Metodika - ma'lum bir fanni o'qitish, hamda tarbiyaviy ishlar qonuniyatlarini amalda qo'llaydi.

2. Metodikaning maqsadi - alohida o'quv fanlarni o'qitish va tarbiyaviy ishlarni sifatli bo'lishini ta'minlashdir.

3. Metodikani qo'llash miqyosi - xususiy fanlarni o'qitishda, hamda tarbiyaviy ishlardadir.

4. Metodika vositalari - alohida fanlarni o'qitishda va tarbiyaviy ishlarda qo'llaniladigan vositalardir.

5. Metodikaning pedagogik jarayoni - ta'lim-tarbiya metodikasi asosida yangilik yaratadigan o'qituvchilarning ilg'or tajribalariga tayangan holda rivojlanadi. Xususiy tajribalar vositasida boyitiladi.

6. Metodikaning natijasi - oldindan belgilangan maqsadga har bir o'qituvchi o'z imkoniyatlarga qarab turli darajalarga erishadilar. Bunda asosan ijodkor ta'lim beruvchilargina yaxshi natijalarga erishadilar.

7. Metodikaning kelib chiqishi, ta'lim tarbiyaning turli xususiy masalalarini hal qilish zarurati natijasida kelib chiqqandir [4, 207].

Metodikani til bilan bo'g'laydigan bo'lsak, tillarni o'qitish metodikasi hozirgi kunda mamlakatimizda keng miqyosda rivojlanmoqda. O'z ona tilimizning o'qitish metodikasining predmeti, ona tilining mavzusiga doir, nutq, yozuv, o'qish grammatika, fonetikani o'zlashtirishda, zamonaviy pedagogik texnologiyalar asosida ta'lim berish hisoblanadi. Bunda metodikaning amaliy

ahamiyati ta'lim oluvchilarning til boyligini har tomonlama to'liq bo'lib olishlarini ta'minlashdir.

Ona tilimizni o'rganish bilan bir qatorda, chet tillarni ham o'rganish hozirgi zamon talabidir. Turli sohalardagi yetuk mutaxassis bo'lish uchun chet tilining o'rni beqiyosdir. Chet tili o'qitish metodikasi bu yo'lda yetakchi hisoblanadi. Chet tillarni o'qitish metodikasi lingvodidaktikaning ajralmas qismi hisoblanadi. Ona tili, rus tili, chet tillarni o'qitish metodikasini- lingvometodika o'z ichiga oladi. Metodika fani o'z navbatida umumiy va xususiy metodikaga bo'linadi [2, 8].

Umumiy metodikada umumiy va chet tilini o'qitish masalalari, o'qitish metodlari, tamoyillari, usullari yo'llari va vositalari keng yoritilgan. Xususiy metodika esa, birgina chet tilini o'qitish masalasi bilan shug'ullanadi. Chet tillarni o'qitish metodikasi o'z oldiga:

1. Chet tili o'qitish metodikasidan bo'lajak mutaxassislarda keng nazariy zamin yaratish;

2. Ta'lim oluvchilarda, ta'limning tamoyil, metod va vositalarini keng miqyosda ijodiy qo'llash, ularda malaka va ko'nikmalarni hosil qilish;

Til o'rgatish metodikasi sohasida olib borilayotgan tadqiqotlar shuni ko'rsatadiki, boshqa fanlarda qanday metodlar qo'llanilayotgan bo'lsa, aynan o'sha metodlar- metodika va bir-biriga yaqin bo'lgan fanlarga oid qo'llanmalarni tahlil qilish, ta'lim beruvchilarning ish tajribalarini o'rganish va tajriba ishlari o'tkazish metodlari qo'llaniladi.

Shunday qilib, til o'rganish metodikasi ijtimoiy aspektlarni o'z ichiga olgan holda lingvodidaktik ta'riflardan kelib chiqqan. Shu o'rinda metodika til o'rganish tizimining 3 tizimini o'z ichiga oladi: metodika, lingvodidaktika, sosiolingvistika.

Til o'rganish metodikasi- dinamik holat hisoblanadi, ya'ni o'zgaruvchan bo'ladi. Metodika mavjud bo'lgan til lingvodidaktik ta'rifga muhim o'zgartirishlar kiritishi ham mumkin. Bunday o'zgartirishlarni amalga oshirishda juda ko'p lingvistik va ekstralingvistik shartlarga bog'liq [1, 124]:

- Chet tilini o'rganish shartlari;
- O'quvchining o'rganayotgan ikkinchi chet tilining qardoshligi yoki qardoshmasligi;

➤ O'rganilayotgan va ona tilini lingvokulturologik xususiyatlari;

➤ Maktab va oliy o'quv yurtlarining psixologik va psixolingvistik xususiyatlari;

➤ Yashab turga hudud, joy, viloyat...larning davlat tilini o'rganishdagi xususiyatlari( umumiy yashab turgan aholini bilish darajalari, maktab va oliy o'quv yurtlarida til o'rgatish sistemasi, aynan o'sha tilni o'rgatish muhim yoki muhim emasligi);

➤ Ikkinchi tilni o'rganishdagi mentalingvistik xususiyati;

➤ Shu hududdagi ikkinchi chet tili (ona tili) o'rganishdagi tarixiy xususiyatlari (maktab va oliy o'quv yurtlarida shu til oldindan o'rgatiladimi yoki yangi tilmu) va hokazolar.

Shunday qilib, yuqoridagi fikrlardan ko'rinib turibdiki, metodika ozgarib turadigan, ya'ni u bir tarmoqli emas, u ko'p tarmoqlidir.

Xulosa o'rnida shuni ta'kidlash kerakki, lingvodidaktika bilan metodika bir-biri bilan chambarchas bog'liqdir. Lingvodidaktika tillarni o'qitishdagi umumiy nazariya hisoblansa, metodika esa, tillarni o'qitishdagi muammolarni, ya'ni tilshunoslik shug'ullanadigan hodisalarni tekshiradi.

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## LINGVODIDAKTIKA - TILLARNI O'QITISHNING UMUMIY NAZARIYASI

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Lingvodidaktika va metodika tushunchalari bir-biri bilan chambarchas bog'liqdir. Metodika deganda bilish faoliyatining shakllari, metodlari majmui haqidagi fan tushuniladi. Bu fan esa, didaktikaning bo'limi hisoblanadi.

M. Dzhusupovning ta'kidlashicha, lingvodidaktika va metodika o'rtasidagi farqlari shundan iborat: 1) Lingvodidaktika bu o'rgatish maqsadlari sari yo'naltirilgan til nazariyasining ta'rifidir; Metodika bu o'rgatish jarayoni, ya'ni o'rgatuvchi auditoriyaga lingvodidaktik ta'riflarni qo'llash [2, 26-32]

Didaktika yunoncha so'zdan olingan bo'lib, "didasko" "o'qitish", "didaskol" "o'rgatuvchi" degan ma'nolarni anglatadi [3, 163].

Didaktikaning so'zma-so'z tarjimasida esa ta'lim nazariyasi anglatadi. Didaktika fani ta'lim mazmunini tanlash muammolarini bilan shug'ullanadi, ta'lim metodlari va vositalarining qo'llanilishi haqida ishlab chiqadi.

Didaktika atamasini birinchi bo'lib, XVII asr boshlarida olim va tilshunos olimi, Volfgang Ratixiy-Ratki (1571-1635) "o'qitish san'ati" ma'nosida fanga kiritgan. U didaktika nomi ostida, nazariya va metodologik asoslarini tadqiq qiladigan ilmiy fanni tushunadi. Didaktikaning ilmiy-fundamental asoslarini esa ilk bor chex olimi Ya.A.Kamenskiy (1592-1670) tomonida ishlab chiqilgan. Kamenskiy 1657 yilda "Buyuk didaktika" asarini chex tilida yozib tugatadi. Kamenskiy didaktika nomi ostida "Hammani hamni narsaga o'rgatish san'ati" [4] deb tushunadi.

Didaktika fani ko'plab olimlarimiz tomonidan talqin etilgan. Jumladan, bu fanning mohiyatini ishlab chiqishda, G.Pestallos, I.Gerbert, K.D.Ushinskiy, V.Ostrogorskiy, P.Kapterev kabi mashhur olimlar o'z hissalarini qo'shganlar. Bu yo'nalishda, Yu.K.Babanskiy, N.Gruzdev, M.Danilov, B.Yesipov, L.Zonkov, M.Skatkin kabi didaktiklar ham o'z hissalarini qo'shishgan.

XIX asrning o'rtalariga kelib, bu fan alohida fan sifatida o'rganila boshlandi. O'zbekistonda dastlab, jadid maktablarida didaktikaning tamoyillarini ishlab chiqishga harakat qilingan. Hozirgi kunda O'zbekistonda oldingi erishilgan yutuqlarini saqlab qolgan tarzda, yangiliklar bilan sayqallanib, boyitilib yanq bosqichga ko'tarilmoqda.

XX asrning o'rtalariga kelib, adabiyotlarda tillarni o'qitishga mo'tjallangan "Lingvodidaktika" atamasi amalda qo'llanila boshlandi. O'zbek tilida Lingvodidaktika "Til ta'limshunosligi" deb ham yuritilmoqda. Lingvodidaktikaning o'quvchilarning til tajribas

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## INGLIZ TILINI O'RGANISHDA SO'ZLASHISH MAHORATINI OSHIRISH USULLARI

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Hozirgi kun zamonaviy texnologiyalari va rivojlanishlar d deya bejiz aytilayotgani yo'q, chunki barcha qilinayotgan ishlar samarasini ko'rsatib bermoqda, shular bilan bir vaqtda tilga bo'lgan munosabat, ayniqsa ingliz tiliga bo'lgan e'tibor ham oshib bormoqda. Bularni aytmadan ilojimiz yo'q, chet tillariga bo'lgan ishtiyoqni oshirish maqsadida O'zbekiston Respublikasi birinchi prezidenti I.A.Karimovning ta'limda o'qitishning chet tillariga bo'lgan munosabatini o'zgartirish va butun dunyoda kechayotgan ta'limning rivojlanayotgan metod va usullarini O'zbekiston yoshlari uchun ham milliy urf-odat va an'analarga sodiq qolgan tarzi zamonaviy Yevropa va Sharq davlatlari kabi til o'qitishdagi to'liq asosiy mahorat (4 skills)ni tadbiiq etish masalasi 2012 yilning dekabrda "Chet tillarni o'rganish tizimini yanada takomillashtirish chora-tadbirlari to'g'risida"gi qarorlarida o'z aksini topdi, albatki. Lekin, bu darhol yuzaga chiqadigan voqelik emas edi. Buning yuqorida ta'kidlangan mahoratlar o'quvchilarda tilni ijro etishga bo'lgan hadik va qo'rquvni o'zida aks ettirardi. Shu qatori, o'rganishda so'zlashish mahoratini o'stirish ingliz tilini o'rganuvchilarida darhol yuzaga chiqmaydigan va mashaqqat talab qiluvchi to'siq bo'lib xizmat qilardi. Shu bois, ushbu qayta qo'ndirilgan masala ingliz tilini o'qitish va o'rganishda muammo bo'lib kelayotgan so'zlashish mahoratini rivojlantirish yo'llarini bag'ishlangan edi. Shularni ham eslatib o'tish lozimki, ingliz tilini

Hali hanuz chet tilini o'qitishda bahs-munozaraga sabab bo'layotgan muammolardan yana biri, o'qituvchilar ko'plab vaqtlarini uyatchan o'quvchilar, jimlikka o'rganib qolgan yoki umuman boshqalar oldida hayajonlanuvchilar uchun o'qitish usulini izlashda davom etib kelmoqdalar. Shuningdek, ular o'z oldilariga qo'ygan savol ham o'quvchilarni qanday vositalar yordamida o'zaro ta'sirga, ya'ni bir-biri bilan gaplashishda ixtiyoriy ravishda o'zlariga nisbatan ta'sir doirasini kengaytirish yoki jalb etish qobiliyatini oshirish borasida izlanmoqdalar. Bu savolga aniqlik kiritish maqsadida biz Gerbert J. Volbergning o'quvchilarning o'rganishdagi ushbu vaziyatlaridan chiqish to'g'risidagi fikriga murojat etishimiz maqsadga muvofiqdir. Unga ko'ra, "Barcha yoshdagi o'rganuvchilarda, jumladan, garchi bola bo'ladimi, o'smir yoki o'spirin, ularning barchasida katta guruhlar oldida rasmiy nutq so'zlashdan avval baribir qo'rquv va hayajon hissi namoyon bo'ladi". Shu bois, u o'z qarashlarini quyida berilgan fikrlar orqali davom ettiradi. Eng ko'p kuzatilishi lozim bo'lgan faoliyatlardan biri, bu o'qituvchining dars xonasi muhitida motivatsiya tushunchasini keng yoyish va o'quvchilarni biron ish qilishga undashda ularda ishonch va ishtiyoq hislarini kuchaytirish.

Buning aksi, ya'ni ushbu harakat omillari kuzatilmagan dars jarayonida esa psixik omillarni yo'qotishdan ko'ra, ularni, ya'ni shu omillarni o'zida aks ettirgan o'quvchilarning xatti-harakatlarida hech qanday ijobiy o'sish holati yuzaga kelmasligi, yanada ochiqroq qilib aytganda, ular o'zini o'zlashtirish darajasi yuqori bo'lgan o'quvchilardan panoh izlaganidek, qanotlari ostiga berkinishlariga hech shak-shubha yo'q. Bu esa, o'qitish jarayonida boshqa bir muammoli holatni, ya'ni uyatchanlik va xavotirga tushish ularning qobiliyatlarini jamoaviy mashqlarda baholashda qiyinchilik tug'diradi. Bu muammoni kamaytirishning boshqa maqsadli yo'llaridan biri ularni juftlik yoki jamoaviy mashqlar jarayonida o'zlashtirish darajasi yuqori bo'lgan o'quvchilarning ularga birlashtirilgan a'zolari bilan o'zaro nutqiy muloqotga kirishish imkoniyatini yaratish mumkinligidadir. O'quvchilarning bu kabi omillarni yo'qotish usullarini son-sanoqsiz topishimiz va izlashimiz mumkin. Shuningdek, ushbu usullar darsning barcha bosqichlarida o'quvchilarning erkinlik bilan ishlashiga yordam beradi. Albatta, bu



jarayonlar o'qituvchi tomonidan baholanishi va ularda yanada qiziqish uyg'otish maqsadida rag'batlantirishlar talab etiladi, bu kabi harakatlar o'quvchida o'ziga bo'lgan ishonchni o'stirishga yordam beradi.

Xulosa o'rnida shuni qayta inobatga olish lozimki, ingliz tilida sozlashish mahoratiga bag'ishlangan barcha darslar oldindan tashkillashtirilgan va darsda sodir bo'lishi mumkin bo'lgan vaziyatlarni oldindan ko'ra bilishi kerak. O'quvchilar dars jarayonida ijtimoiy va o'z xatti-harakatlarini o'rganilayotgan chet tilida rivojlantirib borar ekan, ular o'z hamrohлари bilan birgalikda yangi usullarda o'rganishni kashf qilib boradilar

## CULTURAL-SPECIFIC AND UNIVERSAL FEATURES OF THE LINGUA CULTURAL CONCEPTS

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Language is both a product and an important part of culture. By languages in a holistic manner, one can gain an insight into the universal human nature; analyzing languages in the idiosyncratic way, an individual can gain a profound understanding of any specific culture. Languages (culturally) provide evidence of different ways of conceptualizing and categorizing human experience. Culture often shapes both ways of thinking and ways of feeling. However, to study all these, we need a clear and reliable conceptual framework. In cultural specific and universal features of the lingua-cultural concepts of "Happiness" and "Baxt" in the English and Uzbek Languages. We will compare the verbalization of the concepts "Happiness" and "Baxt" by means of lexical and phraseological units, sayings and proverbs and as well as by quotations of famous people. "Happiness" is a universal concept and it exists in the mind of all nations. Human beings and their relations to events and each other constitute a core feature of human experience.

There are a lot of similarities in verbalizing of the concept "Happiness" and "Baxt" in the English and Uzbek languages.

**HAPPINESS**

*Love*

**BAXT**

= *Sevish*

<i>To be loved</i>	=	<i>Sevilish</i>
<i>Joy</i>	=	<i>Kulgu, sevinch</i>
<i>Contentment</i>	=	<i>Hayotdan mamnunlik</i>
<i>Pleasure</i>	=	<i>Hayotdan xursandlik</i>
<i>To have a family</i>	=	<i>Ahil oila</i>
<i>Achievements</i>	=	<i>Ishi yurishish</i>
<i>Freedom</i>	=	<i>Erkinlik</i>
<i>Happy life</i>	=	<i>Baxti kulmoq</i>
<i>Luck</i>	=	<i>Omad kelishi</i>
<i>Work</i>	=	<i>Mehnat</i>
<i>Bliss</i>	=	<i>Saodat</i>

From above given table compare the conceptual characteristics of the concepts "Happiness" and "Baxt". These similarities are researched from verbalizing of the concepts "Happiness" and "Baxt" by means of lexical and phraseological units, sayings, proverbs and quotations of famous people.

**1. There is only one happiness in life, to love and be loved.**

This is George Sand's quotation about "happiness". He mentioned that "happiness" is love and be loved.

*Bir tomonda desangiz tovsday tovlanib, gulday ochilib baxtiyor kuyov-kelinlar o'tiribdi. A.Qodiriy, O'tgan kunlar.*

The great Uzbek novelist Abdulla Qodiriy in his novel "O'tgan kunlar" wrote: There are sitting happy bride and bridegroom blossoming like flower, glittering like peacock in another part. Here "happy" means "loving".

**2. Happiness comes when your work and words are of benefit to yourself and others. Edith Wharton.**

Here we understand that we are happy when our work and words brings advantage to others.

*Mehnat baxt kelirar, yalqovlik - baxtsizlik.*

From this proverb the Uzbek mean that work brings happiness, flax brings unhappiness.

**3. Happiness is having a large, loving, caring, close-knit family in another city. (George Burns)**

*Ahil oila - baxtli,*

*Noahil oila - vaqtli.*

*Friendly family is happy, unfriendly family is temporary.*

4. Happiness is spiritual, born of Truth and Love. It is unselfish; the refore it cannot exist alone, but requires all mankind to share it. (Mary Baker Eddy)

*Odanning eng baxtli vaqti – boshqalarga ezgulik qilgan oqalaridir.* (Alisher Navoiy)

Meaning: Man's happiness is doing good deeds for others.

5. Happy is that is happy in his children.

*Qizning baxti – erving davlati.*

Daughter's happiness is father's wealth. Seeing child's perfection and happiness is like wealth for parents.

From given examples the similarities of verbalization of the lingua-cultural concept "Happiness" and "Baxt" in English and Uzbek. These similarities are the universal features of verbalization of the concepts "Happiness" in English and "Baxt" in Uzbek.

The differences in verbalization of the lingua-cultural concept "Happiness" and "Baxt" in the English and Uzbek Languages. English and Uzbek are two different nationalities with different living manners, religion, culture and language. By research of the verbalization of the concept "Happiness" we have found out conceptual characteristics which do not exist or don't have equivalents in verbalization of the concept "Baxt" in Uzbek.

The conceptual characteristics of the lingua-cultural concept "Happiness":

*Satisfaction (qoniqish), Creative effort (ijodiy harakat), Peace of mind (ko'ngil pokligi), Gratitude (minnatdorchilik), Spiritual experience (ma'naviy tajriba) Hope (umid), Gratefulness (yaxshilikni bilish), Spiritual wealth (ma'naviy boylik), Kindness (mehrionlik), Prosperity (rivojlanish, gullab yashnash).*

These conceptual characteristics have not found their reflection in verbalization of the concept "Happiness" in Uzbek. As the religion of the Uzbek is Islam ideas like satisfaction and hope are deeply in Uzbek people's mind. We can't imagine Uzbek man without these qualities.

The conceptual characteristics of the lingua-cultural concept "Baxt":

*Tenglik (equality), Insoniy vazifa (human duty), Iqbol, Tole, Ezgulik (good deed), Odob (courteousness), Ahd (audacity), Sabr*

(patience), Tavakkal (risk), Totuvlik (peaceful coexistence), Fazilat (positive quality), Jamiyat va oilada o'z o'rnini topish (find one's own place in the society and in a family), Moddiy va ma'naviy ehtiyojlarni qondirish (satisfy one's material and moral).

Such kind of conceptual characteristics have not found their reflection in verbalization of the concept "Happiness" in English. The notions like iqbol, tole and totuvlik do not exist in the vocabulary of the English language. And notions like ezigulik, odob, ahd and fazilat are not expressed with their exact meaning in English.

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## INGLIZ TILI DARSLARIDA YANGI PEDAGOGIK TEKNOLOGIYALARNING QO'LLANISHI

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"O'quvchi - bo'sh joyni to'ldirish kerak bo'lgan idish emas, u - yondirish kerak bo'lgan mash'aldir". K.D.Ushinskiy.

Bugungi kunda respublikamiz ijtimoiy, iqtisodiy, siyosiy, ma'naviy, ilmiy va madaniy taraqqiyotining hozirgi bosqichida, yuqori malakali kadrlar tayyorlash oliy ta'lim muassasalariga, pedagoglarga, filologlarga kata mas'uliyat yuklanmoqda. Til insoniyat asrlar mobaynida to'plagan milliy qadriyatlar va madaniyatni saqlab qolish uchun xizmat qilib kelmoqda. Tilning lug'at boyligi uning tanasi bo'lsa, Grammatik qoidalar uning joni va hayot bag'ishlovchi kuchidir. Fikrni aniq anglatish va uni to'g'ri tushunish, qonun-qoidalarini o'rganish va o'rgatish grammatikaning eng asosiy vazifasidir.

Yuqoridagi fikrlarni davom ettirgan holda, aytmoqchimizki "Ta'lim to'g'risidagi qonun" va "Kadrlar tayyorlash milliy dasturi"da chet tili ta'limida yangi pedagogik texnologiyalar va interfaol usullardan samarali foydalanish zarurligi ko'rsatilgan.

tayyorgarlikdagi kamchiliklarini bartaraf etish va soha bo'yicha tayyorgarliklarni oshirishga yordam bermoqda.

Ta'limni tashkil etishga nisbatdan innivatsion yondashuvlar mazmuni haqida so'z borar ekan, avvalombor Pedagogik texnologiyani Metodikadan farqi haqida ma'lumotlar berishga va undagi muommalarni ochishga harakat qildik.

Hozirgi kunda pedagogic texnologiya haqidagi aniq tushuncha va tassavurlar ko'p bo'lsada, uni xususiy metodika bilan qo'llash hollari uchraydi. Aslida esa ular orasida jiddiy farqlar mavjud bo'lib, quyida ular haqida qisqacha bayon qilinadi.

Pedagogik texnologiya - o'quvchini mustaqil o'qishga, bilim olishga, fikrlashga o'rgatishni kafolatlaydigan jarayondir.

Metodika-o'qituvchining bilimi, ko'nikmasi, mahorati, shaxsiy sifatlari, temperamentiga bog'liq bo'lib, o'qituvchi uchun qulay bo'lgan o'qitish usullari va yo'llari majmuyidir. Pedagogik texnologiyaning maqsadi-komil insonni shakllantirish, metodika esa o'z oldiga alohida o'quv fanlarini o'qitish va tarbiyaviy ishlarning sifatlari bo'lishini ta'minlashni maqsad qilib qo'ygan bo'ladi.

Bundan tashqari, shuni aytib o'tishimiz joizki, har bir pedagog kasbiy kompetentlikka ega bo'lishi kerak. Kompetentlik - (inglizcha "competence-mahorat, qobiliyat) mutaxassis tomonidan alohida bilim, ko'kinma va malakalarning egallanishi va yuqori darajadagi kasbiy malaka, mahorat va iqtidorni namoyon eta olishidir.

Kasbiy kompetensiyaga ega mutaxassis;

-o'z bilimlarini izchil boyitib boradi;

-yangi axborotlarni o'zlashtiradi;

-ularni qayta ishlaydi va o'z amaliy faoliyatida samarali qo'llaydi.

Xulosa qilib aytish mumkinki, o'quvchi ham o'qituvchi ham o'z ustida ishlashi, malaka va ko'nikmalarini oshirishi til bo'yicha bilimlarini mustahkamlab, so'z boyluklarini oshirib borishlari kerak.

#### Foydalanilgan adabiyotlar:

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## USING AUDIO - LINGUAL METHOD TO IMPROVE STUDENTS PRONUNCIATION

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Pronunciation is undeniably important in a communication. Learners with good pronunciation in English is more likely to be understood even if they make errors in other areas, whereas learners whose pronunciation is difficult to understand will not be understood, even if their grammar is perfect. It does not matter how good a learner's vocabulary or grammar is if no one can understand them when they speak. Most students in our country have problems in pronunciation. The cause of having difficulty in pronunciation is due to the differences between two languages, such as articles, prepositions and stress. It is known that stress in the Uzbek language is moving stress. It always moves at the end of the sentence. But in English, stress is steady. As to articles and prepositions, you know, there is not any kind of articles and prepositions in the Uzbek language.

In order to solve this problematic issue connected with pronunciation, we can utilize some methods in learning target language. The last but not least, it is believed that Audio-Lingual Method will be best applied to solve the students' pronunciation problems in the class. The audio-lingual method, which is sometimes called the Army Method, or New Key, is a style of teaching used in teaching foreign languages. It was established in the USA, after the second world war. The Audio-Lingual Method was first used in National Defence Language college.

In the audio-lingual method, lessons are often organized by grammatical structure and presented through short dialogs. Often, students listened repeatedly to recordings of conversation and focused on accurately mimicking the pronunciation and grammatical structures in these dialogs. Like the direct method, the audio-lingual method advised that students should be taught a language directly, without using the students' native language to explain new words or grammar in the target language. However, unlike the direct method, the audio-lingual method did not focus on teaching vocabulary.

Rather, the teacher drilled students in the use of grammar. Applied to language instruction, and often within the context of the language lab, it means that the instructor would present the correct model of a sentence and the students would have to repeat it. The teacher would then continue by presenting new words for the students to sample in the same structure. In audio-lingualism, there is no explicit grammar instruction: everything is simply memorized in form. The idea is for the students to practice the particular construct until they can use it spontaneously.

Moreover, not only that they are more confident in practicing that the researcher has found out that, but also that they are more independent in learning as one of positive impacts after the teaching of Audio-Lingual method. Thus, the teacher centered learning is indeed suitable for them as beginners; they might need the teacher a lot in the class learning. In this method teachers correct the students immediately after they made mistakes in pronunciation.

The following example show a typical audio-lingual drill and pattern practice:

- Repetition: The student repeats an utterance as soon as he hears it.

- Inflection: One word in a sentence appears in another form when repeated, for example:

Teacher: I ate the sandwich

Student: I ate the sandwich

- Replacement: One word is replaced by another.

Teacher: He bought the car for half-price

Student: He bought it for half-price.

- Restatement: The student rephrases an utterance.

Teacher: Tell me not smoke so often

Student: Do not smoke so often.

Principles of Audio-lingual method.

1. Language is speech and not writing. So correct pronunciation, stress, rhythm and intonation are emphasized.

2. Listening and speaking should be taught before reading and writing.

3. Language is a set of habit. Learning is controlled through behavior.

4. It teaches the language not about the language.
5. Instructions are given in the target language.
6. Students' native language interferes as little as possible with the students' attempts to acquire the target language.
7. Teaching is directed to provide students with a native-speaker-like model.
8. Errors are carefully avoided because they lead to the formation of bad habits.
9. Positive reinforcement helps the students to develop correct habits.
10. Students are encouraged to learn to respond to both verbal and nonverbal stimuli and etc.

In the Audio-Lingual Method, teachers want their students to be able to use the target language communicatively. In order to do this, they believe students need overlearn the target language, to learn to use it automatically without stopping to think and achieve this by forming new habits in the target language and overcoming the old habits of their native language. The teacher is like an orchestra leader, directing and controlling the language behavior of her students. She is also responsible for providing her students with a good model for imitation. Students are imitators of the teacher's model or the tapes she supplies of model speakers. They follow the teacher's directions and respond as accurately and as rapidly as possible.

Considering mentioned above, the researcher fully recommended that teachers or other researchers to apply Audio-Lingual Method in teaching and improving pronunciation to students. While they are speaking, teachers correct students' errors immediately and directly. Students are encouraged to change certain key words or phrases in the dialogue. By this way, they can promote not only their speaking skill, but also their pronunciation will be astonishing.

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## ЎЗБЕК АНЪАНАВИЙ ФОЛЬКЛОРИНИНГ БУТУНГИ КУНДАГИ ҲОЛАТИ

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Ҳар бир халқнинг ўз маънавий мероси, бадий бойлиги бўлади. Бу хазина ўша халқнинг ўтмиши нақадар бой, илдизи нақадар мустаҳкам эканидан дарак бериб туради. Ўзбек халқ фольклори бебаҳо дурдонадир. Ҳеч бир халқнинг фольклори ўзбек фольклоридек бой ва серқирра бўлмаса керак. Бир қанча чет давлатларда гостроль сафарларида бўлганимизда ҳам бир неча бор бунинг гувоҳи бўлганман. Ўзида бир нечта жанрлар, бир нечта йўналишларни жамлаган ўзбек фольклори бутун дунёда таян олинган ва эътироф этилмоқда. Буни 2009 йилда ЮНЕСКОнинг "Инсониятнинг номоддий маданий мероси" Репрезентатив рўйхатиغا "Катта ашула" жанрининг, 2014 йилнинг ноябрида Аския санъатининг киритилишида яққол кўришимиз мумкин. Бундан ташқари "Бойсун баҳори" ЮНЕСКО қарори билан халқаро фестивал мақомини олди ва нодир маънавий ёлгорлик сифатида рўйхатга олинди. Шунингдек, ЮНЕСКО қарори билан 1999 йилда ўзбек халқининг қахрамонлик эпоси "Алтомиш" яратилганлигининг 1000 ва халқимиз мифологик тафаккурининг нодир дурдонаси "Авесто" яратилганлигининг 2700 йилликлари ўзбек фольклоршунослиги тараққиётида айрича аҳамиятга эга бўлиб, жаҳон миқёсида ўзбек фольклорига кизиқишни кучайтирди. Бу ўзбек халқи учун жуда катта воқеълик. Ҳали бу рўйхат ўзимизнинг алла, ёр – ёр, улан ва бошқа шунга ўхшаш жуда кўп кўшиқларимиз, миллий удум, анъаналаримиз ва бир қанча фольклор жанрларимиз билан бойиб бораверади. Чунки уларда ўзбек халқининг бой тарихи, орзу умидлари, гўзал урф-одатлари ва анъаналари мужассам. Йиллар, замонлар ошиб бу бебаҳо дурдоналарнинг безавол авлодларга етказилишида халқимизнинг меҳнати ва фидойчилиги таҳсинларга лойиқдир.

Аслида фольклор ҳар бир халқнинг ўзи ҳақидаги бадий хотираси саналади. Халқ - фольклорнинг ижодкори. Фолклор қабила, уруғ, элат, халқ ёки миллатнинг мафқураси ва

мураккаб жараён бўлиб, талабалардан алоҳида тайёргарлик ва меҳнат талаб этади. Хоразмлик талабаларнинг дostonчилик йўналишидаги ширвоний услубни янада мукамалроқ ўзлаштиришга интилишлари, кизларнинг қадимий халфа қўшиқларини излаб топиб, қайта тиклашга, жон бағишлашга уринишлари ҳар қанча таҳсинларга сазовор, назаримизда. Бундай талабаларга дарс бериш жараёнида, ўзбек фольклори ўлмайди ва у ҳали узоқ яшайди деган хулосага келаман.

Бундан ташқари ўзбек фольклори тарихи, бутунги кундаги аҳволи ва келажакни борасида бир қанча илмий изланишлар қилинаётгани барчамизни қувонтиради. Фольклоршунослик йўналишида бутунги кунга қадар бир қанча илмий изланишлар қилинди ва улар давом этмокда. Мутахассис олимларимиз томонидан бир қанча рисоалар, илмий нашрлар, китоблар чоп эттирилмокда. Булардан Ўрозали Тошматовнинг “Фольклор қўшиқлари”, Нозим Қосимовнинг “Мусиқа фольклор ижрочилиги”, Гулшод Отабоевнинг “Фольклор қўшиқ ижрочилиги”, Саодатхон Йўлдошевнинг “Фольклор — этнографик жамоалари услубиёти” ўқув қўлланмаларини эътироф этиш мумкин.

Ютуқ ва қувончли ҳолатларни эътироф этиш билан бирга камчилик ва нуқсонларни ҳам эътибордан четда қолдирмаслик керак ҳамда уларни бартараф этиш чораларини ҳам изламоқ даркор. Фольклоршунос олимлар, адиблар ва шоирлар томонидан олибборилган изланишлар самараси ўлароқ халқ қўшиқлари, мақол ва топишмоқлари, эرتак ва дostonлари, ривоят ва афсоналари, нақл ва латифалари тўпланиб махсус тўпламлар кўринишида бир неча минг нусхаларда чоп этилди. Бу жуда катта меҳнат бўлиб, халқимизнинг маданий ҳаётида муҳим рол ўйнайди. Бу нашрлар қанчалик муҳим ва аҳамиятли бўлмасин, халқ ижоди намуналарини жонли ижро ҳолатидаги жозибасини бера олмайди. Сабаби жонли ижрода матндаги ёзув жонланади. Овоз, товуш, оҳанг, куй, ижро услуби ва бир қанча хусусиятлар халқ ижоди намунасини бор бўйи баста билан кўрсатиб, тингловчи ёки томошабиннинг руҳиятига самаралироқ, кучлироқ таъсир кўрсатади. Бу ижод

намуналарнинг жонли ижросида завқ, шавқ, шижоат, кайфият, жозиба ва шукуҳ ўзгача бўлади.

Бу ижод намуналарини дискларга ёки видеотасвирга ёзиб юмшоқбин ва тингловчиларга ҳавола этиш мумкин дерсиз, лекин бу ҳам асарларнинг жонли ижросидек таъсир курсата олмайди. Шунинг учун бу вазифа кўпроқ турли йўналишларда ижод қилиб келаётган фольклор – этнографик ансамблларининг тизмасига юкланади. Уларнинг ижодига кўпроқ эътибор бериш, янада кўпроқ шарт шароитлар яратиш, турли фестиваллар ва жонли концертларни ташкиллаштиришда кўмаклашиш бугунги куннинг долзарб масалаларидан деб ҳисоблайман.

Тан олиш керак, фольклор асарлари жонли ижро жираёнидагина яшайди. Унинг айрим жанрларида сўз ва куй муҳталиги етакчи бўлса, айримларида сахна санъати унсурлари ўстун туради. Бу ҳол фольклор асарларига синкретиклик хусусиятини бахш этган. Фолклор намуналари ижроси хилма-хил санъат турларига хос унсурларни ўзида мужассамлаштирган. Унинг талай намуналари сўз ва куй уйғунлигида ижро этилади. Чунончи, дoston ва термаларни думбира жўрлигида куйлаш анъанавий бўлса, қўшиқ дўтор, чилдирма жўрлигида куйланади. Аксарият фольклор асарларида сўз етакчи ўринни эгаллайди. Эртақ, афсона, нақл, ривоят, натифа, мақол ва топилмоқ жанрлари шундай характерга эга. Халқ эртақларида, халқ драмасида ҳаракат ва мимика муҳим аҳамият касб этади. Бироқ кўпгина асарлар ижросида куй гоявий-бадий мазмунни ифодалашда бир қадар қимматли бўлса-да, барибир сўз мазмунини оқувчи асосий восита бўлиб қолаверади. Бу фольклорнинг сўз санъати сифатидаги моҳиятини тула-тўқис тасдиқлайди.

Қувонарлиси, бугунги кунда ёш эстрада хонандалари айнан ўзбек халқ қўшиқ ва лапарларига мурожаат этиб, уларни янгича, замонавий уйғунликда талқин этаяптилар. Бу аввало ёшлар тарбиясига ижобий таъсир этади. Қолаверса, ёшларнинг ўзбек анъанавий фольклорига қизиқишини янада оширади, миллийлигимизга булган эътиборини кучайтиради. Бу эса ўзбек фольклорининг умрини узайтиради ва келажак авлодга етказишга имкон тугдиради.

Бугунги кунда замонавий ахборот технологиялари, халқимизнинг бой маънавий мероси, санъаткорларимизнинг истеъдоди, илму зиёси билан уйғунликда ўзбек анъанавий фольклорини янада ривожлантириш, унутилаётган, йўқолаётган намуналарини излаш, қайта тиклаш, уларни келажак авлодга безаволатказиш учун барча шароит ва имкониятлар мавжуд. Мана шулардан оқилона фойдаланиш биз учун ҳам қарз, ҳам фарздир.

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## К ВОПРОСУ ОБУЧЕНИЯ ПУНКТУАЦИИ РУССКОГО ЯЗЫКА

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Важной стороной в оформлении письменной речи наряду с орфографией является пунктуация. Обучение пунктуации русского языка опирается, в первую очередь, на её синтаксический (структурно-семантический) принцип, и, как следствие, правила русской пунктуации построены на особенностях грамматико-синтаксической структуры речи.

Пунктуационные умения, к которым относятся умения «находить в простых и сложных предложениях и в тексте пунктограммы и обосновывать постановку необходимых знаков препинания с помощью изученных синтаксических и пунктуационных правил; обосновывать возможные варианты пунктуации, связывать их с коммуникативными задачами высказывания; учитывать пунктуацию в выразительном чтении текста; производить комментирование текста, давая как развернутый, так и свернутый, сжатый комментарий; осуществлять проверку пунктуации написанного текста, собственного и чужого, находить, объяснять и исправлять допущенные ошибки» [2, 163], играют особую роль среди языковых умений и навыков, так как соблюдение

Для каждой группы даётся учебное задание (*прочитайте предложения; объясните постановку запятой, точки с запятой, двоеточия, тире, используя теоретический материал*). При оформлении результатов учащимся предлагается использовать один из графических организаторов (кластер, диаграмма Венна, категориальная таблица, концептуальная таблица и др.).

Перед обсуждением результатов работы в малых группах и подготовкой к их представлению учащиеся знакомятся с показателями и критериями взаимооценки презентации результатов работы в группе. По окончании презентации они отвечают на вопросы, выставляют баллы.

Далее проводится работа по выработке пунктуационных умений правильного употребления тире между членами предложения путём выполнения упражнений и практических заданий по теме, например:

- объясните употребление запятой и точки с запятой между частями бессоюзных сложных предложений. *Образец*. 1. Щепки красными птицами вспорхнули вверх, трепетно покружились в воздухе и, дрожа, медленно опустились на землю; / взлетели коротко отрубленные сучья и с сухим пением упали в реку; / потревоженные ими, из прибрежных зарослей поднялись дикие утки и, со свистом рассекая воздух, улетели куда-то в густеющую чернь ночи; / с берега тяжело шлёпнулись в воду лягушки; / синей молнией с пронзительным криком вдоль реки, едва не касаясь водяной глади, сверкнула птица-рыболов; / уныло и одиноко прогудел водяной бык. (*М. Алексеев*). В данном бессоюзном сложном предложении между частями (шесть) ставятся точка с запятой, т.к. между ними - отношения последовательности и части сложного предложения распространены (осложнены однородными членами), имеют внутри себя запятые;

- распространите части приводимых бессоюзных сложных предложений так, чтобы возникла необходимость употребления точки с запятой. *Образец*: 1. Сын был в шинели и ушанке, рядом с ним стоял Гриша. (*Сим.*) - Сын, недавно вернувшийся с войны, был в шинели и ушанке; рядом с ним стоял Гриша и улыбался;

Не целясь, наугад поспешно выстрелил ещё раз – собака отчаянно взвизгнула, взвилась, со всего маху ударилась оземь и в каких-нибудь двадцати шагах от него задёргалась, забилась в траве. Между частями бессоюзного сложного предложения ставится тире, т.к. вторая часть заключает в себе следствие, результат того, о чём говорится в первой части. В данном примере вместо тире возможна постановка двоеточия (*Не целясь, наугад поспешно выстрелил ещё раз: собака отчаянно взвизгнула, взвилась, со всего маху ударилась оземь и в каких-нибудь двадцати шагах от него задёргалась, забилась в траве*).

Для закрепления изученного материала проводится индивидуальная работа. На заключительном этапе подводятся итоги, обобщаются результаты, оценивается работа учащихся, производится поощрение активных участников, отмечается значимость полученных знаний.

Создание условий, в которых учащиеся побуждают творчески, а самое главное, результативно работать – одна из составляющих процесса обучения. Это становится возможным благодаря соответствующему построению занятия, активизирующему познавательную деятельность.

#### **Использованная литература:**

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## **К ВОПРОСУ ОБУЧЕНИЯ СИНТАКСИЧЕСКИМ НОРМАМ РУССКОГО ЯЗЫКА**

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Грамматика создаёт теоретический фундамент всех практических работ по языку, так как на её основе усваивается орфография, пунктуация и культура речи, формируются понятия нормы языка, вырабатываются умения и навыки в области правописания, другие языковые навыки [2, 132].

Основу учебного процесса при изучении грамматики в целях практического владения языком составляют языковой и речевой планы в их сложном взаимодействии. Учащемуся необходимо сознательное знание системы языка, которое проявляется в умении реализовать её в речи, что в свою очередь, предопределяет знание правил функционирования системы языка.

Синтаксические нормы регулируют порядок и связь слов в простом предложении, а также связь частей сложного предложения. Эти нормы определяют такие явления, как согласование сказуемого с подлежащим, согласование определений и приложений с определяемыми словами, глагольное и именное управление, построение предложений с причастными и деепричастными оборотами, организацию сложного предложения и т.д. [1, 193-228].

Синтаксические нормы регламентируют правила соединения слов в пределах синтаксических единиц — словосочетаний и предложений.

Синтаксические ошибки весьма разнообразны. Наиболее распространёнными из них являются нарушение порядка слов в предложении (*Однажды договорились с товарищем мы идти на рыбную ловлю* вместо *Однажды мы с товарищем договорились идти на рыбную ловлю*), неправильное управление глагола или существительного (*работать согласно расписания* вместо *работать согласно расписанию; контроль над производством* вместо *контроль за производством*), ошибки в согласовании (*Из темноты вывыгнулись две тёмных фигуры* вместо *Из темноты вывыгнулись две тёмные фигуры*), нагромождение в пределах предложения одних и тех же падежных форм (*Для решения проблемы поднятия уровня жизни*), соединение в качестве однородных членов предложения слов, выражающих неоднородные понятия (*Изучать лингвистику и состав слова*), употребление имени существительного и неопределённой формы глагола в качестве однородных членов (*Путник желал чаю и отдохнуть с дороги*), соединение в качестве однородных синтаксических конструкций члена предложения и придаточной части (*Я прочитал книгу, только что напечатанную и которая*

имела большой спрос у читателей), неправильная координация подлежащего со сказуемым (*Наконец пришло двое мастеровых* вместо *Наконец пришли двое мастеровых*), смешении прямой и косвенной речи (*Я засмеялся и ответил, что ты сбиваешь с правильного пути* вместо *Я засмеялся и ответил, что он сбивает с правильного пути*), неправильное употребление деепричастного оборота (*Видя на сцене Буратино, мальши посмотрел туда и радостно захлопал в ладоши* вместо *Увидев на сцене Буратино, мальши посмотрел туда и радостно захлопал в ладоши*).

Речевые ошибки, связанные с нарушением синтаксических норм [3, 119], обуславливают необходимость сознательного аналитического подхода к изучению языкового материала, подбора специальных типов упражнений и практических заданий, например:

- из приведённых словосочетаний выберите правильную форму глагольного или именного управления. Образец: *удостоен наградой* – *удостоен награды* (*удостоен награды*); *наблюдать за больным* – *наблюдать больного* (*наблюдать больного*); *уверенность в победе* – *уверенность в победу* (*уверенность в победе*);

- употребите нужные предлоги. Образец: ... *улице тепло* (на улице тепло); *работать ... поле* (работать в поле); *трудиться ... предприятии* (трудиться на предприятии); *провести месяц ... горах* (провести месяц в горах); *заболеть ... переохлаждения* (заболеть из-за переохлаждения); *выработка угля снизилась ... простая* (выработка угля снизилась вследствие простой);

- составьте предложения с данными словосочетаниями: *много предложений, кто-то из учащихся, масса недостатков, большинство наблюдателей, ряд руководителей, тысячи предпринимателей, никто из работников*. Образец: 1. В редакцию поступило много предложений по улучшению условий работы на предприятии. 2. Кто-то из учащихся участвовал в конкурсе. 3. При проверке была выявлена масса недостатков.

- выяснив причины появления синтаксических ошибок в следующих примерах, исправьте предложения. Образец: 1.



аналитического подхода к изучению языкового материала, разработки специальных типов упражнений и заданий, поиск соответствующего учебного материала, его классификацию, аргументированное определение, обоснование сделанного вывода. При таком подходе обеспечивается усвоение синтаксических форм в единстве с их значением, на основе чего и происходит формирование синтаксических навыков. Последние – основа правильного употребления синтаксических явлений в речи.

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#### O'ZBEK TILIDAGI BA'ZI MUAMMOLAR XUSUSIDA

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Til bu o'zaro aloqa o'rnatish, fikr almashinish hamda muloqot qilish vositasidir. Til bu nafaqat so'zlashuv vositasi, millat ko'zgusi, balki, u o'zida har bir xalqning madaniyatini, ma'naviyatini, ma'rifatini va tarixini o'zida namoyon etadi.

Tafakkur tilning asosini tashkil qiladi. Zero, biz o'z ona tilimizda fikr yuritar ekanmiz, uning qadr – qimmatini bilmog'imiz, azizlamog'imiz lozimdir. Inson o'z fikrlarini tilning qonun-qoidalarini buzmaganda holda madaniyat bilan so'zlab, ifodalab berishi nutq madaniyatini belgilaydi.

Ma'lumki tilning bir necha uslublari mavjud. Adabiy til, og'zaki so'zlashuv uslubi, rasmiy uslub, ilmiy uslublar shular jumlasidandir. Har bir tilning asosini tashkil etuvchi fonetik, grammatik hamda lyeksik qoidalari ma'lum me'yorga solingan va ushbu tilning namoyondalari uchun umumiy bo'lgan til bu adabiy tildir. O'zbek adabiy tili azal-azaldan juda ham go'zal va boy manbaaga ega.

O'zbek adabiy tilining tarixiga nazar soladigan bo'lsak, tilshunoslar tomonidan bu jarayon 3 davrga bo'linadi: qadimgi turkiy adabiy til, eski o'zbyek adabiy tili va hozirgi o'zbyek adabiy tili.

Qadimgi turkiy adabiy til davri milodiy V-XIII asrlarni o'z ichiga oladi. Eski o'zbek adabiy tili davri milodiy XII - asrning 2-yarmidan boshlanib, XIX-asrning oxiriga qadar davom etgan. Hozirgi o'zbek adabiy tili davri esa XX- asrning boshlaridan boshlanib, hozirgi kungacha davom etib kelmoqda. Demak, hozirgi o'zbek adabiy tili bir asrdan ko'proq vaqtni o'z ichiga olar ekan, ushbu davr ichida har jihatdan takomillashib, davlat tili sifatida barcha sohalarda xizmat qilib kelmoqda.

Bejiz xalqimizda "Tilga hurmat – elga hurmat" degan naql qo'llanilmaydi. Davlatimiz tomonidan ona tilimizga qaratilayotgan diqqat etibor kundan kunga ortib bormoqda. Buni Prezidentimiz nutqlarida, chiqarilayotgan qonun, qaror va farmoyishlaridan ko'rishimiz mumkin. Bundan tashqari birinchi prezidentimiz tashabbuslari bilan Alisher Navoiy nomidagi Toshkent davlat o'zbek tili va adabiyoti universitetining tashkil etilishini yaqqol namuna sifatida ko'rsatishimiz mumkin.

Shu o'rinda bizni qator savollar chulg'ab oladi. O'zbek tili o'zining 100 yillik umri davomida mukammal shaklda takomillasha oldimi? Ushbu davr ichida biz o'z ona tilimizni kundalik turmushimizda, kasbiy faoliyatimizda qo'llash jarayonida qanday xatoliklarga yo'l qo'yib kelmoqdamiz? Xato va kamchiliklarimiz tufayli biz o'z ona tilimizni o'zgartirib yubormayapmizmi? Uning softligini, jozibadorligini saqlashimiz uchun nimalar qilmog'imiz lozim? Hozirgi kundagi ko'z – o'ngimizda kuzatilayotgan, ayniqsa, yosh avlodda kuzatilayotgan fonetik va grammatik xato va kamchiliklarni qanday bartaraf etish mumkin? Qanday choratadbirlar savod masalasiga ijobiy ta'sir ko'rsata oladi?

Ma'lumki, til bu ijtimoiy hodisa. ya'ni jamiyatdagi o'zgarishlar tilga ta'sir etmay qolmaydi yoki aksincha tildagi o'zgarishlar jamiyatga ta'sir qiladi. Mustaqilligimiz sharofati bilan, 1989 yili o'zbek tiliga davlat tili maqomi berildi. Millatning muhim belgisi sanalmish o'z tilimizga ega bo'ldik. Tilga oid ko'plab ishlar amalga oshirildi. Tilshunoslar tomonidan "O'zbek tilining izohli lug'ati"ning chop ettirilishi, jahonning durdona saralarini o'zbek tiligi tarjima qilinishi, istemoldan ancha chiqib qolgan terminlarning qayta jonlantirilishi kabi ishlar barchani quvontiradi.

Shuning bilan birga ba'zi o'ylantiradigan masalalar ham mavjud. Jumladan, 1993 yili o'zbek adabiy tilimizga lotin alifbosi qabul qilindi. Imlo qoidalari ishlab chiqildi, 1995 yili yangi tahrir qilinib, ba'zi o'zgarishlar kiritildi. Lyekin qariyb chorak asr o'tganiga qaramasdan hali - hamon ushbu yozuvga tamomila o'tganimiz yo'q. OAV da ham, rasmiy hujjat ishlarida ham ikki yozuv turidan foydalanib kelmoqdamiz. Yoki bizda ikki xil yozuv turi qabul qilinganmi? Bundan tashqari, leksikonimizdagi so'zlarni tallaffuz etish, yozuvda izohlab berish uchun alifbomizda ba'zi tovushlarning yetishmasligini, ya'ni o'zbek alifbosini har jihatdan mukammal tuzilgan deb qabul qila olmaymiz (s, ng). Fikrimizcha, tushunoslarimiz alifboni qaytadan ko'rib chiqib, ma'lum o'zgarishlar kiritishlari lozim deb hisoblaymiz.

Bundan tashqari, hozirgi kunda nutqimizda kuzatilayotgan dolzarb muammoga aylanib kelayotgan masalalardan biri bu o'zga tillaridan kirib kelayotgan so'zlardan o'zbek adabiy tilimizga qo'shib foydalanishdir. Yoshlar orasida chet el so'zlarini o'z tilimizda muqobil varianti bo'lishiga qaramasdan qo'llash holati ko'p kuzatilmoqda. Bu holat o'zbek tilini o'zga tillardan kamsitish emasmi? Bu bilan o'zga tillarni yomonlamochi emasmi? Ko'p tillarni bilishni qadrlaymiz, faqat o'z tilini buzish evaziga bo'lmasa maqsadga muvofiq bo'lar edi.

Hozirgi kunda aholi orasida, ayniqsa, yoshlar orasida yozuv masalasi juda achinarli. Avvalo, so'zlarni xato talaffuz qilishadi va o'sha xato tallaffuz bo'yicha yozishmoqda. Yana bir holat, yozuvda ma'lum shaxslar tushunadigan qisqartirib yozishlar urf bo'lib kyetmoqda. Bu bilan tilimizni kulguli holatga solib qo'ymayapmizmi? Ushbu jarayonlar o'zbek adabiy tilining sofligini yo'qolib borishiga olib kelmaydimi? Yuqorida keltirib o'tilgan muammolar o'z-o'zidan paydo bo'lmagan, ularning sababchisi albatta o'zimiz. Shunday ekan, ushbu muammolarni yechimini topib, bartaraf etishni ham o'zimiz amalga oshirishimiz kerak.

Chunki inson aql zakovati har qanday masalaga yechim topa olishiga ishonamiz. Har birimiz yuqoridagi masalalarga befarq bo'lmasdan, o'zbek tilimizni sofligini saqlashga, uni yanada boyitishga, tabii joiz bo'lsa dunyo tili darajasiga ko'tarish uchun harakat qilishimiz lozim.

муҳаббат, инсон қалбини тугёнларга тўлдирувчи ажойиб хиссиётлар, туйғуларнинг инсон тақдирига таъсири ҳикоя қилинади. Қисса қаҳрамонлари Бозор ва Даврон. Иккаласи икки олам. Даврон рассом, хиссиётга берилган, нафисликни қадрлайдиган, гўзалликка ташна қаҳрамон. Бозор ўз кучига ишонган, ҳамма нарсани куч билан ҳал қилишга ўрганган, хиссиётдан йироқ қаҳрамон. Лекин у ҳам муҳаббат деб аталмиш даража гирифторм бўлди. Даврон инсоннинг ички оламига қараб баҳо беради. Бу баҳоларда у анчагина хатоликларга йўл қўяди. Чунки у ижод қилгани. Кўпчилик ижод одамлари ҳамма нарсадан гўзаллик излайди. Ҳаётда адолатсизликларга қарши исён кутаради. Хиёнат, алдов бор жойда улар яшай олмайди. Даврон биринчи муҳаббати унга хиёнат қилганда ўз жонига қасд қилмоқчи бўлади. Холидани кўрганда ҳаёлидаги малакани учратдим деб ўйлайди. Лекин Холида ўз манфаати йўлида ҳеч нарсадан қайтмайдиган нафс бандаси эди. Малоҳатни кўрганда ўз бахтини топганидан хурсанд бўлади. Лекин бу бахтга эришиш учун дўстга хиёнат қилиши лозим. Даврон дўстинини бахти учун ўз севгисидан воз кечади.

Н.Норқобил киссаларида тоғ табиати ва тоғ одамларининг ҳаёти ўз аксини топади. Унинг қаҳрамонлари тоғдай мағрур ва виқорли, бир-бирига ухшамайдиган тоғ полвонлари: Хусан полвон ("Орият"), Бозор полвон ("Сариқ гул"), Эрназар полвон ("Қоялар ҳам йиғлайди"). Лекин уларни ўзаро бирлаштириб турадиган хусусиятлар кўп. Улар саводсизгина, кўполгина, гапнинг ўнгу терсига қараб утирмасдан гапириб қўяқоладиган бўлса ҳам, ҳар бири тоғдай салобатли ва улутвор асрлик тошларга, мангу қояларга ўхшайди. Улар чайир, пишик, баҳайбат, айни вақтда кўнгли нозик, гурури баланд, миллат, злат, қавм шаъни учун жон беришга тайёр кишилар.

"Қоялар ҳам йиғлайди" қиссада тоғ одамларининг характер хусусиятлари, тоғликларга хос орият, гурур, миллий қадр-қиммат тушунчалари қиссада узгача бадий талқинини топган. Асарнинг бош қаҳрамони Эрназар полвон. У бутун умр давраларда бел ушлашиб кураш тушиб келган. Кураш тушганда ҳам ҳалол ва тантилик, мардликни эътиқодга айлантирган. У яшашда, одамларга бўлган муносабатда бундан бошқа йўлни

Менга эса керак бўлмади. Ҳаловатимни угирлади, холос. Мани энди, уни топган кунимга лаънатлар айтиб жетялман". У бойликларни қўлга киритгач, қолган умрини уни одамларга билдирмаслик учун сарфлайди. Меҳнат қилади, қўй боқиб чорвачилик қилади. Нодир чол тиллоларни деб ҳаловатини йукотди. Кунларнинг бирида эса ўзи учун ҳақиқатни кашф қилди. Фарзандларини ота эмас, унинг бойликлари қизиқтираётган экан. Улар бойликларнинг қаерга кумилганини ота улимидан олдин билиб, улуш олиш ҳаракатида эди. Нодир чол ўзига ҳамдард қидиради, лекин инсонлар орасидан тополмайди. Ити Оққўруқнинг чолга содиқ қолади. Бу қиссада инсон кадр-қиммати, инсон ва ҳайвонот олами вакилларининг ўзаро муносабатлари, улар уртасидаги зиддият ва ботиний бирликлар ҳақида битилган.

"Овул оралаган бўри" қиссасида бўрилар ҳаёти тасвирланган. Ҳайвонларнинг бир-бирига муҳаббати, ички кечинмалари Оқёл ва Чўнгалла образлари орқали берилади. Бунда эркак ва аёл бўриларнинг кечмиши, уларнинг ҳам жуфти ҳалолтини кадрлаши, шундай туйғулар ҳайвонларга бегона эмаслиги бадний гавдалантирилган.

Н.Норқобил қиссаларида қизил ип бу ўзбек миллатига хос орият, жумардлик, тангилик сифатларидир. Унинг қиссаларида қоя, тош, айиқ, ит, инсон ўзаро узвий алоқадорликда тасвирланади. Уз изтиробу дардларига табиатдан малҳам излаб топаётган қаҳрамон кечинмаларини акс эттириш билан ижодкор қиссачиликка янгича оҳанг олиб кирди.

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### **МАЪСУМА АҲМЕДОВА ҲИКОЯЛАРИДА ҚАҲРАМОНЛАР ОЛАМИ**

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Истиқлолдан кейинги давр ўзбек насрида ўзига хос янгиланиш кузга ташланади. Бу айниқса, тезкор жанр

бу қисса “Саодат” журналининг 2014 йилги сонида айрим қисқартиришлар билан эълон қилинди. Ушбу қисса адиби ижодидаги дастлабки йирик асар ҳисобланади.

Маъсума Аҳмедованинг “Йўлда” ҳикоясида аёл бахти ва бахтсизлиги тасвирланади. Ўзбек аёлининг бахти оғли бутунлиги ва фарзандлар камолини кўриш эканлигини адиби Раҳбар хола тимсолида акс эттирди. Ҳикоя шундай бошланади: “Эрталабдан ҳавонинг авзои бузилди. Осмонга қон-қори булутлар тўпланиб, ёмғир шаррос қуйиб берди” [1, 192].

Ҳикоя қаҳрамони Раҳбар хола руҳияти, юпун аҳволдалиги, ҳаётда ҳеч ҳам рушнолик кўрмай утаётган умри, бутунлиги аҳволи ҳам ачинарли қилиб тасвирланади: “Хола ўқиб, яна йўлга тушди. Бирдан қўлоғига машина овози эшитилди. Орқасига ўғирилганини билади, машина ёнгинасидаги боя ёмғирдан ҳалқоб бўлиб тўпланган қўлмакни босиб ўтди, сув кампирнинг юз-қўзларига сачради, қўйлак этакларини ҳўл қилди” [1, 195].

Раҳбар хола кўнглида кечаётган туйғуларга худди ёмғир ҳам ҳамдардлик билдираётгандек гўё. Ҳикоя номига келсак, гўё ёзувчи бу ҳикояси билан Раҳбар хола каби инсонлар ҳаёти ҳали ҳам йўлдалиги, улар ҳаётда муқим бир жойда яшай олмаслигини назарда тутди. Яъни қиз бола бировнинг ҳасми, борган жойида тошдай ботиши ният қилинади. Агар бунинг акси бўлса-чи. Ҳикояда шу ҳақида фикр билдирилади. Оддий бир оиладаги воқеалар орқали муаллиф катта бир дардни кўрсатиб бера олди.

Ўзбек миллатига хос диёнат, одамийлик, ҳалоллик ҳақида ҳикоя қилувчи “Байрамлик” асаринда ҳам адибанинг ҳаётни тийрак нигоҳ билан кузатиши намоён бўлади. Ҳикоя бош қаҳрамони ичкиликка муккасидан кетган, оиласи, фарзандлари ҳақида қайғурмайдиган, ўз фароғатига берилган инсон. Ёзувчи ҳаётда Тошпўлат сингари инсонларнинг ҳам қалбида ҳалоллик, инсоф туйғуларининг борлигини акс эттиради. Асарнинг моҳияти Тошпўлатнинг маош олиши муносабати билан болаларига қийинлик олиши жараёнида сотувчи билан бўлган суҳбатда очиқ берилади. Ҳикояда тасвирланган воқеа ҳаётда юз бериши ва бу воқеага биз ҳар кун гувоҳ бўлишимиз мумкин. Ҳикоя қаҳрамони Тошпўлатни дастлаб тупори, тунг қимса деб уйлайсиз. Лекин ҳикояни ўқиб жараёнида у ҳақидаги

айниқса аёллар ички дунёси, шарқона ҳаё-ибосини курсатиб бера олган. Содда қишлоқ аёллари ўз дарду қувончини яқинлари, қўшни аёллар билан бўлишишни истайди. Ҳикоя қаҳрамони ҳам саёҳат ҳақидаги янгиликни ичига сиғдири олмайди. Қишлоқ аёлларининг соддалиги, ўзларича шаҳарга нима кийиш, нималар олиш кераклиги ҳақида берган маслаҳатлари ҳикоянинг ишонарли чиқишига ҳисса қўшган. Қишлоқ эркакларининг бир сўзлилиги, мардлиги, ўзига хос ички маданияти ҳам асарда ёрқин намоён этилган.

*"Менга деса тош ёгмайдими"* дея берган жавобдан бич ҳикоя қаҳрамони қандай инсон эканлигини билиб оламиз.

Адиба ҳикояларининг тили раво, ортиқча жимжималардан холи, шу билан бирга ўзига хос ботиний мусиқага эгаллиги сезилиб туради. Умуман, Маъсума Аҳмедова бутунги ўзбек адабиётида ўз ўрнига эга булган маҳоратли адибалардан бири ҳисобланади.

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## **ЎЗБЕК ВА ТУРК ТИЛЛАРИДА НУТҚ ФЕЪЛЛАРИ СЕМАНТИКАСИ**

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Жамиятнинг барча жабҳасида она тилимизнинг қўлланиш доирасини кенгайтириш, этимологик ва қиёсий лугатлар нашр этиш, зарур атама ва ибораларни ишлаб чиқиш, бир сўз билан айтганда ўзбек тилини илмий асосда ҳар томонлама ривожлантириш миллий ўзликни, Ватан туйғусини англашдек эзгу мақсадларга хизмат қилиши шубҳасиз.

Ҳар қандай тилларнинг тараққиётида уларнинг ўзгарувчан, энг тез ҳаракатдаги қисми уларнинг лексикаси булганлиги учун ҳам тилшуносликда бу соҳани урганиш муҳим аҳамиятга эга. Тил лексик қатламини урганишда қиёсий тилшуносликдаги

нафақат нутқий, балки фонетик жиҳатларига ҳам эътибор қаратиш ўринли. Туркий тиллар ўртасида фонетик ва грамматик жиҳатдан кўра лексик ва семантик фарқи кучлироқ намоён бўлади.

Сўнги йилларда ўзбек тилшунослигида Фердинанд де Соссюр асос солган систем тилшунослик, хусусан, систем лексикологияларнинг таҳлил усуллари ва йўллари орқали лугавий birlikлар ва уларнинг ҳодисаларини таҳлил қилишга бағишланган қатор ишлар юзага келди. Ўзбек тилшунослиги кўпроқ рус тилшунослиги таъсирида шаклланган, турк тилшунослиги эса француз тилшунослиги асосида ривожланган. Натижада бу икки тил таснифида фарқланувчи ёндашувлар юзага келган. Туркий тилларда нутқ феъллари биринчи бўлиб семантик гуруҳ сифатида махсус тадқиқ қилган олим Н.К.Дмитриевдир. Унинг таъкидлашича, феълнинг умумий семантик системасида нутқ феъллари ва фразеологик birlikлар гоят муҳим ўрин тутади. Бундай birlikлар ўзининг семантик қиймати ва нутқда кўп ишлатилиши билан ажралиб туради. Н.З. Гаджиева, А.А. Кокляноваларнинг мақоласида туркий тиллардаги нутқ феъллари ўзаро қиёсланади, унда нутқ феълларининг туркий тиллардаги шакллари ва маънолари бир – бирига чоғиштирилади. Рус тилшунослигида нутқ феъллари бўйича қуйидаги тадқиқотлар амалга оширилган: Васильев Л.М. (Семантические классы глаголов чувства, мысли и речи), Бахтина В.П. (О семантической характеристике глаголов речи в русском языке), Бахтина В.П. (Лексико – грамматическая сочетаемость глаголов речи в русском языке).

Нутқ феъллари семантик майдонига инсоннинг нутқий фаолиятини ифодаловчи феъл-семемалар ва феъл фразеологик birlikлар оиддир. А.Ҳожиёв “Тилшунослик терминларининг изоҳли лугати” асарида шундай таъриф беради: “Нутқ феъллари инсоннинг нутқ фаолиятини билдирадиган феъллар. Масалан: сўзламоқ, демоқ, мақтамоқ, сўрамоқ, вайсамоқ каби”. Маълумки, инсоннинг нутқ фаолияти бир меъёрда кечадиган, бир хил структурага эга бўлган бир бутун жараён эмас. Инсоннинг нутқ фаолияти муайян нутқий амаллардан ташкил топади. Бу нутқий амаллар ўз тузилиши ва мақсадига эга бўлган



ухшаш ва фарқли жиҳатларини кузатиш мумкин. Бу эса қиёсий тилшуносликда муҳим рол уйнайди. Ўзбек ва турк тилларини қиёсий ўрганиш ишлари Тошкент давлат шарқшунослик институти ҳамда бир қатор мустақил тадқиқотчилар томонидан ҳам изчиллик билан олиб борилмоқда.

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### **ЭКОЛОГИЧЕСКАЯ КУЛЬТУРА**

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Современная техногенная цивилизация, помимо увеличения степени бытового комфорта, привела к стремительному ухудшению экологической ситуации в мире. Со временем испорченная цивилизацией экология может привести к катастрофическим последствиям. Рассмотрим кратко основные глобальные экологические проблемы.

Быстрый прогресс науки и техники с одной стороны позволил удовлетворить все потребности человеческого общества, но с другой стороны - ухудшил условия его существования. Истощение озонового слоя планеты ведет к разрушению сложившегося биогенеза океана вследствие гибели планктона в экваториальной зоне, угнетению роста растений, резкому увеличению глазных и раковых заболеваний, а также болезней, связанных с ослаблением иммунной системы человека и животных, повышению окислительной способности атмосферы, коррозии металлов и т.д.

Проблема загрязнения воды (морей, рек, озер и т.д.) – одна из самых актуальных. Человек своей деятельностью безвозвратно изменяет естественный режим водных объектов отходами и сбросами. Воды на Земле много, пресной воды –

всего 3%, остальные 97% – вода морей и океанов. Три четверти пресной воды живым организмам не доступны, так как это вода ледников. Ледниковая вода – это запас пресной воды.

До развития человеческой цивилизации цикл воды на планете был равновесным. Океан от рек получал такое количество воды, которое расходовал при ее испарении. При неизменном климате реки не мелели, уровень воды в озерах не снижался. С развитием человеческой цивилизации этот цикл нарушился. Загрязнение океанов привело к уменьшению количества воды, которая испаряется с океанов. Обмелели реки в южных районах. Все это привело к ухудшению водоснабжения биосферы. Частым явлением становятся засухи, различные экологические бедствия. Неисчерпаемый ранее ресурс – пресная вода – в настоящее время становится исчерпаемым. Во многих районах мира не хватает воды для питья, орошения, промышленного производства. Эта проблема очень серьезная, так как загрязнение воды окажет влияние на будущие поколения. Следовательно, эта проблема требует скорейшего решения, проблему промышленных сбросов необходимо радикально пересмотреть.

Увеличение количества  $\text{CO}_2$  в атмосфере оказывает заметное влияние на климат Земли, изменяя его в сторону потепления. Общая тенденция к повышению температуры воздуха, которая наблюдалась в XX в., усиливается, что уже привело к повышению средней температуры воздуха на  $0,6^\circ\text{C}$ . Прогнозируются последствия глобального потепления.

Все глобальные проблемы ведут к образованию уже указанного глобального экологического кризиса. Современный экологический кризис опасен тем, что если не принять своевременных и эффективных мер, то он может вылиться в глобальную экологическую катастрофу, которая приведет к гибели живого на планете.

Решить данные проблемы необходимо в кратчайшие сроки, причем это должно стать задачей всего человечества, всего мирового сообщества. Попытка объединения в международных масштабах была сделана в начале XX века, когда в ноябре 1913 г. в Швейцарии было проведено первое международное

совещание, касающееся вопросов охраны природы. В конференции приняли участие представители 18 самых крупных стран мира. Сегодня сотрудничество между государствами выходит на новый уровень: совместные разработки и программы, заключение международных конвенций по охране природы.

Активизировалась также деятельность многих известных общественных организаций, занимающихся защитой окружающей среды: Гринпис, а также Зеленый Крест и Зеленый Полумесяц, которые разрабатывают программу по решению вопроса о дырах в озоновом слое Земли. Тем не менее можно заметить, что международное сотрудничество в сфере экологии далеко не совершенно.

Какие же меры предпринимаются для решения этих проблем? В первую очередь надежды на решение проблем связаны с разработкой энергосберегающих технологий и доведением до уровня промышленных мощностей экологически чистых источников энергии. Разработка электромобилей, расширение общественного электротранспорта позволят постепенно очистить воздух городов. Солнечные батареи и ветряные электростанции должны уменьшить, а в перспективе и вообще свести к нулю, сжигание топлива в теплостанциях, которые сейчас производят львиную долю электроэнергии в мире.

Любые попытки вторичного использования мусора или безотходной его переработки сейчас очень ценны. Особенно с учетом того, что значительная часть мусора, это вещи вполне пригодные, выброшенные просто потому, что заменены новыми. Куда больше отходов дает промышленность. По-прежнему нерешенным вопросом остается переработка пластика и резины. Здесь большие надежды возлагаются на биотехнологии.

Необходимо отметить важный факт. Какие бы программы не выполнялись государствами, что бы не пропагандировалось нам с экранов телевизоров и на улицах городов, спасение нашей планеты зависит от экологической культуры каждого из нас. Пусть вклад каждого будет и небольшим, однако все вместе мы

сможем сделать этот мир лучше, сохранить экологическую культуру, спасти нашу планету!

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## **KINO SAN'ATINING YOSHLAR TARBIYASIDAGI O'RNI**

*Aripova Gulnoza,  
O'zDSMI o'qituvchisi*

«Abdulla Avloniyning "Tarbiya biz uchun yo hayot - yo mamot, yo najot - yo halokat, yo saodat - yo falokat masalasiidir" degan chuqur ma'noli so'zlarini eslayman. Buyuk ma'rifatparvar bobomizning bu so'zlari asrimiz boshida millatimiz uchun qanchalar muhim va dolzarb bo'lgan bo'lsa, hozirgi vaqtgachda ham biz uchun shunchalik, balki undan ham ko'ra muhim va dolzarb ahamiyat kasb etadi» (1, 39).

Buyuk san'at ko'pincha imkon qadar ko'proq narsani qamrab olishga intiladi. Shunday sintez san'at bu – kino san'ati hisoblanadi. Kino ning rivoji hech qachon to'htamaydi. Ammo badiiy kinoda eng muhimi inson va uning taqdiri, demak kino tarbiya vositasi hamdir.

1895-yilda fransuz ixtirochilari Luyi va Abyus Lyummerlar kinoapparat kashf etib, yaqin kelajakda dunyoni zabt etishlarini xayollariga ham keltirishmagan. Ilk filmda poyezdning stansiyaga kirib kelishi tasvirlangan edi. Ammo keyinchalik harakatlanuvchi tasvirlar voqealarni aks ettirib, ko'ngil ochar tomoshaga ham aylandi. Oradan ko'p o'tmay, shu sohaning nashxurlari paydo bo'la boshladi. Charli Chaplinning ijrosidan odamlar hayratga tushdilar, kuldilar, zavq olish barobarida aslida inson qanday yashash kerakligi haqida o'ziga tushdilar. Chaplinning filmlarida inson aslida qanday yashash kerakligi haqida g'oya ilgarilaydi.

So'ng, Griffitning "Millatning tug'ilishi" deb nomlangan tarixiy filmi olindi. Unda insonning vatanga bo'lgan muhabbati mavzu qilib olingan edi. Bu film odamlarda patriotizمنى kuchayishiga o'z hissasini qo'shgan. O'zbekistonda XX asrning boshlarida Hiva xonining shaxsiy suratkashi - Xudoybergan Devonov ilk kadrlarni

suratga olgan. Yevropadan keltirilgan apparat xonning oilasini va oddiy xalqning turmushidan lavhalarini aks ettirgan.

Oradan yillar o'tib, 1925-yili Toshkentda ilk marotaba "Sharq yulduzi" tashkil qilingandi. Bu studiya bir qancha filmlar olgan ammo bunday davrda ijodkorlarga oson bo'lmagan, chunki o'sha kezlari sho'ro zamonasining mafkurasi olqishlanishi shart edi. Animo shunday ziddiyatli davrlarda ham kino ijodkorlarning izlanishlarini ko'rish mumkin, ya'ni tag ma'no hosil qilganlar, gap ostida gap ishtirok etgan. Mana shunday san'atkorlardan bo'lgan Nabi G'aniyev, Komil Yormatov, Rahim Pirmuhamedovlar siyosiy murakkab sharoitda ham san'at uchun jonlarini fido qildilar.

Malik Qayumov ham shunday yurtsevar san'atkorlardan edi. U o'zining hujjatli filmida xalq katta kuch ekanligini, hashar yo'li orqali qurilgan "Farg'ona kanali" misolida tasvirlarda aks ettirdi. Bunday filmlarni ko'trgan har qanday tomoshabinning ko'nglida albatta g'urur paydo bo'ladi, ongiga singib tarbiyalanadi.

Urush butun dunyoni ostin-ustun qildi, ammo san'at o'lmadi, balki shunday damlarda insonlarni vatanparvarlik yo'lida birlashtirish uchun san'at kuchidan foydalanildi. Kinolarni bardavomligini saqlash maqsadida Moskva, Leningrad, Kiyev kinostudiyalari Toshkentga evokuatsiya qilingandi. Tabiiyki, ulardagi katta tajriba maktab vazifasini o'tab, o'zbekkinosiga katta ijobiy ta'sirini o'tkazdi. Shuhrat Azamov, Gerosimovlar nafaqat kinorejissyorlik qildi, balki maktablarini yosh san'at ahliga o'rgatdi. Natijada Nabi G'aniyevning "Toxir va Zulra" singari o'lmas kartinasi yaratildi. Bu film tomoshabinning o'zligini oshkor etib turadi, o'ziga bekligini aytib turadi, chin ishqqa davat etadi. Yolg'onlarni inkor qiladi, o'sib kelayotgan yosh avlodga haqiqiy ozodlik nimaligini his ettirib turadigan bu kartinaning tarbiyaviy ahamiyati bor.

O'sha paytlari tasvirga olingan "Xo'ja Nasriddin" asari ham yumor orqali inson xarakteridagi noqis fazilatlar ustidan kuladi. Yetti yoshdan yetmish yoshgacha bo'lgan tomoshabin ko'rganda zavq olishi bilan bir qatorda halol bo'lish asnosida mukofotlarga erishish mumkinligini angelaydi. Bu film tomoshabinga didaktik yo'l orqali emas balki yuqorida aytib o'tganimizdek, kulgu ortida turgan

qu`dratli qiladi. G`oyasi orqali "To`g`ri yo`l og`ir bo`ladi, biroq hech qachon chekinma"shlikka da`vat etadigan bu film ko`plab tomoshabinlarning diliga hush yoqqanligi bor gap. Syujetning originalligi, rejissorlik uslubi, ijro mahorati, tarbiyaviy ahamiyati va kinoning hayotiy chiqqanligi ham ijodiy guruhning yana bir yutug`idir. Bu turdagi filmlar o`zbekkinosining rivojiga va o`sib kelayotgan yosh avlodning ma`naviy olamiga o`zining tarbiyaviy ta`sir hissasini qo`shib bormoqda.

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### **O`QUV REJA VA DASTURLARNI TAKOMILLASHTIRISH**

*Aripova Gulnoza,  
O`zDSMI o`qituvchisi*

*Havas qilsa arziydigan ulug` ajdodlarimiz bor va beqiyos hoyliklarimiz bor. Va men ishonaman, nasib etsa, havas qilsa arziydigan buyuk kelajagimiz bor, buyuk adabiyotimiz va albatta san`atimiz bo`ladi.*

*Shavkat Mirziyoyev.*

O`zbekiston Respublikasi Prezidentining 2017 yil 20 apreldagi "Oliy ta`lim tizimini yanada rivojlantirish chora-tadbirlari to`g`risida"gi PQ-2909-sonli qarori hamda Oliy va o`rta maxsus ta`lim vazirligi Hay`at qarorlari ijrosini ta`minlash maqsadida O`zbekiston davlat jahon tillari universiteti huzuridagi Chet tillarini o`qitishning innovatsiyaviy metodikalarini rivojlantirish Respublika ilmiy-amaliy markazi (RIAIM) tomonidan hamda O`zbekistondagi Britaniya Kengashi bilan hamkorlikda "ESP Reform: ENSPIRE-U" (Maxsus maqsadlarga yo`naltirilgan ingliz tilini o`qitish) doirasida amalga oshirilmogda.

2018 yilning 15-22 yanvar kunlari Britaniya Kengashi ko`magida Buyuk Britaniyalik ekspert Jeff Stenford ishtirokida "Maxsus maqsadlarga yo`naltirilgan ingliz tilini o`qitish bo`yicha o`quv reja va dasturlarni takomillashtirish" mavzusida navbatdagi seminar-trening tashkil etildi. Mazkur seminarda O`zbekiston

Respublikasidagi 20ga yaqin Oliy ta'lim muassasalaridan 30dan ortiq ingliz tili professor-o'qituvchilari ishtirok etishdi. Seminar-treningda ingliz tili bo'yicha mavjud namunaviy va ishchi dasturlar muhokama qilindi va kamchiliklari aniqlandi. O'rganilgan bilim va tajribaga asoslanib namuna sifatida 9ta yo'nalishda ishchi dastur yaratildi.

Loyihaning maqsadi yangi o'quv yilida zamonaviy ta'lim talablariga javob beradigan o'quv reja va o'quv qo'llanmalarini ingliz tilida taqdim etishdir. Har bir professor-o'qituvchi Oliy va o'rta maxsus ta'lim vazirligi va Britaniya Kengashi hamkorligidagi saytda o'zining onlayn profilini ochgan va ESP guruhga a'zo bo'lgan. Olib borilayotgan ishlar mazkur profilda muhokama etib boriladi.

San'at va madaniyat institutidan ham bir ishtirokchi koordinator sifatida ishtirok etib, san'at va madaniyat instituti talabalari uchun ingliz tilini o'qitish bo'yicha o'quv reja va dasturlarni takomillashtirishda o'z hissasini qo'shmoqda. Ishchi gurubda tuzilayotgan dastur "Tillar va adabiyot" kafedrasining ingliz tili o'qituvchilari va mutaxassislik fanlaridan darsberuvchi professor-o'qituvchilari bilan maslahatlashgan holda o'zgarishlar kiritib loyihaga taqdim etiladi. Ushbu loyihaning koordinatori sifatida ishtirok etgan ingliz tili professor-o'qituvchilariga Oliy ta'lim muassasasi kutubxonasi uchun maxsus maqsadlarga yo'naltirilgan ingliz tilini o'qitish kitoblarining berilishi ko'zda tutilgan.

Joriy yilning 10-19 may kunlari loyiha doirasida ishchi guruhning Buyuk Britaniyalik eksperti Jeff Stenford ishtirokidagi seminar-treningini o'tkazish rejalashtirilmogda. Seminar-trening doirasida quyidagi masalalar muhokama qilinadi:

- Maxsus yo'nalishlar bo'yicha o'quv dasturlarini ishlab chiqish;

- Turli yo'nalishlar uchun ingliz tilidagi asosiy so'zlar glossariysini yaratish;

- Yangi o'quv dasturi bo'yicha namunaviy dars rejasi va tarqatma materiallar tayorlash;

- Loyiha materiallarini barcha OTM o'qituvchilariga yetkazish maqsadida ularning electron variantini maxsus MOODLE platformasiga joylashtirish.

Ma'lumot o'ruida aytish kerakki, tajriba sifatida Estrada rejissyorligi yo'nalishi 2-bosqich talabalari tomonidan ingliz tilida sahnalashtirilgan "Anor" spektaklidan lavha namoyish etildi. Bu kelajakda aynan o'zbek asarlarini dunyo sahnalariga olib chiqish maqsadi yo'lida institutimiz tomonidan qo'yilgan ilk qadam desak, mubolag'a bo'lmaydi.

2016 yil 3-avgust kuni Prezidentimiz Shavkat Mirziyoyev mamlakatimiz ijodkor ziyolilari vakillari bilan o'tkazgan uchrashuvlarida ta'kidlaganlaridek madaniyat va san'at, ommaviy axborot vositalari va adabiyotni yangi bosqichga ko'tarishimiz kerak. Ajdodlarimiz xotirasini kino san'ati orqali hurmatlab badiiy filmlar yaratib, butun jahonga tanitadigan yoshlarni yetishtirishimiz kerak. O'ylaymizki, mazkur foyiha samarali amalga oshiriladi. Yangi joriy etiladigan dasturlar esa mamlakatimiz, shu jumladan, O'zbekiston davlat san'at va madaniyat institutining ham ingliz tili fanidan ta'lim tizimi sifatini yanada oshirishga xizmat qiladi. Bundan tashqari tuzilayotgan ishchi dastur institutimiz talabalarining kelajakda ingliz tilini o'z sohalarida erkin qo'llay olib, mamlakatimiz san'ati va madaniyatini butun dunyoga tanitishga yordam beradi.

## THE SIGNIFICANCE OF ENGLISH IN MODERN LIFE

*Shermatov Sardor, student of UzSLAC*

*Scientific adviser: Ishanbekova Nodira, teacher of UzSLAC*

There are many countries in the world, and even more languages are spoken by their residents. And in this case it is not a hundred or two, but a few thousand. How can the people of the Earth understand each other? And this goal is served by international languages, which allow all of us to communicate with each other, regardless of nationality and place of residence. One of them is English. Moreover, English is the language of interethnic communication for all mankind.

The importance of English in the modern world is difficult to overestimate. After all, one cannot ignore the choice of more than 1 billion people who use it. And if for half of them it is native, about 600 million chose it as a foreign language. Undoubtedly, the range of English distribution in the modern world is so great that this



language cannot be identical in different areas. Despite the variety of its options and the availability of specific features for each nationality, English remains the most popular on our globe. What role does English play in our life now?

In general, the political, economic, scientific, sports life of the whole world "flows" in English. English is defined in the official and working language of the United Nations. All sorts of summits and meetings of heads of state, the signing of laws and decrees, negotiations and debates are all conducted in English. International trade, the work of the banking system, the operation of the transport system on land, sea and air are carried out in English.

This language is a living communication tool for academicians, doctors of sciences, scientists around the world. After all, international conferences, the study of world experience and the exchange of information of scientific minds occur only with the use of English. Yes, there to say - the Olympic Games and all sorts of competitions between countries have chosen the official language of English. The meaning of English in the modern world is so great that its knowledge is not a privilege and a luxury. Once, computers, as well as mobile phones, could only be afforded by people of a particular social stratum.

Now, these things are essentials. The same can be said about English. He is taught all and everywhere: in schools, universities, courses. And in this age of digital technology anyone can learn English by Skype without leaving home. It is understood that any educated person is simply obliged to know English, since it is his key to further self-education and self-improvement. So now there are so many organizations offering to teach you English. However, do not think that it is so easy.

Learning any language is a long process that requires certain costs, both mental and financial. And yet to learn English is worth it. Want to travel and not feel like a black sheep, but freely communicate with people of different nationalities? Do you want to become a student of a foreign university? Want a prestigious job with promotion on the career ladder? And, maybe you want to work abroad? Tip one - learn English. After all, eventually you will still understand that 75% of the world's correspondence is in English,

80% of information on computers is also stored in this language, and most international documents, articles, literary works, instructions are written in English. And we have not yet taken into account the film industry and the musical Olympus. Films of American production have firmly entered our life, and any pop singer considers it prestigious to sing at least one song in English.

Knowledge of English in the modern world is a kind of a window into the world. Knowing this language of international communication, you will be able to achieve your goals through new opportunities. And you will certainly understand that the meaning of English is not exaggerated.

I think, nowadays it is very important to know foreign languages. Some people learn languages, because they need them for their work, others travel abroad, for the third it's just a hobby. People want to know languages, to write to their pen-friends or to communicate with people from different countries, to meet more people and make new friends. Also, they want to read books of famous writers in original, to read newspapers and magazines. It helps them to know more about different events, people's life, customs and traditions.

Learning foreign languages broadens our minds, people become educated. In my opinion, languages are especially important for those who work in different fields of science and technology, in politics. A foreign language helps to know the native language better. People, who know many languages, are called polyglots. We know the names of some of them: German professor Shliman, famous writer Shakespeare, philosopher Socrates and many others.

Nowadays, English has become an international language. Over 300 million people speak it as a mother tongue. As for me, I learn English from 7 years age. This language helps me very much, to speak free with people from all over the world, make new friends and participate in international contests.

I like one proverb of Johann Goethe: "He who does not know foreign languages does not know anything about his own." I speak Uzbek, Russian, English, a little Italian and Spanish. And I'm very proud of it, because languages-it's my second life. But this year I

dedicate myself to learning Italian. You know, dream from my childhood - to be an interpreter and I'm sure, I get it.

Personally, I think that to know foreign languages today is absolutely necessary for every educated man, for every good specialist. So let's to learn foreign languages and discover with them many interesting things in our life!

The modern world is becoming smaller all the time. Every day distances between different countries seem less. For this reason it's becoming more and more important to know different languages, especially English.

One billion people speak English today. That's about 20% of the world's population. 400 million people speak English as their first language. For the other 600 million people it's either a second language or a foreign language. English is the first language in the United Kingdom, the United States of America, Australia and New Zealand. It is one of the official languages in Canada, the Irish Republic and the Republic of South Africa. As a second language English is spoken in more than 60 countries. It is used by the government, businessmen and universities.

English is the language of politics and diplomacy, science and technology, business and trade, sport and pop music. 80% of all information in the world's computers is in English. 75% of the world's letters and faxes are in English. 60% of all international telephone calls are made in English. More than 60% of all scientific journals are written in English.

To know English today is absolutely necessary for every educated person, for every good specialist. Learning a language is not an easy thing. It's a long and slow process that takes a lot of time and patience. But it's a must.

English is taught throughout the world and a lot of people speak it quite well. In our country English is very popular: it is studied at schools (sometimes even at nursery schools), colleges and universities.

Everyone will speak English soon - I'm sure of it. We all need to understand each other. To do that we need, an international language, and that's English.

## САНЪАТ ВА МАДАНИЯТ ЙУНАЛИШЛАРИДА ИНГЛИЗ ТИЛИ ФАНИДАН ТАЛАБАЛАРНИНГ МУСТАҚИЛ ИШЛАРИНИ ТАШКИЛ ЭТИШ ТЕХНОЛОГИЯЛАРИ

*Усманова Хумора Аҳмаджоновна,  
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Талаба мустақил иши - муайян фандан ўқув дастурида белгиланган билим, кўникма ва малаканинг маълум бир қисмини талаба томонидан фан ўқитувчиси маслаҳати ва тавсиялари асосида шунингдек белгиланган режадаги тавсиялари асосида аудитория ва аудиториядан ташқарида ўзлаштирилишига йўналтирилган тизимли фаолиятдир.

Ҳар бир профессор-ўқитувчи дастлаб талабада ўз қобилияти ва ақлий имкониятларига таянган ҳолда, уларнинг сабр-тоқати билан босқичма-босқич мустақил билим олишни тўғри ташкил қилишга ургатиб бориши лозим бўлади.

Санъат ва маданият йўналишларида ҳам чет тили фанида талабалар томонидан мустақил равишда ўзлаштириладиган билим ва кўникмаларнинг курсдан-курсга мураккаблашиб, кенгайиб боришини ҳисобга олган ҳолда уларнинг ташаббускорлиги ва ролини ошириб бориш зарур. Шунда мустақил таълимга кўника бошлаган талаба фақат ўқитувчи томонидан белгилаб берилган ишларни бажарибгина қолмай, ўзининг эҳтиёжи, қизиқиши ва қобилиятига қараб, ўзи зарур деб ҳисоблаган қўшимча билимларни ҳам мустақил равишда танлаб ўзлаштиришга урганиб боради. Яъни ўзлари таҳсил олаётган йўналиш бўйича ихтисосликларига боғланган ҳолда мустақил ишларини бажаришларига имкон яратиб берилади.

Санъат ва маданият таълим йўналишида чет тилидан талабалар мустақил ишларининг шакли ва ҳажмини белгилашда қуйидаги жиҳатлар эътиборга олинishi лозим:

- ўқиш босқичи;
- муайян фаннинг ўзига хос хусусияти ва ўзлаштиришдаги қийинчилик даражаси;
- талабанинг қобилияти ҳамда назарий ва амалий тайёргарлик даражаси (таянч билими);

- фаннинг ахборот манбалари билан таъминланганлик даражаси;

- талабанинг ахборот манбалари билан ишлай олиш даражаси.

Мустақил иш учун бериладиган топшириқларнинг шакли ва ҳажми, қийинчилик даражаси семестрдан-семестрга куникмалар ҳосил бўлишига мувофиқ равишда узғариб, ошиб бориши лозим. Яъни, талабаларнинг топшириқларни бажаришдаги мустақиллиги даражасини аста-секин ошириб, уларни топшириқларни бажаришга тизимли ва ижодий ёндашишга ўргатиб бориш керак бўлади. ТМЙни ташкил этишда талабанинг академик ўзлаштириш даражаси ва қобилиятини ҳисобга олган ҳолда қуйидаги шакллардан фойдаланиш мумкин:

\* фаннинг айрим мавзуларини ўқув адабиётлари ёрдамида мустақил ўзлаштириш, ўқув манбалари билан ишлаш;

\* амалий машғулотларига тайёргарлик куриб келиш;

\* маълум мавзу бўйича реферат тайёрлаш;

\* эркин мавзу юзасидан портфолио тайёрлаш;

\* амалиётдаги мавжуд муаммонинг ечимини топиш, тест, мунозарали саволлар ва топшириқлар тайёрлаш;

Фаннинг хусусияти, талабаларнинг билим даражаси ва қобилиятига қараб ишчи ўқув дастурига киритилган алоҳида мавзулар талабаларга мустақил равишда ўзлаштириш учун топширилади. Бунда мавзунинг асосий мазмунини ифодалаш ва очиб беришга хизмат қиладиган таянч иборалар, мавзунини тизимли баён қилишга хизмат қиладиган саволларга эътибор қаратиш, асосий адабиётлар ва ахборот манбаларини курсатиш лозим.

Фан хусусиятидан келиб чиққан ҳолда талабаларга мустақил иш учун бошқа шакллардаги вазифалар ҳам топширилиши мумкин. Талабаларга қайси турдаги топшириқларни бериш лозимлиги кафедра томонидан белгиланади. Топшириқлар пухта ўйлаб ишлаб чиқилган ва маълум мақсадга йўналтирилган бўлиб, талабаларнинг аудитория машғулотларида олган билимларини мустаҳкамлаш,

чуқурлаштириш, кенгайтириш ва тулдиришга хизмат қилиши керак.

Топширикни бажариш жараёнида талабалар мустақил равишда ўқув адабиётларидан фойдаланиб ушбу мавзуни конспектлаштирадилар, таянч ибораларнинг моҳиятини англаган ҳолда мавзуга тааллуқли саволларга жавоб тайёрлайдилар. Зарур ҳолларда (ўзлаштириш қийин бўлса, саволлар пайдо бўлса, адабиётлар етишмаса, мавзуни тизимли баён эта олмаса ва ҳ.к.) ўқитувчидан маслаҳатлар оладилар.

Санъат ва маданият таълим йўналишида тахсил олаётган талабаларнинг қизиқиш ва қобилиятига қараб, унга илмий характердаги топшириқлар бериш, ўқитувчи билан ҳамкорликда илмий мақолалар тайёрлаш ва чоп эттириш мумкин.

Мустақил ўзлаштирилган мавзу бўйича тайёрланган матн ўзаро машғулотларда талабалар даврасида ҳимоя қилинади.

Мустақил иш топшириқлари муваффақиятли якунланиши учун қуйидаги талабалар бажарилиши лозим:

-мақсад (билимни мустаҳкамлаш, янги билимларни ўзлаштириш, ижодий фаолликни ошириш, амалий кўникма ва малакаларни шакллантириш ва ҳ.к.), аниқ асосланиши;

- вазифа ва топшириқларнинг аниқ-равшан белгиланиши;

- топшириқларни бажариш алгоритми ва методларидан талабаларнинг етарли даражада хабардор бўлиши;

- маслаҳат ва бошқа ёрдам турларининг тўғри белгиланиши (йўлланма ва кўрсатма бериш, мавзунинг мазмуни ва моҳиятини тушунтириш, муаммоли топшириқларни бажариш усуллари бўйича тушунча бериш, айрим муаммоли моментларни биргаликда ҳал қилиш ва ҳ.к.);

Талабалар мустақил ишини шартли равишда иккига ажратиш мумкин:

- аудиторияда амалга ошириладиган ТМИлари. Утилган мавзуни қайта ишлаш, кенгайтириш ва мустаҳкамлашга оид топшириқлар бажарилади;

- аудиториядан ташқарида амалга ошириладиган ТМИлари. Ўқув дастуридаги айрим мавзуларни мустақил ҳолда ўзлаштириш, уйга берилган вазифаларни бажариш, амалий ва

## MOTIVATION IN LANGUAGE LEARNING

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The success of any action usually depends on the extent to which individuals strive to attain their purpose, along with their desire to do so. In general people have come to refer to this psychological factor – the impulse that generates the action – as motivation. As the term itself indicates, it is a “motive force”, something that prompts, incites or stimulates action. According to the Short Oxford English Dictionary, motivation is “that which moves or induces a person to act in a certain way; a desire, fear, reason, etc. which influences a person’s volition: also often applied to a result or object which is desired.”

To think of motivation as belonging only to the initial stages of an action, - that is as concerned with arousing initial interest and turning it into a decision to engage in some activity – is only a limited understanding of the term. The need to maintain this state of arousal, to determine someone to make the necessary effort to complete an action is also of great importance. This idea is reflected in the definition given by Williams and Burden [1] who see motivation as “a state of cognitive and emotional arousal, a state which leads to a conscious decision to act and gives rise to a period of sustained intellectual and/or physical effort”. Thus, intellect and affect combine with volition and perseverance to result in what is known as motivated behavior. The same idea is conveyed in different words by R.C. Gardner who seems to explain the term with the precision of mathematical demonstration: motivation is a combination of effort plus desire to achieve a goal plus favorable attitudes towards the goal to be accomplished

[2]. Thus the simple existence of desire, strong reasons for doing something or favorable attitudes towards a particular thing or action do not reflect motivation in and of themselves. The same R.C. Gardner gives the example of individuals who may have a strong desire to do something or may enjoy an activity and who cannot be considered motivated, since their intentions are not linked with a

striving to accomplish that particular thing. Similarly, a person can put a great deal of effort toward a goal without being necessarily motivated: the decision to accomplish something may be triggered by different causes, both internal – such as interest, curiosity, or even a general desire to achieve – and external ones such as another person, social pressure, material rewards, etc.

**The Concept of Motivation** Each concept or idea has its own history determined by the general evolution of human thought. For many years, the understanding of the term and the research on motivation were dominated by the so-called drive reduction theories. Psychologists identified a large number of human needs (both biological and psychological ones), all of them causing inner tensions, which had to be released in one way or another.

Such assumptions might have brought into the light the problem of motivational intensity (i.e. the degree of effort the individual expends to achieve a goal), but they are not sufficient in themselves: focusing only on intensity does not completely describe the concept of motivated behavior.

The first decades of the 20<sup>th</sup> century marked an important contribution in the definition of motivation as concept. During the 1920s and 1930s, most behavioral psychologists were committed to a no introspective study of human behavior that concentrated mainly on what could be objectively observed, described and measured, without resort to the presumption of inner motives or innate mechanisms as determinants. Since much of overt human behavior takes the form of actions repeated in similar circumstances, learning theorists of that period focused on habits and the way in which they were acquired (the theory of stimulus – response and reinforcement). In practice, the overemphasis on tedious mechanistic processes to which the student was not expected to make any spontaneous or personal contribution, left little room for the idea of doing something for pleasure or satisfying a subjective purpose and interest. However, behavioral psychologists were the first to recognize the power of feedback as a motivating influence, though the latter was largely considered in terms of external forces (i.e. what specific conditions give rise to what kind of behavior and how the consequences of that behavior



affect whether it is more or less likely to happen again). Several other motivational strategies used by teachers all over the world have their roots in the principles of Behaviorism: the importance of stimuli survives in the form of giving pupils meaningful, relevant and interesting tasks to do and the importance of response, praise and encouragement for the learners' positive efforts cannot be contested by anyone.

Another important step in the evolution of the concept of motivation was the appearance of cognitivism, a trend emerging as a reaction to Behaviorism.

This view on learning put motivation (i.e. the inner desire to do something leading to a conscious decision to act and sustained effort) at the basis of any action.

Though language teaching has never adopted a methodology based on Chomsky's work, his ideas opened the way to Krashen's theory of language acquisition, to socio-linguistics and humanistic approaches.

Although they bear different names, all these trends are based on the belief that the individual learner is the center of the learning process.

The natural order hypothesis and the theory of the affective filter have come to emphasize that learners make sense of various external influences in ways that are personal to them so, according to their internal disposition, they will allow or prevent the exterior input to be received; hence, the importance of creating a relaxed atmosphere in the language classroom and of adopting a positive attitude towards the learner. Certain language points may take learners some time to absorb, so praise and encouragement will keep motivation up.

Another factor influencing student motivation is the perceived value of an activity. In 1960s and 1970s, the promoters of socio-linguistics threw light upon the fact that, in order to communicate effectively in a foreign language, people need to know more than how to express ideas in correct grammatical terms. They also had to be aware of appropriate levels of language to use in different situations. [3] The necessity of teaching language as it was used every day, real-world situations and the importance of

numerous receptive activities were reflected in the creation of syllabuses designed to serve the actual social, cultural or vocational needs of the learners. The application of humanistic theories in practice has resulted in the incorporation in the language-learning materials of activities for expressing one's feelings, for sharing one's values and viewpoints with others.

New methods such as Community Language Learning, the Silent Way, Total Physical Response, role-play and drama techniques are meant to help more inhibited students to express themselves freely. Foreign Language Teachers have become conscious of the fact that individual students have preferred modalities of learning, that what is good for one is not always good for everybody. They have been encouraged to adopt a more flexible outlook upon the process of language teaching, adapt their programmes to the needs of their students and the area where they are teaching.

As indicated in this paper, motivation is a crucial factor in learning a foreign language, which is influenced by different variables: personality variables, the attitudes of learners, their learning styles, and even the power relationships between languages.

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### РОДОНАЧАЛЬНИК УЗБЕКСКОЙ КЛАССИЧЕСКОЙ ЛИТЕРАТУРЫ

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Наследие Алишера Навои всегда находилось в центре внимания ученых. Биография Алишера Навои привлекла внимание многих востоковедов и писателей. ак специальные труды таких ученых как В.В.Бартольд, Е.Э.Бертельс, А.Шарафутдинов, С.Айни, Айбек, В.Захидов, В.Абдуллаев,

И.Султанов и многих других были посвящены творчеству Навои. Богатый материал для своих работ они брали из трудов авторов XV в., - современников поэта.

Алишера Навои мы знаем как родоначальника узбекской классической литературы, он считается наследником тюркской линии творчества Лутфи. Лутфи является одним из самых тонких знатоков газелей на тюрки, услышал стихи Навои и, потрясенный, сказал: «О боже, если бы это было возможно, я бы променял все свои стихи, состоящие из 10-12 тысяч двустипий на фарси и на тюрки, на эту газель и считал бы такой обмен великой удачей». Так высоко оценил Лутфи поэтический талант молодого Навои.

Алишер Навои начиная с малых лет, внимал тонкие вкусы литературного языка, и унаследовал талант своего дяди Абу Саида, который был известным поэтом на своем веку. Также в воспитании Алишера отразились и таланты еще одного дяди – Мухаммада Али. Он был не только поэтом, а еще и музыкантом и каллиграфом, писавшим свои произведения под псевдонимом Гариби. Тем самым Навои с юных лет начал проявлять незаурядные способности, неумное любопытство и одаренность. Раннее посещение школы (в 4 года) к пятнадцатилетнему возрасту дало ему славу поэта. Как известно, стихи свои он писал и на фарси, и на тюрки (староузбекском).

О деятельности Навои рассказывает сочинение историка Хондамира «Книга благородных качеств» («Макорим улахлюю»), где автор обстоятельно и объективно повествует о многогранной личности Навои: политический деятель, поэт, покровитель науки, искусств и литературы, все это слилось воедино в одном человеке, который дал старт для основания и дальнейшего развития узбекского языка классической литературы. А какой был Алишер Навои созидатель-строитель! Поэтом во многих городах было воздвигнуто более ста объектов, в их числе: мечети, ханаки, больницы, медресе, базары, а также были обустроены многие улусы.

Творческое наследие А.Навои огромно: оно включает в себя около тридцати крупных произведений. Сборников, стихов (диванов), поэм (достанов), философских и научных трактатов.

Алишер Навои использовал многовековые культурные традиции мусульманских народов Ближнего Востока и Средней Азии и создал очень оригинальные произведения. Что касается лирического наследия, оно очень масштабно и красочно. Центральные акценты творчества Навои – это идеи гуманизма, любви к человеку, воспевание высокого назначения человека.

Авторы XV века полагали, что тюркский язык груб для поэзии. Эту точку зрения Навои опровергает в трактате «Суждение о двух языках» (1499). В этом трактате определено культурное и художественное значение чагатайского языка писал следующее: «Богатство тюркского языка доказано множеством фактов. Выходящие из народной среды талантливые поэты не должны выявлять свои способности на персидском языке. Если они могут творить на обоих языках, то все же очень желательно, чтобы они на своем языке писали стихов побольше». И далее: «Мне кажется, что я утвердил великую истину перед достойными людьми тюркского народа, и они, познав подлинную силу речи и ее выражений, прекрасные качества своего языка и его слов, избавились от пренебрежительных нападок на их язык и речь со стороны слагающих стихи по-персидски».

Сочинения великого поэта и мыслителя сегодня переведены на многие языки мира. Союз писателей вместе с фондом «Ижод» предлагает проект издания книги под названием «Сокровищница мыслей» (избранные произведения) на 14-ти языках мира. Стихи «Сокровищницы мыслей» относятся к разным лирическим жанрам, среди которых особенно многочисленны газели (более 2600). В диванах есть и стихи других жанров: мухаммасы, мусаддасы, местезады, кыты, рубайи и восходящие к тюркскому народному творчеству туюги. «Сокровищница мыслей» – лирическая исповедь поэта, предающая всю гамму его мыслей и переживаний. «Сорок хадисов» («Арбаин кирк хадис») – сочинение из 40 четверостиший на тюркском языке, которое написано на темы хадисов пророка Мухаммеда. Идея произведения, а также основа возникла на одноименном сочинении Джами, на языке

фарси. В целом, это произведение А.Навои представляет собой некий вольный перевод.

И, конечно же «Пятерица» - пик творений Навои. Это бесценное эпическое наследие, которое повествует о любви, политике. Поэт выразил в ней свой жизненный и творческий опыт художника, мыслителя и политика. Читая «Пятерицу» читатель приближается к реальному восприятию мира.

Также Навои является автором поздних произведений о государстве. На закате жизни он пишет аллегорическую поэму «Язык птиц» («Парламент птиц» или «Симург») (1499) и философско-аллегорический трактат «Возлюбленный сердец» (1500), посвященный наилучшему устройству общества. В книге обнаруживается влияние сочинений Юсуфа Балагуни и «Гулистана» Саади. В книге идет рассуждение о централизации власти, ставится акцент на осуждение жестоких, бесчестных и аморальных правителей. Широко распространенной формой стихотворения была газель. В ней поэт в самой изящной форме излагал мысли, чувства героев. В газели часто выражались страдания неразделенной любви, жалобы несчастного влюбленного на горькую долю, воспевались красота возлюбленной.

Навои сумел органично, очень тонко сочетать новое и былое и от себя он внес: новшество образов, содержание, контрастность метафор, сюжетность. Именно этим объясняется то обстоятельство, что при всей своей новизне, газели поэта не стали искусственно созданными и обыденными писаниями. Имя Алишер Навои бесконечно дорого узбекскому народу. Его талантливые произведения, во многом, вот уже более 500 лет волнуют умы и сердца многих поколений. Мы – молодое поколение, очень сеним то, что Алишер Навои был великим человеком своего времени и оставил такой богатый след для будущих поколений.

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## THE ROLE AND CLASSIFICATIONS OF CONTEXT

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The study of context has been gaining popularity in recent years, either in linguistics itself or in many other interdisciplinary subjects such as semantics, pragmatics, and discourse analysis as well. However, context theories are not formed overnight. They involve a long process of development, during which comparative linguistics, structural linguistics and transformational-generative linguistics all contributed to the theoretical foundations of context theories.

Different linguists seek to define context from different point of view in order to answer questions encountered in their own fields, and to support their own ideas and theories. H. G. Widdowson, when focusing his study on language meaning, thought "context" as "those aspects of the circumstance of actual language use which are taken as relevant to meaning". He further pointed out, "in other words, context is a schematic construct... the achievement of pragmatic meaning is a matter of matching up the linguistic elements of the code with the schematic elements of the context. When Guy Cook was studying the relationship between discourse and literature, he took "context" into consideration as well. In his definition, context is just a form of knowledge the world and "the term" context can be used in a broad and narrow sense. In the narrow sense, it refers to (knowledge of) factors outside the text under consideration. In the broad sense, it refers to (knowledge of) these factors and to (knowledge of) other parts of the text under consideration, sometimes referred to as „co-text”.

When studying reference and inference, George Yule also took "context" into account. He provided us with a somewhat general definition, "Context is the physical environment in which a word is used." (George Yule, 2000, 128). Although they are viewed from different perspectives for different purposes, these definitions have an important point in common: one main point of the context is the environment (circumstances or factors by some other scholars) in which a discourse occurs.

Opinions on how to classify context vary from one to another. Some linguists divide context into two groups, while some insist on discussing context from three, four, or even six dimensions. According to different circumstances mentioned in the above definitions, I would like to divide context into linguistic context, situational context and cultural context.

**A. Linguistic Context.** Linguistic context refers to the context within the discourse, that is, the relationship between the words, phrases, sentences and even paragraphs. Take the word "bachelor" as an example. We can not understand the exact meaning of the sentence "He is a bachelor." without the linguistic context to make clear the exact meaning of this word. Linguistic context can be explored from three aspects: deictic, co-text, and collocation.

In a language event, the participants must know where they are in space and time, and these features relate directly to the deictic context, by which we refer to the deictic expressions like the time expressions now, then, etc., the spatial expressions here, there, etc., and the person expressions I, you, etc... Deictic expressions help to establish deictic roles which derive from the fact that in normal language behavior the speaker addresses his utterance to another person and may refer to himself, to a certain place, or to a time.

In recent years, some linguists began to pay attention to the previous discourse co-ordinate. Levis introduces this co-ordinate to take account of the aforementioned sentences. It is the case that any sentence other than the first in a fragment of discourse, will have the whole of its interpretation forcibly constrained by the preceding text, not just those phrases which obviously and specifically refer to the preceding text. The interpretations of the words which occur in discourse are constrained by, following Halliday, their co-text.

In 1934, Porzig argued for the recognition of the importance of syntagmatic relations, between, e.g., bite and teeth, bark and dog, blond and hair, which Firth called collocation. Collocation is not simply a matter of association of ideas. Although milk is white, we should not often say white milk, while the expression white paint is common enough.

**B. Situational Context.** Situational context, or context of situation, refers to the environment, time and place, etc. in which the

discourse occurs, and also the relationship between the participants. This theory is traditionally approached through the concept of register, which helps to clarify the interrelationship of language with context by handling it under three basic headings: field, tenor, and mode.

Field of discourse refers to the ongoing activity. We may say field is the linguistic reflection of the purposive role of language user in the situation in which a text has occurred. The notion of tenor, therefore, highlights the way in which linguistic choices are affected not just by the topic or subject of communication but also by the kind of social relationship within which communication is taking place. Mode is the linguistic reflection of the relationship the language user has to medium of transmission. The principal distinction within mode is between those channels of communication that entail immediate contact and those that allow for deferred contact between participants.

**C. Cultural Context.** Cultural context refers to the culture, customs and background of epoch in language communities in which the speakers participate. Language is a social phenomenon, and it is closely tied up with the social structure and value system of society. Therefore, language can not avoid being influenced by all these factors like social role, social status, sex and age, etc. Social roles are culture-specific functions, institutionalized in a society and recognized by its members. By social status, we mean the relative social standing of the participants. Each participant in the language event must know, or make assumptions about his or her status in relation to the other, and in many situations, status will also be an important factor in the determination of who should initiate the conversation. Sex and age are often determinants of, or interact with, social status.

In a word, context plays a very important role in discourse analysis. A discourse and its context are in close relationship: the discourse elaborates its context and the context helps interpret the meaning of utterances in the discourse. The knowledge of context is a premise of the analysis of a discourse. When we study and analyze a discourse, we should bear in mind that no context, no discourse and we should not neglect the related context of a discourse.



## CLASSROOM DISCOURSE AND LEARNING

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The present article deals with an examination of the relationship between interaction and learning, opening with a discussion of what we mean by learning in an L2 classroom context. It is considered why interaction is regarded by many researchers and practitioners as lying at the heart of learning and look at ways of uncovering the relationship between interaction and learning. Much of the work that has been done to explain the relationship between interaction and learning has considered interaction from either a broadly cognitive position, in which interaction somehow influences our ability to think and process new knowledge, or from a more social perspective, in which learning is viewed as a social process in which interaction plays a central role. It is important to note that under both views of learning, interaction plays a key and pivotal role.

The following point is to consider the complex relationship between language learning and interaction. Any discussion on learning a language in a formal context (a classroom), as opposed to acquiring a language in an informal context (outside the classroom), must begin with some definition of what is meant by learning. We have all been language learners at some time in our lives, many of us still are. Yet, what do we understand by learning a second language? What does it mean 'to know' a language?

For most of us, learning means 'acquiring', 'getting', 'having', 'possessing' new skills or new knowledge. As learners, we say things like 'I can't talk about what I did yet, I haven't learnt the past tense'. Eventually, once we 'have' the past tense, we are able to talk about and describe past experiences. We often regard learning a language as acquiring an ever-expanding repertoire of new skills and knowledge. First, we 'get' the simple present tense, then we move on to the simple past, present perfect and so on.

We acquire one 'building block' (such as 'going to' future) before we move on to the next. In many parts of the world, languages are taught like this, in much the same way that content-based subjects such as maths, history and science are taught. We even talk

about 'delivering' lectures, suggesting that knowledge and skills can somehow be packaged and then offered to learners.

While it is easy to understand why this view of learning prevails, it may be useful to consider an alternative. Rather than seeing learning as 'having', we can also consider learning as 'doing' (see Larsen-Freeman 2010). Under this view, learning is regarded as a process, an activity, something we take part in, perform. Learning is regarded as a dynamic, constantly shifting process in which participants collectively construct meanings. Learning is not something we have or own, it is something that we participate in – it entails encounters with others. Learning is regarded much more as a social rather than a cognitive process. Our actions, activities and interactions with others all work together to determine what it is that we learn. Learning entails completing a task, taking part in an activity, talking, discussing, debating and arguing with others. It is this view of learning, as a complex and dynamic process, which lies at the heart of contemporary teaching methodologies such as TBLT.

It is not my suggestion here that learning is *either* having *or* doing; it is almost certainly both (see Sfard 1998). What I am suggesting, however, is that an understanding of learning in a formal, classroom context must pay close attention to the 'doing' dimension since this is something we can study, analyse and evaluate. We cannot look inside the heads of our students and see what they are learning. We *can* look at what they say, how they interact, how they use the L2 and so on; this is where we can really begin to uncover some of the finer nuances of learning as a process. Under this view of learning, studying interaction, quite simply, is the same thing as studying learning

For extract 3.1 below, comment on what seems to be 'happening'. What do you think the teacher is trying to achieve here and what is being learnt? How did you decide?

Extract 1

T: =what do we call I'm going to try and get the class to tell you what this word is that you're looking for ... er we talk about military (claps hands) ... military what?

L: ((1))=

T: =like fight=

L: =kill=  
 T: =no not [kill]  
 L: [action] action=  
 T: =no ((2)) military?=  
 LL: =power=  
 T: =power think of another word military?  
 LL: ((3))force=  
 T: =so she believes in a FORCE for?  
 L: that guide our lives=  
 T: =that guides our lives=

To summarise the discussion so far, we have established that:

- classrooms are social contexts just like any other context involving human interaction;
- any lesson is made up of a series of micro contexts that are established through the interactions that take place between participants;
- it is through interaction that micro-contexts are created;
- learning is as much about what students do as what they have;
- interaction lies at the heart of learning.

Interaction, from what we have said so far, is clearly very important and something that we need to study. Why is this so? Why is interaction seen as being so central to language learning? How can teachers and learners gain a closer understanding of the *interactional architecture* (See dhouse 2004) of their classes? What impact might such an understanding have on learning efficacy? In the discussion that follows, three reasons are presented for the centrality of interaction to learning.

According to van Lier (1996: 5), 'interaction is the most important element in the curriculum', a position that coincides with that of Ellis (2000: 209; original emphasis), 'learning arises not *through* interaction, but *in* interaction'. As such, interaction needs to be understood if we are to promote learning. The discussion above supports both of these claims: if we want to understand learning, we should begin by looking at the interactions that take place in our classes. Further, there is now increasing evidence to suggest that learner-learner interaction does not have the impact on language learning that was once suggested (see, for example, Foster 1998,

Rampton 1999). This position suggests that the teacher now has an important role to play in creating and managing interaction that is 'acquisition rich' (Ellis 2000). The point is that even in the most student-centred class, the teacher is instrumental to managing the interaction (Johnson 1995); there is, then, a need to help teachers acquire 'microscopic understandings' (van Lier 2000) of the interactional organization of the L2 classroom.

A second reason for studying interaction is that it allows practitioners to make good interactive decisions. 'Good teaching' is as much about the decisions teachers take while they teach as it is about the planning that goes on before teaching. Good, effective interactive decisions are the ones that influence learning, which create space for learning (Walsh *et al.* 2010), which support learning rather than impede it. Making appropriate choices in the interaction is not something that can be easily mastered without some understanding of the relationship between interaction and learning: a realization, for example, that asking yes/no questions all the time severely restricts learners' opportunity to offer extended turns and become engaged in the interaction. Or that extended use of teacher echo restricts the space that learners may have to interact.

Third, I suggest that if teachers are to enhance their understanding of the interactional organization of the L2 classroom, then the obvious starting place is their own classes.

For most teachers, professional development entails improving the learning experience of their students. In order to do this, I would argue, teachers should focus on the interactions taking place in their own classes. For this to happen, there is a need for more appropriate tools for investigating classroom discourse, although a starting point for teacher development is for teachers to simply record their classes and spend some time analysing the interactions that took place.

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## **THE PROFITS OF INFORMATION TECHNOLOGIES IN FOREIGN LANGUAGE LEARNING**

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Nowadays foreign language proficiency plays a crucial role in the formation of the career. Using advanced teaching technologies in learning process, one of the most pressing issues of education.

Moreover, The Decree of the First President of the Republic of Uzbekistan "On measures for further improvement of the foreign language learning system" issued by Islam Abduganiyevich Karimov on December 13, 2012 stipulates the development of foreign language education, plays crucial role in upbringing of young generation, as well as for the achievement of good goals.

Today at all stages of the education system using advanced methods of teaching together with modern pedagogical, informational, and communicational technologies as well. It is predicted that the interest of the young generation in foreign languages is increasing with the help of society. Creating good conditions and opportunities, for instance, motivate them to study hard.

A new stage in foreign language teaching has begun in our country after our first president's decree. Our teachers understood that in the process of teaching foreign language courses, it is necessary to use advanced pedagogical technologies, interactive innovative methods, communication and media. New methods and requirements have been developed in our country in accordance with the European Framework of Reference for Foreign Language Teaching and Evaluation of Teachers' Knowledge and Skills (CEFR). It has created textbooks for general education schools and colleges. In accordance with these requirements, the training rooms are equipped with stands and new communicational technologies.

The demand for foreign language learning is increasing day by day. Effective use of modern technologies is essential in learning for all four dimensions (reading, listening, speaking,

writing) of foreign languages . informational communicational tools like computers, electronic boards, audio cassettes, projectors, tablets and other kind clever tools.

One of such tools is interactive whiteboards. These kind of boards allow teachers to organize lessons in a fun, and easily explain students the subjects of any complexity. It is one of the non-traditional approach for teaching foreign languages.

Moreover, every single word, expression, phrase, term, news, sentences or vocable which is taught to teach foreign language is better stay in the memory of the reader when it is shown. Computers' rich graphic capabilities are based on voice, text or video conferencing makes it one of the most effective ways to teach foreign languages through technological devices.

Basically one of the best programs to use Word and Power Point in explaining topics. Because I think reader understands it more easily when it comes to use the Word tablets or using table views. In Power Point teachers can attract students to the topic by displaying them in audio and video version.

While using computers, student or learner can also watch movies or cartoons in foreign language and listens radio broadcasts and TV programs. In the process of globalization, it is hard to imagine our lives without Internet and it is also considered as one of the most effective way to use it during learning process. There is an opportunity to communicate with foreign speakers online. Writing skills can be improved while typing text messages.

The use of different tables in the foreign language teaching process is also great. Using the tables in the learning process, students can build up a new grammar point, for example, using words that are commonly used. Efficient use of modern information technology and innovative learning is high by the way it is effective. Innovative educational technologies have been used effectively in their educational process.

To conclude with the most important issue is to increase the interest of the learners in the foreign language through the use of modern and communicative technologies in the educational process.

and to increase their effectiveness. This will give the opportunity to use innovative educational technologies and increase the demand.

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### GLOBALLASHUV JARAYONIDA MILLIY TIL FAKTORI

*Alimova F.,*

*O'zDJTU o'qituvchisi*

Asta-sekin "globalizm" fenomeni haqidagi tasavvurlarimiz ham kengayib, tiniqlasha boshlayapti. Oddiy turmush va tafakkur tarzimizdan tortib ijtimoiy muomala va munosabatlarimizgacha, kundalik moddiy ehtiyojlarimiz va manfaatlarimizdan boshlab ichki va tashqi siyosiy-iqtisodiy munosabatlarimizgacha keng qamrovli, o'ta murakkab ijtimoiy, iqtisodiy va siyosiy jarayonlarni o'z ichiga oladigan globallashuv hodisasining asl maqsad va maromi, falsafiy mohiyatini anglay boshlaganimiz sayin tashvishli savollarimiz ham ko'payaveradi: yangi davr chegarasida tarixiy borlig'imiz, milliy o'zligimizning mahsuli bo'lmish Tamaddunimiz qay tomonga qarab rivojlanishi kerak? U rivojlanadimi yoki yo'qolib ketish xavfi ham bormi?

Mutaxassislarning aniqlashlaricha, globallashuvning qudrati to'liqlari dunyodagi 2000 ga yaqin millat va elatlarning milliy tilini "yuvib ketishi" ehtimoli bor ekan. Ma'lumki, milliy til dunyodagi ko'pgina mamlakatlarning davlat tili ham hisoblanadi. Demak, agar milliy til "yuvilib" ketsa, "davlat tili" degan tushuncha ham o'z-o'zidan yo'qolib ketishi mumkin ekan-da? Agar madaniyatlarini Yagona jahon tamadduniga aylantirish yo'lidan boradigan bo'lsak, bu muammo o'z yechimini topa oladimi? Agar bunga "ha" deb javob berilsa, millionlab qalbi uyg'oq insonlar "Qaysi jahon?", "Qaysi tamaddun?" degan savollarga mantiqiy javob berilishini talab qilmaydirlarmi? Agar "yo'q" deb javob berilsa-chi?

Tarixga nazar soladigan bo'lsak, globallashuv yangi hodisa emasligi, balki insoniyatning ko'p asrlik tarixida unga o'xshagan

jarayonlar doimiy ravishda yuz berib turganiga amin bo'lamiz. Jumladan, Buyuk ipak yo'li faoliyati, ellinizm, xristianlik va Islom madaniyatlarining bir necha mintaqalarga tarqalishi, garchi hozirgi globallashtuvdan farqli ravishda muayyan hududlar va sohalar bilan cheklangan bo'lsa-da, o'tmishda yuz bergan siyosiy, iqtisodiy va madaniy globallashtuv unsurlarini o'zida mujassam etgan edi. Shunga ko'ra, o'tmishda yuz bergan globallashtuv tajribalaridan xulosa chiqargan holda, bugungi davr globallashtuviga bo'lgan munosabat va yondashuvni to'g'ri shakllantirish imkoni yuzaga keladi. Globallashtuv jarayonida til milliy madaniyat faktorining asosiy atributi sifatida maydonga chiqadi va global madaniyat faktori o'rtaga tashlayotgan yoki taqozo qilayotgan global til yo'liga qo'yilgan ilk to'siqqa aylanadi.

XX asrning oxirgi choragidan boshlanib, hozirgi kunlarda ham davom etayotgan globallashtuv jarayoni siyosiy, iqtisodiy va madaniy hayotning barcha sohaları kabi til sohasini ham qamrab olgan bo'lib, globallashtuvning milliy tilga ta'siri masalasi bugungi kundagi dolzarb muammolardan biriga aylanib bormoqda.

Globallashtuv o'zining ijobiy va salbiy tomonlariga ega bo'lgan murakkab jarayon sifatida, barcha sohalarda bo'lgani kabi, til sohasida ham chuqur o'ylab ko'rilgan yondashuvni talab qiladi. Globallashtuvning til bilan bog'liq jihatlari ushbu jarayonning ana shu ikki tomoni – ijobiy va salbiy tomonlari ko'zga tashlanadi: globallashtuv jarayoni muayyan til yoki tillarni mintaqaviy yoki xalqaro tilga yoki tillarga aylantirish orqali, bir tomondan, turli tillarda so'zlashuvchi xalqlar o'rtasida o'zaro muomala ko'prigi yaratsa, ikkinchi tomondan mintaqaviy yoki xalqaro til yoki tillarning milliy tillarga ta'siri, jumladan, milliy tilda chet tillari leksik va boshqa unsurlarining ko'payishi, milliy tilning qo'llanish doirasining qisqarishi va hatto milliy tilning butunlay yo'qolib ketishi muammosini keltirib chiqaradi. Aytib o'tish lozimki, mintaqaviy yoki xalqaro maqomga ega bo'lgan tillarning milliy tilga ta'siri ikki yo'l orqali: birinchidan – boshqa davlatlar va xalqlar bilan muayyan mintaqaviy yoki xalqaro til vositasida muloqot qilish, ikkinchidan – bugungi axborot asrida bosma va elektron axborot manbalarida mintaqaviy yoki xalqaro tillardagi siyosiy, iqtisodiy, madaniy, ilmiy va boshqa turdagi axborotlardan foydalanish



jarayonida yuz beradi. Shu o'rinda mintaqaviy va xalqaro tilning har doim ham davlatlar va xalqlar o'rtasidagi munosabatlarda yagona yoki asosiy aloqa tili bo'lolmasligini, bunday munosabatlarda tarjima vositasida milliy tillardan ham keng foydalanilayotganligini eslatib o'tish lozim. Biroq, globallashtirish jarayonidagi milliy til bilan bog'liq muammolar faqatgina xalqaro yoki mintaqaviy tilning milliy tilga ta'siridangina iborat emas. Axborot texnologiyalari katta sur'atlar bilan rivojlanib borayotgan, turli tillardagi turli adabiyotlarni milliy tilga tarjima qilish hajmi o'tgan davrlarga nisbatan keskin oshib borayotgan bugungi kunda tarjimaning ham milliy tilga bo'lgan ta'sirini unutmash lozim.

Globallashtirish jarayonida o'zbek tiliga ta'sir o'tkazishi mumkin bo'lgan tillar to'g'risida gapiradigan bo'lsak, bugungi kunda sobiq Sovet Ittifoqi hududidagi davlatlar o'rtasidagi munosabatlarda rus tili mintaqaviy til maqomini saqlab turganligi, ingliz tilining esa mazkur davlatlar uchun xalqaro til mavqeiini to'la egallab bo'lganligini eslatish lozim. Bugungi kunda O'zbekiston xalqining boshqa davlatlar va xalqlar bilan munosabatlari – o'zaro tashriflari, uchrashuvlari, birgalikdagi yig'inlari, qo'shma dasturlari va loyihalari hamda boshqa qo'shma tadbirlari Mustaqil Davlatlar Hamdo'stligi hududida asosan, rus tilida, ushbu mintaqadan tashqarida esa asosan, ingliz tilida amalga oshmoqda.

Biroq, yuqorida aytib o'tilganidek, rus va ingliz tillari har doim ham mintaqa davlatlari va xalqlarining o'zaro munosabatlarida yagona yoki asosiy aloqa tili bo'lib qolayotgani yo'q. Bugungi kunda O'zbekistonning bir qator davlatlar, jumladan, Osiyo va Afrika mamlakatlari bilan aloqalarida milliy tilimiz – o'zbek tili tarjima vositasida keng qo'llanilmoqda. Shu o'rinda eslatib o'tish lozimki, globallashtirish sharoitida davlatimizning boshqa davlatlar bilan munosabatlarida ona tilimizning qo'llanilishi o'sha davlatlar tillarini yaxshi biluvchi professional o'zbek tarjimonlariga ega bo'lishimizga bog'liq bo'lib qolmoqda.

Mamlakatimizning boshqa davlatlar bilan bo'lgan munosabatlarida bo'lgani kabi, mamlakatimiz aholisining xorijiy va xalqaro bosma hamda elektron axborot manbalaridagi turli siyosiy, iqtisodiy, madaniy, ilmiy va boshqa axborotlardan foydalanishida ham rus va ingliz tillarining salmog'i katta ekanligi kuzatilmoqda.

Shuning bilan birgalikda ko'plab Yevropa (fransuz, nemis, italyan, ispan va hokazo) va Osiyo (xitoy, yapon, koreys, turk, arab, fors, hind, urdu va hokazo) tillaridan o'zbek tiliga ko'plab badiiy va ilmiy to'jimalar amalga oshirilmoqda.

Ulug' ma'rifatparvarimiz Abdulla Avloniyning "Hifzi lison", ya'ni "tilni saqlash" nomli maqolasi bor. Bu o'rinda, tabiiyki, Avloniy birinchi nav-batda ona tili — milliy tilni saqlash muammosini nazarda tutgan. U bu haqda shunday yozadi: "Hifzi lison deb har bir millat o'z ona tili va adabiyotini saqlamagini aytilur. Har bir millatning dunyoda borlig'ini ko'rsatadurgon oyinai hayoti til va adabiyotidir.

Milliy tilni yo'qotmak millatning ruhini yo'qotmakdur". Demak, biz ingliz yoki boshqa jahon tillarini ing-liz yoki boshqa xalq vakiliga aylanib qolish uchun emas, balki milliy o'zligimizni saqlash va pirovard natijada o'zbek bo'lib qolishimiz uchun ham o'rganishimiz kerak bo'ladi. Zero, "bobolarimiz yetushg'on va yaratgan muqaddas til va adabiyot bizga hech kamlik qilmas. O'z uyimizni qidirsak va axtarsak, yo'qolganlarini ham topurmiz. "Yo'qolsa yo'qolsun, o'zi boshimga tor edi", deb Ovrupo qalpog'ini kiyib, kulgi bo'lmak zo'r ayb va uyatdir. Haqiqatdan ham Yurtboshimiz ta'riflaganlaridek: "o'zlikni anglash, milliy ong va tafakkurning ifodasi, avlodlar o'rtasidagi ruhiy-ma'naviy bog'liqlik til orqali namoyon bo'ladi".

Milliy til avlodlarni bir-biri bilan bog'lab turadigan silsiladir, bu silsilani uzish o'z ildiziga bolta urish bilan barobar hisoblanadi. Milliy til yo'qlikka mahkum etilduni, millatning ma'naviy poydevoriga darz ketadi, avlodlar o'rtasidagi ruhiy-ma'naviy robita yo'qoladi. Xudoga ming qatla shukrki, o'zbek tili kechagina tarix sahnasida paydo bo'lgan til emas. Bu tilning Mahmud Qoshg'ariy va Mahmud Zamaxshariy, Yusuf Xos Hojib va Xoja Ahmad Yassaviy, Hazrat Navoiy va Mirzo Bobur, Fitrat va Cho'lpon, Abdulla Avloniy va Abdulla Qodiriy... kabi yuzlab qubbalari va shohminorlari bor. Oxirgi ming yillikda bu tilda buyuk bir adabiyot, teran bir falsafa yaratildi. O'zbekiston mustaqillikka erishganidan so'ng esa o'zbek tilining nafaqat davlat tili sifatidagi maqomi mus-tahkamlandi, balki uning xalqaro miqyosdagi obro' va nufuzi ham oshdi. Buning barchasi ona tilimiz — davlat tilimiz hukumatimizning doimiy diqqat

markazida bo'lib kelayotganidan darak beradi. Davlat tiliga qaratilayotgan e'tibor turli qonun va qarorlar, Prezidentimizning nutqlari va asarlari, shuningdek, hukumatimiz tomonidan amalga oshirilayotgan amaliy chora-tadbirlarda ham o'z ifodasini topmoqda. Ayniqsa, I.Karimovning "Alisher Navoiy nomidagi Toshkent davlat O'zbek tili va adabiyoti universitetini tashkil etish" to'g'risidagi Farmoni davlatchiligimiz tarixi va xalqimizning ma'naviy hayotida buyuk bir voqeaga aylandi va bu tarixiy hodisa nafaqat ilmiy va adabiy jamoatchilik, balki butun O'zbekiston xalqi tomonidan katta quvonch bilan kutib olindi. Zero, bunday bir ulug' dargohning ta'sis etilishi tarixini ardoqlaydigan, o'zligini hurmat qiladigan xalqning asriy orzu-armoni edi. Ishonchimiz komil: yaqin kelajakda ushbu ilmu urfon markazida soat sayin sayyoramizning uzoq go'shalarigacha kirib borayotgan ona tilimiz – o'zbek tili va adabiyotini yanada rivojlantirish, yuksaltirish, qo'llanish doi-rasini kengaytirish va hozirgi globallashuv jarayonlarining kuchli to'lqinlariga mardonavor bardosh bera olish imkoniyati tug'iladi.

O'zbekiston aholisining xorijiy tillarni o'rganishi, birinchidan, jahon xalqlari bilan iqtisodiy, madaniy va ilmiy aloqalarning rivojlanishiga, ikkinchidan, xorijiy va xalqaro bosma hamda elektron axborot manbalaridagi siyosiy, iqtisodiy, madaniy, ilmiy va boshqa turdagi axborotlardan foydalanish imkoniyatining kengayishiga sabab bo'ladi. Mamlakatimizda xorijiy tillarni bilish darajasi oshib borayotgan bugungi davrda yurtdoshlarimizning ona tilimiz bilan bir qatorda xorijiy tillardagi turli, iqtisodiy va ilmiy axborotlardan keng foydalanishlari oddiy holga aylanib bormoqda. Xorijiy tillarni bilish darajasining oshib borayotgani o'zbek tilidagi manbalarning boshqa tillarga tarjima qilish hajmining ham oshib borishiga sabab bo'lmoqda. Bu esa nafaqat xalqimizning jahon bilan yaqindan tanishishiga, balki yurtimizning jahonga keng tanitilishiga ham olib kelmoqda. Bu borada hukumatimizning o'quv yurtlarida xorijiy tillarni o'rgatishni kuchaytirishga qaratilgan chora-tadbirlari muhim o'rin tutmoqda.

#### **Foydalanilgan adabiyolar:**

1. Ziya Net sayti
2. Pedagog.uz sayti
3. Yunusov Qobiljon. "Tanamiz tilga kirganda".

## HOW TO WRITE A MOTIVATIONAL LETTER

*Akhmadxonova Muhlisa, student of UzSWLU*

*Scientific supervisor: Uktamjonova D., teacher of UzSWLU*

Nowadays, there are lots of different opportunities for those, who want to study abroad as a foreign student and want to learn one's language, culture, educational system and so on. Every foreign institution require a good and influencing motivational letter in order to accept the one's application. Motivation letter means in one word "sell yourself", so everybody wants to get the best one, because there are lots of choices. Motivation letter has no limit it might be 250 words or it might be more than 1000 words, but it does not any matter. It should be critically thought and creatively written. In this article I am going to show you several tips which you can follow when you need, when you have to write a motivation letter.

**Know yourself.** What I mean by this is that sit down and really take time to understand why you are interested in this specific college, university or degree programme. Write down at least five unique things that make you stand out from everyone else.

**Research your subject.** Do some googling and research the University, degree programme or course that you are applying to. Go as in depth as you can. Find out details such as the mission, vision and motto of the university or even the learning outcomes of the degree. These go a long way when you begin to draft your motivational letter. The more specific and detail oriented you are in your letter the better. It goes a long way to show that you have put in the work. Also, look at [examples of motivational letters](#) online.

**Draft it.** This is an important part of the process of crafting your letter. In my case, it usually takes about 3-4 drafts to do a motivational letter. In each draft I start with writing down my main ideas and working in sort of sections. This helps the flow of my letter. Check out how I organize my paragraphs when it comes to [writing a CV](#). However, for a motivational letter the paragraphs should flow.

**Answer important questions.** Have you addressed these important questions in your letter?

- Who are you and What are you applying for?

- How did you find out about the University/Degree/Course?
- Why do you want to study at the University/Degree/Course?
- What makes you the best candidate to be accepted (highlight your unique qualities from ?
  - In summary, what qualifications, life experiences, work experience and personal qualities have prepared you for the University/degree/course?

**Clean it up.** Make sure your letter is one page long, in the correct font and you have checked for spelling and grammar. I also advice you to give to a few people to read through and give you comments. This really helps.

#### Summary

- Know yourself
- Research your subject
- Draft it
- Answer important questions
- Clean it up

A motivational letter is your chance to present yourself as a motivated, bright and highly capable student ready to gain entry into a University/degree/course. Make your letter a shining personal description of your unique self to show admissions who you are and why you want to be accepted.

This doctor Seuss quote comes to mind:

Today you are you, That is truer than true

There is no one alive, who is Youer than you. Dr. Seuss

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## HOW TO IMPROVE READING SKILLS

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Before expressing my opinion about how to improve reading skills, I wanted to give a brief description of what reading is. From my perspective, reading is the process of looking at series of written symbols and getting meaning from them. When we read, we use our eyes to receive written symbols, such as letter, punctuation marks

and spaces. And we use our brain to convert them into words, sentences and paragraphs that communicate something to us. Reading can be silent (in our head) or aloud (so that other people can hear us). We read on different purposes, for instance, in order to get information, to extend our outlook, to improve reading skills, to improve vocabulary range and, of course, for pleasure. But you may ask, do we need to read in order to speak English? Many people support the idea that we don't need read to speak English, because some native speakers cannot read and write but they speak English fluently.

However, some people believe, reading is something that you can do on your own and that greatly broadens your vocabulary, thus helping you in speak and in listening and writing also. Therefore, reading is a highly valuable skill and activity and it is recommended that English learners try to read and improve their reading skills as much as possible. Remember your school times. Weren't your teachers always saying "read more books!" If you develop strong reading skills, it will be very helpful to your future. But I strongly agree with the idea that many people have trouble with reading, because it is hard for them and it can take time. So there are a few steps and tips to get started. And this tips are what should be obeyed before starting to read. First, never stop reading and find something to read, it doesn't matter what you read. Examples can include a children's book, a newspaper article, a short story or something on Internet sites or blogs. Second, go to the library and pick up lots of books.

Pick books depending on your reading level, no matter what your age is. It should be something that you find interesting. Otherwise, you will not feel like sticking to it. Reading is about enjoying the experience while reading something. You could choose interesting and easy-to-read book such as comic books or complex books like epic novels and nonfictions. Third, find a place to read where you can concentrate well. This may be some secret place where no one will bother you or simply it can be your home when it is very quiet and there is nobody at home.

For me, also my room is the unique best place, where I can concentrate. And, the last, plan your time effectively. Any time can

be a good time to read. But if you can set aside some time every day, it will help in developing a reading habit. Most experts advise to pick up something to read when travelling on the bus or train. This is a good way to pass time perfectly and you can train yourself to read faster and comprehend more despite the distractions around. Now, I want to give some special information about the ways how to read effectively without losing any time. I know that all of us already used a range of reading styles in everyday situations. For instance, we read novels, a magazine or newspaper article, telephone or other types of directories, dictionaries, advertisements and others..... But we don't use the same reading technique for all of the items above.

To show an example, the normal reading style you might use for reading a novel is to read in detail, focusing on every word from start to finish. If it is a magazine you are reading, you might flick through the pages to see which articles are of interest. When you look in a directories or look up a word from dictionaries, you purposefully ignore all other entries and focus your attention on spotting the name you want.. So to improve your reading skills and to be aware of using the appropriate technique you need to know the followings:

- Setting a clear reading goals;
- Choosing the right texts
- Using the right reading style
- Using note taking technique

**Setting the clear reading goals.** Clear reading goals can significantly increase your reading efficiency. Not every text can be useful for you. So, you should have the appropriate reading goals to identify the information that is relevant to your task.

**Choosing the right text.** As I mentioned above, not everything in print will be useful to you. So, to choose appropriate text you should check the date of publication, is the information up-to-date or not; check the contents page for relevant chapters; look up references for your topic. **Using the right reading technique.** After setting clear reading goal and choosing the right text you can use the following technique. After setting as scanning and skimming to help you identify areas for detailed reading. Scanning is the technique you might use when search some details. You pass your vision speedily over current task. Always use a note taking technique to increase

your level of concentration and understanding. At the end of my article, I wanted to add one more thing that couldn't be looked in a neglecting way, that some people think increasing their reading speed will help them to read effectively. But I am not fully agree with them. It is more important to improve your reading skills than your reading speed. So, never worry about how quickly you are reading, but instead, concentrate on understanding and the meaning of the text. To sum up my ideas, I'd like to advise you to obey the suggested and recommended tips and advices above and besides, choosing and organizing your own reading strategy.

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### THE IMPORTANCE OF TEACHING VOCABULARY

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Vocabulary is a collection of words and phrases in language. Teaching vocabulary to students so that they have large expensive word knowledge and the understand the meaning behind the words, enables them to effectively express themselves clearly and in detail. It is equally as important as grammar. Broadly defined, vocabulary is knowledge of words and word meanings. However, vocabulary is more complex than their definition suggests. First, words come in two forms: oral and print. Oral vocabulary includes those words that we recognize and use in listening and speaking. Print vocabulary includes those words that we recognize when we hear or see them. Productive vocabulary includes words that we use when we speak or write. Receptive vocabulary is typically larger than productive vocabulary, and may include many words to which we assign some meaning, even if we don't know their full definitions and connotations- or ever use them ourselves as we speak and write.

Vocabulary and grammar work together to enhance not only knowledge, but also the core language skills of reading, writing, speaking and listening. Knowing and understanding a vast collection of words, where they fit and how they function in sentence structure is vitally important. Vocabulary is the first and foremost important



step in language acquisition. In a classroom the foreign language learner can be made interesting and efficient, interactive and interesting with the introduction of appropriate vocabulary exercises. This paper is an attempt to study and explore the various methodologies that can be incorporated in the teaching of vocabulary items in a language classroom.

In this article the fact is predetermined that teaching vocabulary is an integral part of the teaching foreign language process. This matter requires new and more efficient approaches to the teaching process. Searching for new teaching methodical approaches is the key task of modern linguists and pedagogues who deal with foreign languages. Students learn vocabulary directly and indirectly.

A student's vocabulary portfolio increases from the age of speaking through the ages of structured learning in a classroom environment. Having active vocabulary lists can increase a student's ability to read and comprehend their world in books, activities, communication and listening. As a student's vocabulary increases so does his or her ability to read and comprehend learning materials, textbooks and interpretation of the world around him or her. Learning English vocabulary can be rather difficult. It is not made and easier by the fact that many words have several possible meanings. There are also many homonyms, which are words that sound the same but are spelled differently and have different meanings. All of this complication makes the English language one of the most difficult languages to learn, and trying to learn English language vocabulary is just one part of that.

Thankfully, there are many tools and techniques at your disposal to help you learn English vocabulary much more easily. Of the many compelling reasons for providing students with instruction to build vocabulary, none is more important than the contribution of vocabulary knowledge to reading comprehension. Indeed, one of the most enduring findings in reading research is the extent to which students' vocabulary knowledge relates to their reading comprehension.

Most recently, the National Reading Panel (2000) concluded that comprehension development cannot be understood without a critical examination of the role played by vocabulary knowledge.

hurmatini, atrofdagilarning unga bo'lgan munosabatini so'z orqali topadi. Bobokalonlarimiz so'zni to'g'ri qo'llashni juda nozik masala deb bilishgan va uni har doim ehtiyotkorlik bilan qo'llashga harakat qilishgan. Har bir aytadigan so'zimiz bizga yo foyda, yo zarar olib kelishi mumkin. Shunday ekan aytayotgan har bir so'zimizga ehtiyotkor bo'lishimiz lozim. Chiroyli so'zlay olish qobiliyati esa ko'p asrlardan buyon yuksak qadrlanib kelinmoqda. Chiroyli so'zlay oladigan so'z ustalari notiqlar deb atalishi hammamizga ma'lumdur. Kerakli so'zdan kerakli joyda kerakli vaziyatda to'g'ri foydalana olgan insonning jamiyatdagi o'rni beqiyos bo'ladi.

Bugungi kunda texnika rivojlanib ketgani bois xat yozishga ehtiyoj juda kam. Ammo texnika mavjud bo'lmagan davrlarda esa biror bir ma'lumotni ma'lum joyga yetkazish uchun maktublardan foydalanilgani hech kimga sir emas. Bu ishni amalga oshirish uchun maxsus xat tashuvchi chopar lavozimi ham joriy etilgan edi. O'z navbatida bu juda mashaqqatli lavozim hisoblangan. Chunki jang qilish uchun hujum rejasini qo'shinning bir qismidan boshqa qismiga yetkazish kerak bo'lganda maktub dushmanning qo'liga tushib qolsa, bu qo'shinning mag'lub bo'lishi muqarrar ekanligini anglatadi. Shunday vaziyatda so'zdan o'zgacha uslubda foydalanish asqotadi. Ya'ni faqat o'zlari tushunadigan uslubda tag ma'nolardan foydalanish anchagina muvaffaqiyatli usul hisoblanadi. Bunga yorqin misol qilib buyuk sarkarda sohibqiron Amir Temurning bir yurtni egallagandan so'ng Bibixonimdan so'ragan maslahati va Bibixonimning unga yozgan maktubini olish mumkin. Unda shunday so'zlar bitiladi: "Eski daraxtlarni kesib tashlab yangilarini ekmoq darkor". Bunday so'zga ustalik ajdodlarimizning naqadar zukko bo'lganliklarining isbotidir.

So'z badiiy adabiyotning ham asosini tashkil etadi. Shoir va yozuvchilarning mahorati ham ularning o'z asarlarida so'zdan qay darajada foydalana olishi va asarlarining ta'sirli chiqishi bilan belgilanadi. Ona tilimiz so'zga juda ham boy va serqirra hisoblanadi. Tilimizdan buyuk ajdodlarimiz juda ham ustalik bilan foydalanganlar. Bunga misol qilib Alisher Navoiyni keltirish mumkin. U bejiz so'z mulkinging sultoni deb ta'riflanmagan. Alisher Navoiy o'z asarlarida 26035 ta so'zdan foydalangan. Bu esa ona tilimizning naqadar boy va serqirra ekanligidan dalolat beradi.

Insonning dunyoqarashi oshishi va teran fikrlay olishi uning qancha ko'p kitob o'qishiga bog'liq deyishadi. Biroq bu faqat kitob o'qishga emas, balki mutolaa qilinayotgan kitobga va bu kitobning qanchalar mazmundor ekanligiga ham bog'liq.

Buyuk bobokalonimiz, so'z mulkining sultoni - Alisher Navoiy so'zdan juda katta mahorat bilan foydalangan. Uning bolalikdagi yuqin do'sti shoh va shoir Husayn Boyqaro ham so'zga usta mahoratli adabiyot namoyondalaridan biri bo'lgan. Buning yorqin misoli sifatida ular o'rtasidagi bir maktubni ko'rsatishimiz mumkin. Kunlarning birida Husayn Boyqaro safarga ketgan vaqtda sevimli kanizaklaridan biri vafot etadi. Saroy a'yonlari bu xabarni hukmdorga qanday yetkazishni o'ylab bosh qotirishadi. Biroq Husayn Boyqaroning qahrlanishidan qo'rqishadi va Alisher Navoiydan maslahat so'rashadi. Shunda Navoiy: "Sarvning soyasida bir gul so'ldi endi netmoq kerak" degan ma'nodagi maktubiga Husayn Boyqaro: "Bargdan tobut yasab guldan kafan bichmoq kerak" degan tarzda javob qaytaradi. Bu esa so'zning qanchalar qudratli kuchga ega ekanligidan darak beradi.

Yuqorida ta'kidlab o'tganimizdek so'z dunyodagi eng qudratli quroldir. Bu quroldan turli maqsadlarda foydalanish mumkin. Inson hayoti davomida turli xildagi mushkul holatlarga duch kelishi mumkin. Bunday vaziyatlardan u o'zining aqli, subandontligi va boshqa sifatlari bilan chiqib ketishi mumkin. Agar inson so'zdan to'g'ri foydalanmasa va uni kerakli joyda qo'llay olmasa u holda bu o'zining boshiga kulfat kelishiga va hijolatli halatga tushib qolishiga sabab bo'lishi mumkin. Shuning uchun qadimgilar so'zga juda ham ehtiyot bo'lishga va oz gapirib ko'p tinglashga harakat qilishgan. Abu dardo aytadi: "Ikki qulog'ingni og'zingdan saqla. Oz gapirib, ko'p eshitishing uchun senga bitta og'iz ikkita quloq berilgan. "Muxallad ibn Husayn: "Ellik yildan beri uzr aytishga sabab bo'ladigan biror og'iz so'z aytmadim" degan ekan. Bundan tashqari bu haqda ajdodlarimiz o'zlarining barcha didaktik asarlarida juda kerakli nasihatlarini berib o'tishgan.

Insonni shaxs bo'lib shakllanishida va uning jamiyatda o'z o'rnini mustahkam egallashida so'z eng muhim adabiy vosita hisoblanadi. Buyuk rus fiziologi Pavlov aytganidek insonni nutq odam qildi. Nutqning shakllanishida so'zning o'rni va ijtimoiy

muhitning ahamiyati katta va beqiyosdir. So'zning qudrati shunchalik kattaki buni Abdulla Oripov o'zining "Temur tig'i yetmagan joyni qalam bilan oldi Alisher" degan misralari orqali juda ham yorqin tarzda aks ettirgan. Hikmatlar kitobida shunday deyiladi: "So'z doriga o'xshaydi. Ozaytirganingda, foyda beradi. Bordiyu ko'paytirib yuborsang, o'ldiradi". "Gapingni og'zingdan chiqarishdan oldin ta'mini tatib ko'r". Hibbat-ul haqoyiqda ushbu fikrlar bayon etiladi. Odoblar boshi tildir. Noma'qul so'z sababli ko'pchilik yomonlik ko'radi. Bir kishida ikki narsa bo'lsa, u kishiga muruvvat yo'li yopiladi. Biri behuda so'zlar bilan vaysasa, ikkinchisi uning so'zlari yolg'on bo'lsa. Og'zimzdagi purma'no so'zlar chig'anoq ichidagi durga o'xshaydi.

Alloh taolo o'zining muqaddas, shu bilan birga mo'jizaviy kitobi bo'lmish Qur'oni Karimni ham so'z orqali nozil qilgan. So'z nafaqat inson hayotida balki uning ichki dunyosi va ruhiyatini anglashda ham katta ahamiyat kasb etadi. Qancha yillar va asrlar o'tsa ham so'z o'z ta'sir kuchi va qudratini yo'qotmaydi. Aksincha, yangilanib sayqallanib boradi. Shirinso'zlik insonning eng go'zal fazilatlaridan biridir. Ushbu fazilatga ega ekanlik esa har bir inson uchun oliy mukofotdir. Qalb Allohning mulki. O'rinsiz aytilgan birgina so'z orqali ushbu mulkka ziyon yetkazib qo'yish mumkin.

Shuning uchun so'zlarimizni o'ylab aytaylik. Zero kimningdir qalbiga ozor berib qo'ymaylik. Hadisda aytilishicha eng yomon holat qilgan toat ibodating savobini o'zganing tarozisida ko'rish. Bunday holatga duch kelmaslik uchun esa g'iybatli so'zlardan tiyilish eng samarali va to'g'ri usuldir. So'z ana shunday ulkan qudratga ega qurol ekan, undan to'g'ri foydalana olgan inson eng kuchli insondir. Xulosa o'rnida aytish mumkinki: "Tilingni avayla omondir boshing, so'zingni avayla uzayar yoshing". Qudratli qurol bo'lmish so'zdan doimo to'g'ri maqsadda foydalanaylik.

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## THE IMPORTANCE OF SHORT STORIES

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How reading and writing short stories can make you a better writer. When you're learning to write in school, they teach you things like plot, character development, and writing style. Sometimes, these things come pretty easily. Sometimes they don't. When they don't, and you grow up and try to write a novel, you find yourself with a major case of writer's block. How do you foreshadow? How do you pace? How do you develop a character without info-dumping all over the place? One of the easiest things I've found to help with building these skills is writing – and reading – short stories.

With short stories, you have a limited amount of space to detail everything in the story. You can't spend six pages describing a character's backstory, because by then you may be a third of the way through the story. You have to learn how to drop bits of the character's backstory throughout the narrative instead of dumping it all on the reader at once. You have to learn how to introduce the reader to your characters as if they were meeting them for real; you don't find out everything about a person by talking to them for five minutes (unless you're having one of the strangest conversations you've ever had.) You learn about them slowly.

Short stories are also great for helping develop plot and pacing. Because the story is so short, you don't have to try and pace plot points out over the course of 300 pages. You only have to do it in 20. This allows the writer to focus on the important parts of a story, only telling the reader what they need to know in order to move the story along.

Reading short stories is just as important as writing them if you want to try and develop your writing. Every piece of writing advice ever will tell you that you need to read to become a better writer. I think that sometimes short stories are even better than novels to help develop your skills. (Disclaimer: this is not always true, but bear with me here.) Just as with writing short stories, reading them can help you get a feel for pacing and plot development. You can see

how the writers weave together complete characters in such small spaces.

A good way to think about short stories is to view them as snapshots of what a writer can do. You get a brief taste of that writer's abilities and style. If you don't like their style, you can move on to another story. The same thing happens when *you* write a short story. You can get a snapshot of your own abilities, start to get a feel for what you're good at. If you don't like where a story is going, or you need to change up your style, it's fairly easy to revise and change things up – much easier than when you're 160 pages into a novel and realize you hate everything about it (true story).

In the end, you need to write whatever you want whenever you can. You need to practice every day and work at your craft. So the next time you sit down to do just that, consider writing a short story. You'll be amazed at what you can do.

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### TEACHING VOCABULARY ON "WEATHER"

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Vocabulary is the knowledge of words and word meanings. Vocabulary knowledge is not something that can ever be fully mastered; it is something that expands and deepens over the course of a life time.

As Steven Stahl (2005) puts it, "The knowledge of a word not only implies a definition, but also implies how that word fits into the world". Contextualization accompanied by fostering word consciousness, an awareness of and interest in words, is considered as one of the effectious word-learning strategies. More precisely, when learners are thoughts words associated with a real life, which means that learners are able to those words in everyday life, then

teachers are at least halfway to the goal will make words a lifetime interest.

Having considered this particular view, it has been intended to opt for a topic related to a real life for vocabulary teaching in the article. Weather is definitely one of the standard thematic units English as a second language. Students can talk about often because it affects them on a daily basis.

Moreover, discussion on the weather is a very useful ability for all English as a second or English as a foreign language students, it is owing to the fact that the particular topic appears to be safe ground, and an excellent conversation starter.

First of all it has been aimed to reveal some similarities as well as differences between the languages on the weather in Uzbek and English. With regard to peculiarities, it is evident that in Uzbek language, a single word may be regarded as a sentence without a verb in the weather description. For instance, "yoz", "bahor", "issiq", "shamol", "tuman". In stark contrast, however, it is impossible to make up a sentence without a verb in English. Therefore, we usually use it is when we talk about the weather. This is normally:

It is + adjective or

It is + Verbing.

It is + adjective = a description of the weather:

It is sunny today

It is hot and humid today. It is a nice day today.

We can also say:

It is + adjective + day (or morning)

-It is a fine day.

-It is fine afternoon.

It is + verb -ing = this type of weather is happening now

It is drizzling outside.

It is snowing.

Take an umbrella, it is raining.

It is can be also used in different tenses:

It was cold yesterday

It will be cloudy tomorrow.





time to introduce the class to the thesaurus. Afterwards, they will be given an opportunity to present their report.

Writing experience of weather reports can assist learners to further into more academic style to great extent.

With regard to grammar, teachers can use weather as a tie to the diverse grammatical structures like conditional tense. For example:

“If it were sunny, I would go the park”.

“If it were raining, would carry an umbrella”.

By way of conclusion, it can be claimed that vocabulary words on the weather condition appeal learners readily being related to everyday life. In addition, different approaches, activities concerned with the topic to improve students' language proficiency. We should try to develop and straighten these skills. Because, all help to in order to develop. These discussions on the weather are a very useful ability for all English as a second or English as a foreign language students, it is owing to the fact that the particular topic appears to be safe ground, and an excellent conversation starter.

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## TEACHING POETRY IN MODERN ENGLISH

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Poetry and discussions of it have a long history. Early attempts to define poetry, such as Aristotle's Poetics, focused on the uses of speech in rhetoric, drama, song, and comedy. Later attempts concentrated on features such as repetition, verse form and rhyme, and emphasized the aesthetics which distinguish poetry from more objectively informative, prosaic forms of writing, such as manifestos, biographies, essays, and novels. From the mid-20th century, poetry has sometimes been more loosely defined as a fundamental creative act using language.

Poetry often uses particular forms and conventions to suggest alternative meanings in the words, or to evoke emotional or sensual

responses. Devices such as assonance, alliteration, onomatopoeia, and rhythm are sometimes used to achieve musical or incantatory effects. The use of ambiguity, symbolism, irony, and other stylistic elements of poetic diction often leaves a poem open to multiple interpretations. Similarly, metaphor, simile, and metonymy create a resonance between otherwise disparate images—a layering of meanings, forming connections previously not perceived. Kindred forms of resonance may exist, between individual verses, in their patterns of rhyme or rhythm.

Some forms of poetry are specific to particular cultures and genres, responding to the characteristics of the language in which the poet writes. While readers accustomed to identifying poetry with Dante, Goethe, Mickiewicz and Rumi may think of it as being written in lines based upon rhyme and regular meter, there are traditions, such as Biblical poetry, that use other approaches to achieve rhythm and euphony. Much of modern British and American poetry is to some extent a critique of poetic tradition, playing with and testing (among other things) the principle of euphony itself, to the extent that sometimes it deliberately does not rhyme or keep to set rhythms at all. In today's globalized world poets often borrow styles, techniques and forms from diverse cultures and languages.

Poetry as an art form may predate literacy. Many ancient works, from the Indian Vedas (1700–1200 BC) and Zoroaster's Gathas (1200–900 BC) to the Odyssey (800–675 BC), appear to have been composed in poetic form to aid memorization and oral transmission, in prehistoric and ancient societies. Poetry appears among the earliest records of most literate cultures, with poetic fragments found on early monoliths, runestones, and stelae.

The oldest surviving epic poem is the Epic of Gilgamesh, from the 3rd millennium BC in Sumer (in Mesopotamia, now Iraq), which was written in cuneiform script on clay tablets and, later, papyrus. Other ancient epic poetry includes the Greek epics Iliad and Odyssey, the Old Iranian books the Gathic Avesta and Yasna, the Roman national epic, Virgil's Aeneid, and the Indian epics Ramayana and Mahabharata.

The efforts of ancient thinkers to determine what makes poetry distinctive as a form, and what distinguishes good poetry from bad,

resulted in "poetics" - the study of the aesthetics of poetry. Some ancient societies, such as the Chinese through the Shi Jing, one of the Five Classics of Confucianism, developed canons of poetic works that had ritual as well as aesthetic importance. More recently, thinkers have struggled to find a definition that could encompass formal differences as great as those between Chaucer's Canterbury Tales and Matsuo Bashō's Oku no Hosomichi, as well as differences in context spanning Tanakh religious poetry, love poetry, and rap.

Context can be critical to poetics and to the development of poetic genres and forms. Poetry that records historic events in epics, such as Gilgamesh or Ferdowsi's Shahnameh, will necessarily be lengthy and narrative, while poetry used for liturgical purposes (hymns, psalms, suras, and hadiths) is likely to have an inspirational tone, whereas elegy and tragedy are meant to evoke deep emotional responses. Other contexts include Gregorian chants, formal or diplomatic speech, political rhetoric and invective, light-hearted nursery and nonsense rhymes, and even medical texts.

The Polish historian of aesthetics, Władysław Tatarkiewicz, in a paper on "The Concept of Poetry," traces the evolution of what is in fact two concepts of poetry. Tatarkiewicz points out that the term is applied to two distinct things that, as the poet Paul Valéry observed, "At a certain point find union.

Poetry is an art based on language. But poetry also has a more general meaning that is difficult to define because it is less determinate: poetry expresses a certain state of mind".

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## THE PROCESS OF WORDS AGING IN ENGLISH LANGUAGE

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We shall distinguish three stages in the aging process of words: The beginning of the aging process when the word becomes rarely used. Such words are called *obsolescent*, i.e. they are in the stage of gradually passing out of general use. To this category first of all belong morphological forms belonging to the earlier stages in the development of the language. In the English language these are the pronouns *thou* and its forms *thee*, *thy* and *thine*, the corresponding verbal ending *-est* and the verb-forms *art*, *wilt* (*thou makest*, *thou wilt*), the ending *-(e)th* instead of *-(e)s* (*he maketh*) and the pronoun *ye*. To the category of obsolescent words belong many French borrowings which have been kept in the literary language as a means of preserving the spirit of earlier periods, e. g. a *pallet* (a straw mattress); a *patfrey* (a small horse); *garniture* (furniture); *to peplume* (to adorn with feathers or plumes). The second group of archaic words are those that have already gone completely out of use but are still recognised by the English-speaking community: e. g. *methinks* (it seems to me); *nay* (=no). These words are called *obsolete*. The third group, which may be called *archaic proper*, are words which are no longer recognizable in modern English, words that were in use in Old English and which have either dropped out of the language entirely or have changed in their appearance so much that they have become unrecognizable, e. g. *troth* (=faith); a *losel* (=a worthless, lazy fellow). It will be noted that on the diagram (p. 71) the small circle denoting archaic and poetic words overlap and both extend into the large circle "special literary vocabulary". This indicates that some of the words in these layers do not belong to the present-day English vocabulary.

The borderlines between the groups are not distinct. - In fact they interpenetrate. It is especially difficult to distinguish between obsolete and obsolescent words. But the difference is important when we come to deal with the stylistic aspect of an utterance in which the given word serves a certain stylistic purpose. Obsolete and

obsolescent words have separate functions, as we shall point out later. There is still another class of words, which is erroneously classed as archaic, viz. historical words. By-gone periods in the life of any society are marked by historical events, and by institutions, customs, material objects, etc. which are no longer in use, for example. -Thane, yeoman, goblet, baldric, mace. Words of this type never disappear from the language. They are historical terms and remain as terms referring to definite stages in the development of society and cannot therefore be dispensed with, though the things and phenomena to which they refer have long passed into oblivion. This, the main function of archaisms, finds different interpretation in different novels by different writers. Some writers overdo things in this respect, the result being that the reader finds all kinds of obstacles in his way. Others under-estimate the necessity of introducing obsolete or obsolescent elements into their narration and thus fail to convey what is called "local color".

In anthropological studies of culture, archaism is defined as the absence of writing and subsistence economy. In history, archaism is used to connote a superior, albeit mythical, "golden age".

New words and expressions or neologisms are created for new things irrespective of their scale of importance. They may be all-important and concern some social relationships, such as a new form of state, e. g. *People's Republic*, or something threatening the very existence of humanity, like *nuclear war*. Or again they may be quite insignificant and short-lived, like fashions in dancing, clothing, hair - do or footwear, as the already outdated *jitterbug* and *pony-tail*. In every case either the old words are appropriately changed in meaning or new words are borrowed, or more often coined out of the existing language material according to the patterns and ways productive in the language at a given stage of its development.

The evolution of the English language is characterized by three phases. The first period dates from approximately 450 (the settlement of the Angles, Saxons and Jutes in England) to 1066 AD (the Norman Conquest). At this time the language made use of almost full inflexion, and is called Anglo-Saxon, or more exactly Old English. The second period dates from the Norman Conquest to probably

c.1400 (though some books differ on when this period ends) and is called Middle English. During this time the majority of the inflections disappeared, and many Norman and French words joined the language because of the profound influence of the Anglo-Norman ruling class. The third period dates from about 1400 to today (2006), and is known as Modern English, though until recently it was called New English. During the Modern English period, thousands of words have been derived by scholars from the Classical languages.

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### WHY SHORT STORIES ARE EXCEPTIONAL FOR ESL STUDENTS

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Short stories are great catalysts for bringing English to life. Many ESL students have the vocabulary and grammar know-how but find real-life language usage challenging. Short stories for your students will open their creative English minds as they enjoy an exciting or funny short story.

Employing short stories is also a wonderful break from the formal, more traditional lesson plan or continual textbook learning style. They also get the whole class involved in an exciting way. Gathering your students in a circle and reading a short story offers essential communication they may not find in more traditional, ESL desk learning.

You have tons of options for interacting with short stories. Students could go around in a circle and take turns reading out loud, they could read out loud in pairs or groups, they could read on their own or they could listen to you (or classmates) reading out loud. We

will get more into the many possible activities to accompany this in a bit.

Another exceptional component to short stories is the element of sharing of different cultures and perspectives. Most short stories paint a picture of an event in time, or some may have a cultural undertone. They may often be able to teach something about history or culture. This is what makes short stories so exciting and promotes eagerness in your ESL students. Not to mention, your students may all have their own takes on these stories based on their own backgrounds.

#### Essential ESL Skills Short Stories Bring to Your Classroom.

Short stories serve up a wealth of ESL skills. Instead of focusing on just one aspect of English, short stories connect various essential ESL skills together in an almost seamless way. You can utilize short stories in your classroom to cover almost every aspect of English.

Your students will read the content, listen to others read or listen to a recording of a native English speaker read. You can implement discussion breaks after a certain period of reading and listening, allowing your students to communicate and dive a bit deeper into what the short story is about. Your eager ESL students will also see the correct grammar used in the various short stories. They will see how sentences are structured and how dialogue is written and/or used.

If you pair your classroom short story with an activity, your students can also gain vital writing and action-oriented ESL skills not found in traditional lesson plans. Employing short stories to expand your ESL students' minds is the perfect way to spark their love for English in an exciting way. Let's take a look at some wonderful short stories you can use in your next lesson plan.

Moreover, short stories allow teachers to teach the four skills to all levels of language proficiency. Murdoch (2002) indicates that "short stories can, if selected and exploited appropriately, provide quality text content which will greatly enhance ELT courses for learners at intermediate levels of proficiency" (p. 9). According to him, short stories could be very beneficial materials in ELT reinforcement by using them in learning activities such as, discussion, writing and acting out dialogues. In the following

sections, while showing how to exploit a short story to develop language skills, a series of activities is presented as a sample so that teachers get concrete ideas about how to use short stories in their EFL classrooms. A student-centered approach is presented in this sample. This approach allows more exploration of the short story, offers the students more opportunities to formulate their own ideas or feelings about the issue(s) as well as to improve their basic skills in the language learning process. To cater various learning styles, it is necessary to devise various kinds of tasks and activities. All of them are carried out in English to immerse students in an English-speaking environment.

Short stories are very useful in the trials to improve students' vocabulary and reading. The results of Lao and Krashen's (2000) study which compared the reading achievement between a group of students that read literary texts and a second group that read non-literary texts at a university in Hong Kong revealed that the group who read literary texts made better improvement in vocabulary and reading. Using *A Long Walk Home* (see the appendix), three activities can be conducted to help students to acquire more vocabulary. These activities are related to form, meaning, and use respectively.

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### MOTIVATION TO LEARN A FOREIGN LANGUAGE IN UZBEKISTAN

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In an increasingly interdependent world, knowledge of foreign languages is seen not only as an added advantage which has become crucial in accessing foreign technology but also is systematically associated with one's meaningful and constructive engagement in politics, security, global trade and education. It has become an



economic commodity. In order to participate in the global economy, one has to be adequately equipped with the ability, knowledge, skills, and attitudes to understand and communicate effectively. Consistently, educational leaders have been emphasizing the need to foster foreign language competency among students.

In the contemporary world learning foreign languages has become one of the most international issues of current importance. Nowadays, much attention is paid to teaching method, to be more specific, what kinds of techniques are included while conducting lessons as most learners prefer various activities in class that lead to their motivation in participation during the study.

Taking into the consideration this practice our president Islam Abduganievich Karimov on signed the decree "On measures to further improve foreign languages learning system" on December, 2012. It is emphasized that in the frame of reference of the Law of the Republic of Uzbekistan "On education" and the National Program for training in the country, an exhaustive foreign languages' teaching system, intended to creating harmoniously developed, well educated, modern-thinking young generation, further integration of the country to the world community, has been created. During the years of the independence, over 51.7 thousand teachers of foreign languages graduated from universities, English, German and French multimedia tutorials and textbooks for 5-9 grades of secondary schools, the majority of electronic resources for learning English in primary schools were created, more than 5000 secondary schools, professional colleges and academic lyceums were equipped by up to date digital devices.

Yet, analysis of the current system of organizing learning provides information that learning standards, curricula and textbooks do not correspond to the current requirements, specifically in the use of advanced information and media resources. Education in most cases is conducted using traditional methods. Subsequent development of a continuum of foreign languages learning at all levels of education; improving skills of teachers and provision of modern teaching materials are required.

According to the decree, starting from 2013/2014 elementary schools, mainly English, bit by bit throughout the country will be

taught from the first year of schooling in the form of lesson-games, activities and speaking games, continuing to learning the alphabet, reading and spelling in the second year (grade).

Moreover it is noted that university modules, especially in technical and international areas, will be conducted in English and other foreign languages at academies.

The State Testing Centre, along with other relevant agencies, is tasked with making ready draft proposals on introducing foreign languages testing to the entrance examinations for all higher educational institutions.

In order to make sufficient teaching standards in distant rural areas, the higher educational institutions are permitted targeted access of people living in remote areas to foreign languages programs on the condition that they will compel themselves to work in the acquired specialty at their residence area for at least 5 years after graduation. The decree also envisages 30% salary rise for foreign languages teachers in rural areas, 15% for those in other areas.

Additionally, knowledge of foreign languages is essential to be able to better understand a country's social and cultural peculiarities.

As a multi-racial country in an interdependent world, Uzbekistan is also affected by the global economic crisis. Employment situation in Uzbekistan necessitates the need for graduates to acquire employable skills including proficiency in a second language.

According to the National Higher Education "Proficiency in the second language is vital for developing human capital that drives the economy as well as gears the country towards competitive innovation in the international arena," Uzbekistan universities are encouraged "to provide learning opportunities for students to be proficient in a third language such as Chinese, English, Japanese, French or Spanish". Furthermore, the third language will allow graduates not only to get access to the latest technology and information but also to get an added advantage in an increasingly multicultural and diverse work environment where more opportunities are opened to a workforce that is competent in several languages. The importance of foreign languages in a borderless world is more evident when nation

building is highly dependent on the acquisition and transfer of foreign technology. As a developing country, Uzbekistan has set up the International Languages Teacher Training Institute to provide training courses in foreign languages for Uzbekistan teachers and foreign students especially from other countries.

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### IMPLEMENTING CEFR INTO THE EDUCATIONAL SYSTEM OF UZBEKISTAN

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The English language has spread and developed globally, which is a fact that cannot be ignored. As the main foreign language taught and employed in communication with foreigners, the use of English has dramatically increased in Uzbekistan. The president of the Republic of Uzbekistan adopted the Resolution "On measures of further improving the system of foreign language learning" [1] (December 10, 2012 №1875). In order to realize the topical tasks put in the Resolution foreign languages specialists have done a lot, particularly, new State Educational Standard, teaching Curricula and Syllabuses were worked out. Many teaching aids are being created.

The authorities of the Uzbek State University of World Languages put into practice renewed curriculum for philologist-English language teachers. The renewed curriculum described here is a part of a four-year full-time course at tertiary level leading to the qualification of Bachelor of Philology, English Language Teacher. The curriculum is to be implemented within the English language departments of Higher Educational Institutions across Uzbekistan.

Data from the Baseline Study carried out in 2007 in several institutions of Uzbekistan was the basis for the renewal of the curriculum. The Study revealed the necessity for curriculum change

to prepare skilled, competent and professional teachers of English with a fluent command of the target language.

The curriculum is the product of the project aimed at achieving lasting improvement in the standard of English language teaching in Uzbekistan by enhancing the learning experience of ELT PRESETT students and by setting clear exit standards in language referred to international standards for ELT. The project is implemented in collaboration of the Ministry of Higher and Secondary Specialized Education of Uzbekistan and the British Council.

The aim of the revised curriculum is to prepare teachers of English who are competent in language and methodology referred to international standards.

In Uzbekistan the multistage model of FLT has been worked out on the basis of continuous, succession, taking into consideration the international standards, and localization of EL teaching and learning methodology and materials (adapting to the national context). It is related to the well known multilevel model of FLT in the foreign countries.

Taking into consideration the international standards for the evaluation the language level (communicative competence) at all stages gives the opportunity to enter into the world education space. The CEFR levels and descriptors are adapted to the social context of Uzbekistan, especially to each stage, aim and objectives, etc. accounting the CEFR, levels are reflected in the FLT content and requirements to the language levels as the result of FLT.

English teaching materials come from different places, where English is a native or an official language, or a foreign language. Material from these countries does not reflect the learning style, cultural values and local conditions of Uzbekistan, as a result, students' motivation suffers and they become reluctant to interact in class and share opinions or ideas. Localization of the FL teaching and learning methodology and teaching materials is based on the idea that relevant contexts and balance between local and foreign cultural concepts and images naturally can improve ELT.

The new model of education has required creation of new curricula, syllabuses and course books accordingly local and foreign contexts to provide rich opportunity for teachers to explain non-

native cultural items, in addition of using localized content. It is very important for teachers to identify ways to best represent local culture and explain non-native elements. Besides it is necessary to use humanizing material as activities which help to make the language learning process a more effective experience and finding ways of helping the learners to connect "what is in the book to what is in their minds". Thus, it is necessary to humanize the teaching materials.

In Uzbekistan authors of syllabuses, curricula, course books and other guides try to minimize materials, present materials in real-life and culturally familiar language contexts and match the language instructions with students needs and personal preferences. All this allows expressing learner's identity and empowers them to make a decision about what they need to learn.

In our conditions the CEFR is used for development of the language policy to set minimum language requirements for a wide range of purposes, in curriculum planning, preparing course- books and development of methods of teaching and tools of evaluation. It is intended for dynamic progress in acquiring FL. Within this scope, the efforts of teachers and learners at all levels of education are encouraged and supported by developing appropriate methods and teaching materials, appropriate forms and instruments for the evaluating of learning programs. "Research and development programs leading to the introduction, at all educational levels, of methods and materials best suited to enabling different classes and types of student are promoted to acquire a communicative proficiency appropriate to their specific needs"[2]. So in obtaining a communicative proficiency the importance methods and teaching materials play an important role.

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## XORIJIY TILLARNI O'QITISH JARAYONIDA MUQOBIL TARJIMONLIK VA TILSHUNOSLIK MADANIYATI

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Til – millat ko'zgusi va millatning bardavomligi belsidir. O'zbek xalqi tarixining muhim sanalaridan biri 1989-yil 21-oktabr o'zbek tiliga davlat tili maqomini berishidir. Hech shubha yo'qki, bu mustaqillik yo'lidagi ham mashaqqatli va muhim odim edi. Buyuk tarixga ega millatning boy tili ham uning buyuk kelajagi uchun poydevorlardan biridir.

Mustaqillik yillarida ta'lim-tarbiya sifati va samaradorligi, jahon ta'lim standardlariga mos ta'lim, barkamol kelajak avlodni tarbiyalash davlat siyosatining ustuvor yo'nalishlaridan biriga aylandi. Bugungi kunda ilm-fan, texnika va ishlab chiqarishning jadallik bilan rivojlanib borayotganligi uzluksiz ta'lim tizimida ta'lim-tarbiya sifatini ham mazmun ham zamonaviylik jihatidan yangi bosqich ko'rinishga olib chiqish talab etilmoqda. O'sib kelayotgan salohiyatli yosh avlodni tarbiyalash, ularning ma'nan barkamol, el-yurt xizmatiga kamarbasta fidoiy, har tomonlama yetuk mutaxassis sifatida shakllantirish, o'z kasbiga sodiq vatanparvar kelajak avlodni ulg'aytirish borasidagi yutuqlar, albatta, uzluksiz ta'lim jarayoni bilan bog'likdir. Shu o'rinda birinchi prezidentimiz I.Karimovning Vatanimiz kelajagi yoshlar qo'lida ekanligini e'tirof etgan ushbu so'zlar ham yana bir karra isbotdir. "Vatanimizning kelajagi, xalqimizning ertangi kuni, mamlakatimizning jahon hamjamiyatidagi obro'-e'tibori avvalambor farzandlarimizning unib-o'sib, ulg'ayib, qanday inson bo'lib hayotga kirib borishiga bog'liqdir. Biz bunday o'tkir haqiqatni hech qachon unutmashligimiz kerak".

Xorijiy tillarni o'qitish, jahon tillarini o'rganish hozirda zamon talabi, shu bilan bir qatorda jahon davlatlari bilan turli diplomatik aloqalar kalitidir. Chet tilini o'rganishda asosiy bosqich so'z boyligi, gramatik tushunchalar va tarjima nazariyasidir. Til o'rganishda so'z boyligi o'rgatuvchi va o'rganuvchi uchun muhim asos va tushunish, tushuncha olish uchun aloqa, turli metodlarda ta'lim bera olish uchun eng samarali natija beradigan vositadir. Tarjima o'ziga yarasha

muraakkabliklarga ega jarayon, chunki bu nazariyada shunchaki so'zni emas, o'sha millat tilini o'z madaniyatiga mos ravishda izohlash kerak.

Masalan: ingliz tilida "She is very shy" gapi o'zbek tilida "U juda uyatchan" deb tarjima qilinadi, bu o'zbek xalqi madaniyati uchun andisha, axloq va ibo belgisidir, ammo amerika madaniyatida bunday xususiyatli inson "ruluy jihatdan nuqsoni bor" hisoblanadi. Bu esa o'z navbatida tilning xalq ruhiyatini ifoda etuvchi oyna ekanligini bir ko'rinishidir. Bu kabi holatlar yig'ilishi oqibatida madaniyatlararo munosabatlarda o'ziga xos nomutanosibliklar yuzaga keladi. Bu narsaning yuzaga kelishi madaniyatning to'qnashuv vaziyatlarida sodir bo'ladi.

O'TILda "madaniyat" tushunchasiga quyidagicha izoh berilgan:

*1. Jamiyatning ishlab chiqarish, ijtimoiy va ma'naviy hayotda qo'lga kiritilgan yutuqlar majmui; 2. Biror ijtimoiy guruh, sinf yoki xalqning ma'lum davrda qo'lga kiritilgan shunday yutuqlar darajasi. Masalan: burjua madaniyati, biror xo'jalik yoki aqliy mehnat sohasining rivojlanish darajasi; 3. O'qimishlilik, ta'lim-tarbiya ko'rganlik, ziyolilik, ma'rifat.*

Bundan ko'rinib turibdiki, tarjima nazariyasida har bir tarjimon, ayniqsa, ta'lim va tarbiya jarayonida pedagog so'zlarning muqobil tarjimasi va o'sha so'zlar zamirida xorijiy millatlar madaniyati, urfodat va an'analari haqida ko'proq manbalar to'plab o'quvchilarga o'zbek millati madaniyatiga o'xshash va farqli jihatlari haqida ma'lumot berilishi kerak. Bunday ma'lumotlar nafaqat o'quvchi ongnini yangi bilimlar bilan boyitishi, bu jihatlar boshqa millat madaniyatining, hayot tarzining asosiy mezonlaridan biri ekanligini tushunishi kerak.

Madaniyat tushunchasi insoniyat yaralibdiki, u bilan doim yonma-yon tushuncha bo'lib kelmoqda. U jamiyat hayotidagi barcha hatti-harakatlar, inson salohiyati va dunyoqarashi mahsulidir. Kundalik hayotda siyosiy madaniyat, iqtisodiy madaniyat, axloqiy madaniyat, ekologik madaniyat kabi tushunchalar ishlatiladi. Ta'lim-tarbiya ham madaniyat negizada olib boriladi.

Ba'zan ta'lim-tarbiya jarayonida chet tilidagi so'zlar va jumlar o'qituvchi va o'quvchilar tomonidan ishlatilayotganiga guvoh

bo'lamiz. Millatimiz qomusida "O'zbekiston Respublikasining davlat tili o'zbek tilidir.

O'zbekiston Respublikasi o'z hududida istiqomat qiluvchi barcha millat va elatlarning tillari, urf-odatları va an'analari hurmat qilinishini ta'minlaydi, ularning rivojlanishi uchun sharoit yaratadi" deb ko'rsatilgan. Davlat tili haqidagi qonunimizda "barcha ishlar ta'lim-tarbiya, hujjat va qonunlar, nashriyot ishlari o'zbek tilida olib boriladi" deb ko'rsatilgan. Aslida, tilshunoslikda "zamonaviy so'zlar"ni o'rganuvchi bo'lim bo'lib, u boshqa tillardan kirib kelgan so'zlarni o'rganadi, bu so'zlarga muqobil so'z bo'lmagach yoki muqobil so'z bo'lsa ham, o'sha xalq xohishi bilan iste'moliga kiradi. Ammo ta'linda o'qituvchi yoki talaba tomonidan ishlatilayotgan so'zlar, ayrim ta'lim jarayonida qo'llanilayotgan darslik kitoblaridagi so'zlar ham o'zbek tilida muqobil so'ziga ega-ku.

Xulosa o'rnida shuni aytish mumkinki, chet tillarini o'rganish va o'qitish hozirgi zamon jadallashuv jarayoning talab va ehtiyojidir, shunday ekan har tomonlama yetuk mutaxassisni shakllantirishda, avvalo, o'z ona tilining keng imkoniyatlarini chuqur egallab, unga yuksak ehtiromda bo'lgan avlod, g'ayritil xususiyatlarini ham kuchli e'tibor va madaniyatiga hurmat nuqtai nazaridan o'rganadi. Tilshunoslik sohasida, tarjimonlik nazariyasida ko'plab ishlar amalga oshirilishi, o'zbek tilining bisyor lug'at boyligini o'rganish, ularning boshqa tillar bilan muqobillik ko'rinishlarini o'rganish ilmiy-nazariy jihatdan til xususiyatlari ochib beradi. Ayniqsa, ta'lim-tarbiya jarayonida, jamoatchilikda, mahallako'y, oila muhitida o'zbek tilining purma'no, hikmat va tarbiyaga boy bo'lgan tilimizning gavharlaridan foydalanish kelajak avlod ta'lim-tarbiyasida muhim ahamiyatga egadir. Zero, odob boshi – til va u dillar kalitidir.

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## ЎЗБЕК ТИЛИДАГИ СЎРОҚ ГАПЛАРНИНГ ЛИНГВОПОЭТИК ИМКОНИАТЛАРИ

Тулкин Аллаёров,

Алишер Навоий номидаги ТДУТАУ мустақил тадқиқотчиси

Ўзбек тилидаги сўроқ гаплар грамматик жиҳатдан ўзига хос хусусиятларга эга ва бу хусусиятлар ўзбек тили грамматикаси билан боглик адабиётларда атрофлича ёритилган. Маълумки, сўроқ гапларда сўзловчи учун номаълум бўлган бирор нарса, ҳаракат-ҳолат ҳақида маълумот берилиши кузда тутилади: – *Ким у? – Шавкат Қўратович кузоёнагини ялтиратиб чақчайди. – Фамилияси нима? (Ў.Ҳошимов) – Этигингиз йўқмиди? – дедим юк залворидан чираниб. – Майли, янаги сафар тик кийиб келасиз. (Ў.Ҳошимов)*

Сўроқ гапларда суҳбатдошни ўз фикрини англантишга ёки ифодаланаётган фикрга бўлган муносабатини билдиришга чақирилади (5:43).

– *Баҳай, Оқсоқол, тинчликми?*

– *Тинчлик! Гап бундоқ, Дума! – Оқсоқол дадамга имо қилди.*

– *Самарқанддан меҳмон обкелдим. (Ў.Ҳошимов)*

Сўроқ гапнинг хусусиятлари қуйидагича: баъзан фақат сўроқни (*Карима уйдаими?*), баъзан ҳам сўроқ, ҳам хайратланишни, сўроқ йўли билан ифодаланган таажубни билдиради (*Шундай иссиқ кунда ҳам ёмғир ёвадими?*). Баъзан сўроқ билан бирга, турли хаяжонлар, туйгулар ифодаланади (*Кино бошландими? Отам мукофотландими?!*), баъзан сўроқ йўли билан берилган буйруқ ифодаланади (*тезроқ бормайсанми?!*). Сўроқ гап шубҳа, гумон оттенкасини билдириши ҳам мумкин (4:57-58).

Сўроқ гаплар муштарак хусусиятларига кура қуйидагича тасниф қилинади: 1. Соф сўроқ гаплар. Булар асл сўроқ гаплар ҳисобланади. Бундай гаплар мазмунан жавоб талаб қиладиган гаплардир. Уларда таажуб, шубҳа маъноси ҳам ифодаланиши мумкин, фақат нутқда шунга мос алоҳида сўроқ оҳанги сезилиб туриши лозим. – *Нима қилди? – деди нон ҳиди анқиб турган қўллари билан бошимни бағрига босиб. – Айт, нима бўлди?!*

– *Юмдалади! Мушук юмдалади! Вой қўлим! (Ў.Ҳошимов)*

Куйидаги мисолда таажжуб маъноси қаҳрамон нутқидан сезилади бироқ муаллиф нутқиди келган ҳолат равишдоши таажжуб маъносини кучли тарзда ифодалашга хизмат қилади: – *Ие, гирой, қўлга нима қилди? – деди кулиб.*

*Танимасам ҳам “гирой”лигимни курсатиб қуйиш учун илжайдим:*

– *Неч нима.* (У.Ҳошимов)

2. Риторик сўроқ гаплар. “Бундай гаплар жавоб талаб қилмайди. Бунда сўроқ йўли билан тасдиқ мазмуни берилади. Сўроқ гапнинг бу тури фикрни эмоционал тусда кучли, ифодали, таъсирли қилиб беради” (4:58-59). Бадний матнда сўроқ гапнинг бу турига жуда кўп мурожаат қилинади. Яширин тасдиқ, инкор ёки жавоб шу турдаги сўроқ конструкциянинг узидан англашилиб туради. *Буним ким билмайди? (Ҳамма билади.) – Ной, мўйлов! – деди Оқсоқол Исмоил мелисага чақчайиб. – Ким чақирди сени? (Ў.Ҳошимов)*

3. Сўроқ-буйруқ гаплар. Сўроқ ва буйруқ оҳанги бир конструкция таркибида келганида нутқдаги таъкид ниҳоятда кучли ифодаланган бўлади. Одатда, бундай гапларда сўзловчи савол оҳангидаги мурожаатига жавоб талаб қилмайди. Тингловчининг фаоллигини ошириш, диққатини жамлаш ва нутқининг илҳонарлилигини таъминлаш учун сўзловчилар бу усулдан кенг фойдаланадилар: – *Зотли булгандаям қанақа де? Галанска! – Оқсоқол тантана билан тушунтирди. – Бир кунда уч чирпит сут беради.* (Ў.Ҳошимов)

*Нима?! Ким дединг?! Қандай дегин?!* каби конструкцияларда жавоб талаб қилинаётгандек кўрингани билан, *такрорлашга даъват қилиш* мазмунининг устуңлиги аниқ сезилиб туради. Шунингдек, тингловчи позициясидаги шахснинг нутқ жараёнидаги *фаоллигини ошириш, сергаклантириши* ҳамда сўзловчининг воқеликка муносабатини ифодалайди.

Мазкур гапларнинг ҳар бирида сўроқ оҳанги албатта иштирок этади ва сўроқ мазмунини ифодалашга хизмат қилади. Гапнинг коммуникатив категориясида сўроқ гаплар ўзига хос ўрин тутаяди. Бундай гаплар сўзловчининг нарса - предмет, воқелик ҳақидаги сўроғини англатади. Сўзловчи гапнинг бу

гурн воситасида бевосита тингловчига мурожаат қилади, уни нутқий алоқага жалб этади. Сўроқ гаплар аини шу жиҳатлари билан дарак, буйруқ ва истак гаплардан фарқланади. Сўроқ гапларда бирор номаълум нарсага ишора қилинади. Номаълум нарса эса сўроқни ифодаловчи махсус воситалар ёрдамида таъкидланади. Тилшунос М.Йулдошев “Бадний матн ва унинг лингвопоэтик таҳлили асослари” ўқув қўлланмасида риторик сўроқнинг бадний матндаги ўрни ҳақида қуйидаги фикрларни билдиради: “Риторик сўроқ гаплар ҳам бадний матннинг эмоционал-экспрессивлигини таъминловчи услубий воситаларидан ҳисобланади. Тасдиқ ва инкор мазмунига эга бўлган, тингловчидан жавоб талаб қилмайдиган гаплар риторик сўроқ гап дейилади. Кўпинча риторик сўроқ гаплар таркибида *наҳотки*, *ахир* каби таъкидни кучайтирувчи сўзлар келади. Улар нутққа кўтарики руҳ бағишлайди ва тасдиқнинг кучли эмоция билан таъкидланиши учун хизмат қилади” (2:75). Бундай гап шакллари қаҳрамоннинг ҳайратланишини, қувончини, ажабланишини, шубҳа ва гумонсирашини, ғазаб ва нафратини ифодалашда жуда қўл келади. Ички ва ташқи нутқда, монологик ва диалогик нутқларда кенг қўлланилади (қар: 1; 3).

Шу асосда айтиш мумкинки, сўроқ гапда сўзловчи муносабатнинг ифодаланиши модалтик категорияси доирасида, сўзловчининг мақсадига қўра хабар ёки буйруқ маъносининг ифодаланиши эса коммуникатив аспектда ўрганилиши лозим. Бадний матнда қўлланилган сўроқ мазмунини ифодаловчи гапларнинг семантик ва грамматик хусусиятлари тилшуносликда кенг ўрганилган. Уларнинг лингвопоэтик хусусиятлари эса алоҳида монографик планда ўрганилмаган. Сўроқ (шунингдек, буйруқ) гапларнинг бадний матндаги лингвопоэтик имконларини кузатиш орқали ўзбек бадний адабиётининг тили билан боғлиқ муҳим қонуният ўрганилиши ва тилшуносликдаги муайян бушлиқ тулдирилиши мумкин.

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## ТАҚЛИДИЙ СЎЗЛАР ТАСНИФИ ВА ЛИНГВОКУЛЬТУРОЛОГИК ТАДҚИҚИ

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Ҳар қандай халқнинг тилида табиат ва жонзодлар овозига тақлидни ифодаловчи алоҳида сўзлар гуруҳи мавжуд. Паррандалар, қурт-қумурсқалар ва ҳайвонлар чиқарадиган овозлар имитацияси ҳар бир халқда ўзига хос тарзда намоён бўлади. Бундай бирликлар тилшуносликда ономатоп, жами эса ономатопея термини остида ўрганилади (1). Лингвокультурологик жиҳатдан беқиёс аҳамиятга эга бўлган бундай бирликлар тилнинг тарихий тараққиётида ниҳоятда секин ўзгаришга учрайдиган бирликлар ҳисобланади.

Бир япон социологи 5-6 ёшдан кейин бошқа давлатларга кучиб ўша ерда узоқ йиллардан бери яшаётган японлар нутқини текширганда тақлидий сўзларнинг деярли ўзгаришсиз сақланганлигини аниқлаган. Ватанидан кучиб бошқа мамлакатларда узоқ вақтдан бери яшаётган кишилар нутқида қўлланиладиган бошқа фаол сўзлар ё унутилган ёки фонетик ўзгаришга юз тутган, лекин ономатоплар инсонларнинг нутқий хотирасида сақланиб қолган. Бундан кўринадики, болалар нутқининг шаклланиш жараёнида ўрганилган тақлидий сўзлар айни пайтда миллий тилнинг мустаҳкам пойдевори вазифасини ҳам ўтайди.

Тақлидий сўзлар хусусиятига кўра турлича тасниф қилинади. Биз ушбу мақолада фақатгина товуш имитацияси билан боғлиқ ономатопларнинг лингвокультурологик жиҳатларини ёритишга ҳаракат қиламиз. “Илмнинг асоси — тасниф” ҳикматига амал қилган ҳолда ономатопларни куйидаги беш гуруҳга бўлиб текшираемиз:

1. Жонзодлар товушига тақлид:

а) паррандалар: қушлар, товуқлар, урдақлар, ғозлар;

б) ҳайвонлар: уй ҳайвонлари, ёввойи ҳайвонлар;

в) судралиб юрувчилар;

г) қурт-қумурсқалар товушига тақлид: зарқанотлилар, қуртлар, қумурсқалар.

2. Табиат ҳодисаларига тақлид:

а) эсинлар товушига тақлид: ел, шамол, довул, бўрон;

б) ёгинлар товушига тақлид: ёмғир, сел, дўл, туфон;

в) синиш, парчаланиш, ёрилиш, эгилиш, буралиш каби ҳодисалар товуши имитацияси: навда, ёғоч ва тахта каби жисмларда синиш, ёрилиш, эгилиш, буралиш билан боғлиқ ҳолда чиқадиган товушлар имитацияси; шишасимон жисмларнинг синиш, парчаланиш, ёрилиш жараёнида чиқарадиган товушлари имитацияси; темирсимон жисмларнинг эгилиш ёки буралиш жараёнида чиқарадиган товушлари имитацияси;

д) онийдан рўй берадиган портлаш, отилиш, қулаш каби ҳодисалар товушига тақлид: вулқон, упирилиш, сурилиш, силжиш, кучиш, қулаш, отилиш билан боғлиқ ҳолда чиқадиган товушлар имитацияси.

3. Қаттиқ жисмлар тўқнашуви натижасида ҳосил бўладиган товушга тақлид:

а) материалга кўра қаттиқ жисмлар тўқнашуви натижасида ҳосил бўладиган товушларга тақлид;

б) рўй бериш вазиятига кўра ҳосил бўладиган товушларга тақлид.

4. Юмшоқ жисмлар чиқарадиган товушларга тақлид.

а) материалга кўра юмшоқ жисмлар чиқарадиган товушларга тақлид;

б) рўй бериш вазиятига кўра ҳосил бўладиган товушларга тақлид.

Мазкур имитативларнинг (4) бошқа халқларда қандай ифодаланишини кузатиш ва ўзбек тилидаги кўринишлари билан қиёслаш орқали миллий дунёқараш ҳамда ўзбек лисоний манзарасини тулиқ тасаввур этишимиз мумкин бўлади. Мутахассислар таъкидлашича, "бадийий матнда муайян нарса-

ходисаларнинг образларини яратишда тақлидий ва тасвирий сўзлардан кенг фойдаланилади. Айтиш мумкинки, тақлидий сўзлар (так-так, жилдир-жилдир, жингир-жингир, шитир-шитир, вижир-вижир, қар-қар, вов-вов, миёв каби), ҳатто улар асосида ясалган сўзлар (тақилламоқ, жилдирамоқ, шитирламоқ, вижирламоқ, қагилламоқ, вовулламоқ, гулдурак, шилдирок, миёвламоқ каби) бадий образ яратишнинг битмас-туганмас манбаларидир. Муайян нарса-ҳодиса тасвирланар экан, узундан-узок тавсифлардан кўра бу нарса-ҳодисаларга хос товушларни эслатиш, келтириш уларнинг образларини тезроқ тасаввур қилиш имконини беради. Бундай тақлидий товушлар нарса-ҳодисанинг тўғридан-тўғри ўринбосарларига айланади. Шунинг учун ҳам ономатопеялар бадий матнда алоҳида лингвопоэтик салмоққа эга” (2, 3).

Бадий матнда, турли мақол ва маталлар, тез айтишлар ва бошқа фольклор намуналарида қўлланилган имитативлар поэтик актуаллаштирувчи воситалар сифатида тадқиқ қилиниши лозим. Чунки мазкур поэтик актуаллаштирувчилардан воз кечилса, бундай сўз санъати намуналарининг эстетик яхлитлигига путур етади, ундаги фақат фонетик эмас, балки бошқа тил воситаларининг ҳам интеграцияси ўз моҳиятини йўқотади (3, 4). Тақлидий сўзлар ва уларнинг лингвокультурологик ва қиёсий тадқиқи ўзбек тилишунослигидаги катта бўшлиқни тўлдирди.

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## QADIMIY VA NAVQIRON – NAVOIY

*Yuldasheva Gulrux, O'zDSMI talabasi*

*Ilmiy rahbar: Abdusalikova D.A., O'zDSMI katta o'qituvchisi*

Bugungi qadimiy va navqiron Navoiy viloyatida Spitamen, Muqanna, Mahmud Torobiy kurashini davom ettirgan sohibqiron

Amir Temur va boshqa temuriylarning qadami tekkan joylar viloyatda juda ko'p, ulardan eng qadimiy va go'zali esa Karmanadir. Ayni mahalda u Amir Temurning onasi Tegin begimning ota avlodlaridan Abu Abdulloh Umar manzili tutgan maskandir. Tabarruk qo'lyozmalar va manoqiblarda Amir Temur, Jahongir Mirzo, Mirzo Ulug'bek, Mirzo Bobur singari tarixiy siymolar qatorida Bahouddin Naqshband, Ali Qushchi, Abdurahmon Joniyy, Alisher Navoiy kabi ma'naviyat yulduzlari ham Karmana tuprog'iga qo'nib o'tib, vodiy tarovatidan shukuh tuyganlari qayd etilgan.

Shohrux Mirzo o'g'li Mirzo Ulug'bekga Movarounnahr hukumdori tojini Karmanada kiygizgan. Buyuk hukmdor Abdullahon II ga ismini qo'ygan va tarbiyalagan Mahdumi A'zam (Sayyid Jaloliddin Kosoniy) 1512-1538 - yillarda Karmanada yashagan O'zgeografik o'rni va iqtisodiy imkoniyatlariga ko'ra Zarafshon vodiysining ikkala katta vohasini bog'lab turuvchi chorraha bo'lmish Karmanada Mavlono Orif Deggaroniy, Xoja Sobir ibn Muhammad al-Jaloiniy, Xoja Xusrav al-Amir al-Karminiy, Nizomiddin Qosim Shayx Azizon, Yassaviya tariqati ulug'laridan Temur shayx singari siymolar dunyoga keldilar va umurguzaronlik qildilar. Bu siymolarning yetilishida Samarqand va Buxoro fiqh maktablaridan keyin vujudga kelgan Karmana fiqh maktabi vakillari Imom Adulkarim Andaqiy, Imom Abu Zayd Dabusiy singari buyuk ulamolar ham ijtimoiy bilimlar rivojiga salmoqli hissa qo'shdilar.

**Karmanada Ulug'bek Izlari.** Sohibqiron Amir Temurning sevimli nevaralaridan biri, riyoziyot, falakiyot, musiqashunoslik va tarix ilmlari sohasida qalam tebratgan davlat arbobi Mirzo Ulug'bekning taqdir taqozosi bilan bir necha marta Karmanada, uning ajoyib go'shalari Raboti Malik, Nurato, Dabus qal'asida bo'lgan. Uning Karmanada ham qadamjolari bor Amir Temur yetti yillik (1399-1404- yillar) urushdan g'alaba bilan qaytar ekan, Sultoniyanidan Tabrizga chaqirtirib Saroymulk xonim, Tuman og'o, Cho'pton Malik, Xonzoda begim kabi malikalar va boshqa shahzodalar bilan uchrashgan edi. Ular orasida Ulug'bek ham bo'lgan. Sohibqiron sevimli nevarasi Mirzo Ulug'bekni bag'riga bosib, unga Damashqning mohir qilichsozlari yasagan oltin dastali shamshirini tortiq qiladi. Ulug'bek ulug'lagan, bugungi Navoiy viloyatining Malik cho'lida xalq ozodligi va erkin uchun jon bergan

qahramon Maxmud Torobiyning xotirasini e'zozlash biz uchun qarz, ham farzdir.

**Navoiy Nomini Sharaflagan Maskan.** O'zbekistonning mashhur tarixchilari Alisher Navoiyning shajarasi haqida fikr yuritib, "Alisher Navoiy 1441 yilda Xirotda tug'ilgan. Imtiyozli barlos bahodirlaridan bo'lgan otasi va bobosining ancha yer –suvlari va boshqa molu-mulklari bo'lgan", deb ko'rsatadilar. Bu ishonchli manba bizga Alisher Navoiy ham Amir Temur va temuriylarga yaqinligidan dalolat beradi. Madomiki shunday ekan, 1465-1469 yillar moboynida Samarqand va Movarounnaxrning ko'pgina joylarida bo'lgan Alisher Navoiy Karmanada bo'lganmi yoki yo'qmi? degan savol bizni anchadan beri qiziqtirib kelmoqda. Buning ustiga, 1998 yil 15 mayda Navoiy nomi bilan ataluvchi shaharda O'zbekiston Fanlar Akademiyasi, Navoiy Davlat Pdagogika instituti, Navoiy viloyat va shahri hokimliklari bilan hamkorlikda "Joy nomlari xalq tili va ma'naviyatining nodir merosi" mavzusida o'tkazilgan ilmiy-amaliy anjumanda ishtirok etgan bir mehmon Qizilqum markazida tashkil topgan yangi viloyat shahar va tumanga Alisher Navoiy nomi berilishining boisi shoir faoliyati bilan naqadar bog'liqligini ko'rinib turibdi. Navoiyni Samarqand, Buxoro kabi o'sha davrning mashhur shaharlari, go'zal go'shalari, tarixiy obidalari qiziqtirmay qolishi mumkin emas, albatta. Navoiy nomidagi yurtda uning asarlari qahramonlari Farhod va Shirinlar nomiga madaniyat saroylari, ziyo maskanlari qo'yilib, mustaqil O'zbekiston fuqarolariga xizmat qilmoqda.

2003- yili O'zbekiston Respublikasi II chaqiriq Oliy Majlisning o'n birinchi sessiyasida "Jamoat fondlari to'g'risida" gi qonun loyixasi muhokamasi chog'ida Respublikasining birinchi Prezidenti I.A Karimov Afg'onistondagi Alisher Navoiy va o'zbek xalqining boshqa buyuk arboblari-Abu Rayxon Beruniy, Zahiriddin Bobur, Sulton Husayn Boyqarofarning qabr-maqbaralarning, u yerda avlodlarimiz yaratgan tarixiy obidalarining vayronaga aylanib, xarob ahvolda ekanligi haqida gapirib: "Albatta, bu masalani, eng avvalo, Afg'onistonning hozirgi hukumati bilan muzokaralar olib borish orqali hal qilish kerak, uni ko'rib chiqish tashabbusi qo'yidan, aholining keng qatlamlaridan chiqishiga erishishimiz zarur", deb sessiya qatnashchilariga murojat etgan edi. Shu kungardan boshlab



Alisher Navoiy nomi bilan ataluvchi viloyatning mehnatkashlari ham bu ishdan chetda qolmasliklarini izhor etmoqdalar.

Prezidentimiz taklifini zangori ekran orqali eshitgan va matbuotda o'qigan har bir navoiylik kattayu kichik, yoshu qari bugun viloyat jamoat tashkilotlariga shu tashabbusni qo'llash va yordam qo'lini cho'zishga tayyor ekanliklarini bildirib murojaat qilmoqda. Mustaqilligimizning 26 yilligiga shahdam qadamlar bilan borayotgan O'zbekiston o'tmishning jarohatlariga malham bo'lmoqda. Respublika ahli yaqin xorijda qarovsiz yotgan ziyoratgohlarni obod qilish, ta'mirlashni maqsad qilib qo'ydi. Bu ishlarning boshida Respublika Prezidenti turibdi.

Vatanimiz tarixi faqat davlatlar, saltanatlarning vujudga kelishi hamda ularning yemirilishi tarixidagina iborat emas. Ayni paytda u ajdodlarimizning buyuk bunyodkorlik tarixi xamdir. O'rta Osiyo hududida shaharsozlik madaniyatining shakllanishi va rivoji jarayonida yirik shaharlar atrofida qator dehqonchilik qishloqlari va yo'ldosh shaharchalar qad ko'targan. Ular markaziy, hususan, poytaxt shaharlarning ijtimoiy-siyosiy, iqtisodiy va madaniy hayotida muhim o'rin tutgan.

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## **SCENARIO AND ORGANIZATION OF CULTURAL EVENTS**

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*Scientific adviser: Gulnaza Aripova, teacher of UzSIAC*

It is impossible to imagine the East in the spirit of a particular people or nation, apart from its history, its customs and traditions, and its vital values. "It is natural that the spiritual heritage, cultural values, and historical monuments serve as one of the most important factors in the history" said of the first president of one of his works. Indeed, it is possible to observe it in the period of Independence, on the spirit of attention, culture and the arts. In this place, the role of mass events in the promotion of the Independence Towers to the broader population and upbringing the high civic

conceptions of the past is vast. That is why the public holidays of the director of the public are very important. To be honest, mass events are a great collection of dance, for listening, singing, and listening to certain types of art, other than ordinary work. This type of event is primarily a type of lyrical event designed to make people loose or relax. Speaking of cultural expressions in the Allan language is a celebration, a concert, a show, a celebration. As we talk about holiday, we should first of all focus on his linguistic sense. The National Encyclopedia of Uzbekistan describes the holiday as follows. The holiday is taken from Turkish and it is a great message, meaning worth mentioning. The great scholar and philosopher of the East, Mahmud Koshgari, said, "Holidays are the day of joy and joy of the people."

Therefore, mass events, holidays are a kind of holiday offered to most of the people, and it's a kind of holiday and a kind of holiday offered. The filmmaker and the screenwriter are of the utmost importance for his preparatory process and up to the present day. We need to know what exactly and exactly what the scenario is. "Scenario" is the Italian word for the introduction of the play, the movie, the plan, the plot, the scheme of the movie, movies, television, theaters. The scenario is a common reaction to the situation in which the event is being prepared and where the participants are released and where the change takes place. Vahob Rustamov described about it in his books in a general way. "In order to organize any festival or holiday dramatic basis of the script is written first. Scenario is the first step in the implementation of the event. The scriptwriting is a complete written statement of the holidays or scenes. The following tasks will be performed in the script:

- studied held in celebration or watch shows;
- resources are sought from the focal context, the subject, the activity bar;
- documentary materials are artistic;
- the ways to use stereotypes are searched;
- tools of the impact of selected;

Based on this, we will be able to resemble the script of the house. Through the design, the materials, equipment, equipment and

so on can be bought and the work begins. If any cultural events are based on a script, this event will end with a good outcome achievement. Scenario events are also held, but the difference between the scenario-based cultural event and scenario-free arrangements is higher than quality. For example, we have to prepare for a school, a lyceum, or a science school. We made it clear that participants made their performances clear. We have made preparations for the event. However, for one day only one participant could not come. The group has lost a sequence.

The scenario is written by the script, in which all the circumstances are deeply thought, depending on the situation.

The scenario is not only important for the filmmaker, it is a less desirable plan for the participants. The script is divided into several types according to its various specialties and nature. For instance:

1. Scenario of screenwriting, television scenarios, animations;
2. Scenario of broadcasts;
3. Scenario of circus performances;
4. Scenario of cultural events

- Written for cultural and leisure centers, gardens, various non-traditional scenarios, on-site, for various organizations and elsewhere. When creating scenarios of cultural events, they are different depending on their types. For example, scenario writing is based on round-table discussions, debates, various meetings, sports events, concert programs, and so on. At present, all national holidays such as Abdulla Aripov, Erkin Vohidov, Bahodir Yuldashev, Nosir Otaboev, Rustam Hamidov, Bakhtiyor Sayfullaev, Marat Azimov and others will be screenwriting and screenwriting co-authors are coming. They are deeply convinced of the profound changes in our country, the greatness of the future of Uzbekistan, the love of the Motherland, respect for their work, homeland and family, the role of youth in the development of the country, respect for old people. They are trying their best to add to the audience their attributes, such as the ability to use the artistic tools of their own. They make a great contribution to the development of the image of Uzbekistan through the festive events and shows.

The scenario can be divided into 3 different categories: a simple scenario (a sequence of existing materials is defined as a control

link), a combined scenario (written using different scripting materials), and the original script (viewer ' he faces a variety of turbulences, confrontations, emotions that he himself does not expect, and as a result, he does not get bored and gets aesthetic pleasure from the event). Activities in all locations are held in different ways. Making a dream of the person that he wants in the eyes of the audience, achieving the imagined mentality imposes great responsibility on the screenwriter's shoulders. Creating original scenario is not the case for all scenarios. For this reason, the scriptwriter's outlook should be broad and very high. That is why staging is one of the most important stages in a director's work. It is one of the original findings of the famous artists and pop singers with professional players.

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### KEY ASPECTS OF ACQUIRING FOREIGN LANGUAGES

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English language is recognized among the population of the world as the language which is widely used. Currently, the demand for learning this language requires developing the strategy of teaching English language.

In most cases teaching English is implemented according to the pupil's ability. Majority of the children are considered to be auditory and visual learners. So most of the teachers use different kind of songs, cartoons or colorful pictures when they teach young children. According to some elementary learners' opinions teaching this or that language via watching some films or videos is much more effective comparing to learning only grammar by direct method. So in the recent years developing English skills via listening is widely widespread among the learners. Korean linguists put into practice teaching English only via listening. As these linguists mention in this learning process students only listen different tracks and music without saying any single word in English during six months. After

this period students began speaking freely without any hesitation. The reason is that similarity of the track and coming across to the common words in the songs greatly help students to improve their English skills. According to observations when watching a movie students easily understand the words, even though they don't comprehend a word they can realize it by gestures or hero's emotions in the movie. Besides this, listening and watching assist students to avoid speaking in a stable rhythm. Most of the students get accustomed with speaking without any feelings and emotions. As everybody knows, English native speakers are full of the features which I mentioned on the line. English learners should learn not only language but also they should be aware of English culture as it makes easier learning English for learners. Nowadays the student who wants to learn English perfectly goes the native speakers' country. The reason for this, they can be among the native speakers and native English atmosphere. In this condition they have to speak only English if they want to make friends or build good and stable relationship with others.

Another effective way to improve our English knowledge is reading. Reading and analyzing the text help us to increase the amount of new words. During the process of analyzing a text we can learn some grammar rules and the structure of sentences in English. Reading a lot of books or text greatly assists to develop paraphrasing skills. Because it gives a chance to learn variety of sentence structure with the synonyms of the words. Although students know lots of words they can not use them while they are speaking or writing as they have a problem with lack of practice. In order to speak English simultaneously first of all, every learners should learn thinking in English and books play the key role in this process. Most of the students who take an IELTS or TOEFL exam read a lot of magazines and newspaper to develop their reading skill. The students' outlook and their critical thinking skills are developed effectively by reading. In most cases magazines and newspapers help create critical attitude to any kind of situation and in addition to this it also assists to find out what is a criticism. Because nowadays majority of the students think negatively when they hear the term criticism. But there are lots of critics who treat positively when they criticize someone or

something and most of their articles are published in newspapers. Furthermore, students can read articles on different topics. In the articles complex sentences are mostly used and various terms as well. Terms can be about technology, medicine, architecture, pedagogical, agrarian and so on. Until people are learning English they should be able to speak and understand in any field. Besides this, many advertisements and official notifications are given in a formal speech in the newspapers and it also develops students' formal speaking skills.

Another resource which was mentioned above is book especially fiction books. Fiction books play the dominant role to compose the creativity and logical thinking. If the students think creatively they will be able to write an article, essays or give a speech in the meeting and international forums. As a result, these students show great competence of critical thinking, higher cognitive linguistic ability and extraordinary innovative ideas.

Combination of the reading and listening skills highly develops the English language learners' proficiency. While one of them provides with natural speech, another one gives an opportunity of thinking creatively and logically. This two key points can greatly assist to learn any language without any difficulty.

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## **XORIJIY TILLARNI ORGANIZATSIYALAR TIZIMIGA ZAMONAVIY INNOVATSIYON TEXNOLOGIYALARNI JORIY ETISH**

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Barchamizga ma'lumki, XXI asr - texnika va texnologiyalar asridir. Albatta, bu nom bejizga berilmadi. Atrof-muhitda sodir bo'ladigan hodisalar uni o'rganishga bo'lgan qiziqishni yanada orttirdi. Bu qiziqish ortidan ilm-fan sohasida misli ko'rilmagan

kishifryotlar paydo bo'ldi va paydo bo'lmoqda. Kundan kunga kishini hayratga soladigan yangiliklar yaratilmoqda.

Shu o'rinda, bu yangiliklar xususan, turli xil gadjetlar, qurilmayu moslamalar inson hayotining ajralmas bo'lagiga aylanib bormoqda. Bugungi kunda ulardan unumli foydalanish dolzarb mavzulardan hisoblanadi.

Bu borada O'zbekiston Respublikasining birinchi Prezidenti Islom Abdug'aniyevich Karimovning quyidagi fikrlarini keltirib o'tishni o'rinli deb bilamiz: «Kelajagimiz poydevori bilim dargohlarida yaratiladi, boshqacha aytganda, xalqimizning ertangi kuni qanday bo'lishi farzandlarimizning bugun qanday ta'lim va tarbiya olishiga bog'liq». Darhaqiqat, farovon kelajak poydevori hozirda unib-o'sib kelayotgan yoshlar hisoblanadi. Shu sababli, ularning yuqori bilim va ko'nikmalarga ega bo'lib voyaga yetmoqlari muhim omildir.

Mamlakatimizda ijtimoiy-iqtisodiy, siyosiy, madaniy sohalarda bo'layotgan tezkor o'zgarishlar ta'lim tizimini ham tubdan isloh qilishni taqozo etmoqda, chunki mukammal ta'lim tizimi orqali Respublikamizning kelajak intellektual imkoniyatlarini va uni gullab yashnashi hamda rivojlanishini belgilab beruvchi yoshlarni har tomonlama ijodkor, mustaqil faoliyat yuritadigan qilib tarbiyalashda asosiy omil bo'lib xizmat qiladi. Shuning uchun ta'limda eng muhim strategik yo'nalish ta'lim muassasalarining innovatsion faoliyati hisoblanadi. Bu esa barcha ta'lim muassasalarida, ayniqsa ijodkor, yuqori salohiyatli mutaxassis kadrlarni tayyorlovchi oliy ta'lim maskanlarida innovatsion texnologiya ko'rinishida faoliyat olib borish dolzarb masalalardan biri bo'lib kelgan.

Xususan, hozirgi kunda ta'lim jarayonida innovatsion texnologiyalar, pedagogik va axborot texnologiyalarini o'quv jarayonida qo'llashga bo'lgan qiziqish, e'tibor kuchaygan.

Ta'limning samaradorligini oshirish o'z o'rnida yoshlarning ta'lim markazida bo'lishini va ularning mustaqil bilim olishlarini ta'minlashga xizmat qiladi. Bu yo'lda ta'lim muassasalariga yaxshi tayyorgarlik ko'rgan va o'z sohasidagi bilimlarni mustahkam egallagan kadrlar talab etilishi bilan bir qatorda ularning zamonaviy pedagogik texnologiyalarni va interfaol usullarni biladigan, ulardan o'quv va tarbiyaviy mashg'ulotlarni tashkil etishda foydalana

oladigan mutaxassislar zaur. Buning uchun barcha fan o'qituvchilarini yangi pedagogik texnologiyalar va interfaol usullar bilan qurollantirish va olgan bilimlarini o'quv-tarbiyaviy mashg'ulotlarda qo'llash malakalarini uzluksiz oshirib borish keng yo'lga qo'yilmoqda.

Zamonaviy texnologiyalar qo'llanilgan mashg'ulotlar o'quvchular egallayotgan bilimlarni o'zlari qidirib topishlariga, mustaqil o'rganib, tahlil qilishlariga, xatto xulosalarni xam o'zlari keltirib chiqarishlariga qaratilgan. O'qituvchi bu jarayonda shaxs va jamoaning rivojlanishi, shakllanishi, bilim olishi va tarbiyalanishiga sharoit yaratadi, shu bilan bir qatorda, boshqaruvchilik, yo'naltiruvchilik vazifasini bajaradi.

«Eshitganinni yoddan chiqaraman, ko'rganimni eslab qolaman, mustaqil bajarsam tushunib yetaman», - buyuk faylasuf Konfutsiyga tegishli bu hikmatli so'z yuqoridagi fikrlarimizga dalildir.

Hozirgi davrda sodir bo'layotgan innovatsion jarayonlarda ta'lim tizimi oldidagi muammolarni hal etish uchun yangi axborotni o'zlashtirish va o'zlashtirilgan bilimlarni o'zlari tomonidan baholashga qodir, zarur qarorlar qabul qiluvchi, mustaqil va erkin fikrlaydigan shaxslar kerak.

Shuning uchun ham, ta'lim muassasalarining o'quv-tarbiyaviy jarayonida zamonaviy o'qitish ushblari - interfaol ushblar, innovatsion texnologiyalarning o'rni va ahamiyati beqiyosdir. Pedagogik texnologiya va ularning ta'limda qo'llanilishiga oid bilimlar, tajriba o'quvchilarni bilimli va yetuk malakaga ega bo'lishlarini ta'minlaydi.

Bu o'rinda, innovatsion texnologiyalar takomillashuvining yoshlar ongiga turli ta'sirlari mavjud. Buning isbotini boshqa rivojlangan chet el mamlakatlari tajribasida ko'rishimiz mumkin. Zamonaviy hayotga bog'langan holda, o'tmishini, o'zligini unutib qo'yayotgan yoshlar hayotimizda uchrab turibdi. O'z qadriyat va an'analarini yoddan chiqarib, turli xil buzg'unchi oqimlarga og'ib ketayotganlar ham shular jumlasidandir.

Shu kabi muammolarni bartaraf etish borasida yurtimiz miqyosida keng ko'lamli ishlar amalga oshirilyapti. Fuqarolar, ayniqsa yoshlar ongida internet va uning tarmoqlaridan foydalanish



madaniyatini shakllantirish borasida tushuntirish ishlari olib borilmoqda.

Buyuk bobokalonimiz tarixiga oid ma'lumotlar borasida zamonamiz olimlari tomonidan hali hamon izlanishlar olib borilmoqda. Sohibqiron tarixi nafaqat yurtimiz, balki chet el tarixchi olimlarining ham qiziqishiga sazovor bo'lib bormoqda.

Qizg'in izlanishlar davrida, Sohibqiron tarixi chet el vakillarini qiziqtirgan bir vaqtda, ulug' bobomiz hayoti o'z xalqi tomonidan qanday o'rganilayotgan ekan degan savol barchamizda paydo bo'lishi aniq.

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### **INNOVATIVE METHODS OF TEACHING**

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There are many multimedia technologies that are available for developers to create these innovative and interactive multimedia applications, such as *Adobe Photoshop and Premier, Sound Forge and 3D Studio Max* etc. The teacher uses multimedia to modify the contents of the material. It helps him/her to represent in a more meaningful way, using different media elements. These media elements can be converted into digital form, modified and customized for the final presentation. By incorporating digital media elements into the project, the students are able to learn better since they use multiple sensory modalities, which would make them more motivated to pay more attention to the information presented and retain the information better.

The new means of the technology change the classroom experience. For example, the room is wired with cameras for photographing whiteboards, so students can receive the images as digital files. In addition, PCs, compact computers that allow the teacher to write notes directly on the screen with a special pen, replace the archaic projector. Technology allows professors to make notes on charts and spreadsheets and send them directly to their students' PCs.

Another innovative teaching method is *mind maps*, which is a simple technique for drawing information in diagrams, instead of writing it in sentences. The diagrams always take the same basic format of a tree, with a single starting point in the middle that branches out and divides again and again. The tree is made up of words or short sentences connected by lines. The lines that connect the words are part of the meaning.

Mind maps are also very quick to review, as it is easy to refresh information in student's mind just by glancing once. Mind maps can also be effective mnemonics and remembering their shape and structure can provide the cues necessary to remember the information within it. They engage much more of the brain in the process of assimilating and connecting facts than conventional notes.

The key notion behind mind mapping is that student learns and remembers more effectively by using the full range of visual and sensory tools at his/her disposal. Pictures, music, color, even touch and smell play a part in the learning armory, since it helps to recollect information for long time.

The *sense of humor* can also be an innovative teaching method. Students always like lively and delightful personalities and that's natural. If one teaches whatever he/she wants in a humorous, delightful and entertaining way, he/she can easily achieve target. There are many devices with the help of which one can teach effectively. This method involves learning through delight. E.g. the games like word-antakshari, Spin-a-yarn, Role-Playings etc. are very effective in developing their linguistic competence. If this method is used properly, language-learning becomes more interesting and easy.

Humor strengthens the relationship between student and teacher, reduces stress, makes a course more interesting and if relevant to the subject, may even enhance recall of the material. Humor has the ability to relax people, reduce stress and tension, and thereby create an atmosphere conducive for learning and communication. Numerous studies in the field of advertising have noted that humor is the most effective tool for enhancing recall of advertisements. It is easy to create a humor in the classroom by reading books of jokes and to listen to professional comics.

The students should be encouraged to take notes, especially to learn about the professionals' use of such techniques as exaggeration, pauses, and timing. Observe reality and exaggerate it - much humor lies in observations about real life and truthful situations. In conclusion, humor not only plays an important role in the healing process but is also very important in education.

Another innovative teaching method is the *mnemonics words*. Here the teacher is not supposed to talk on a particular concept for a quite long time. But to make it clear to the students he/she can just go on saying mnemonics or its associated meaning in words. Here he/she goes on saying only words instead of sentence, and once they come to a basic understanding of the meaning of a particular concept, then the teacher will explain in sentences. For example, in teaching language courses this technique can be used as an effective medium by the teacher to develop word power.

Moreover, *role playing* and *scenario analysis* is another innovative method of teaching. Science and engineering courses have practical but in support of those practical if students are given a scenario and other options to solve a particular issue, then the students are exposed to decision making in a given environment. One main advantage of role-playing is the possibility to encourage evaluation and synthesis of the subject matter, while practically taking students out of their chairs and allow them to learn it by doing. In addition it is the role of the teacher to explain for the students that it is not only fun, but an opportunity to participate in the learning process. In legal education it might be a court exercise, building up a negotiation strategy and observing a conclusion of a contract, or an alternative dispute resolution role-playing. They are appropriate to develop the argumentation and text analyzing and research skills of the students that they would need definitely in their professional life.

Furthermore, students can achieve deep-learning that is prerequisite of long-term knowledge.

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## LEXICAL STYLISTIC DEVICE "METAPHOR" USED IN OSCAR WILDE'S FAIRY TALES "THE HAPPY PRINCE AND OTHER TALES"

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The term 'metaphor', as the etymology of the word reveals, means transference of some quality from one object to another. From the times of ancient Greek and Roman rhetoric, the term has been known to denote the transference of meaning from one word to another. It is still widely used to designate the process in which a word acquires a derivative meaning. Quintilian remarks: "It is due to the metaphor that each thing seems to have its name in language." Language as a whole has been figuratively defined as a dictionary of faded metaphors.

A metaphor becomes a stylistic device when two different phenomena (things, events, ideas, actions) are simultaneously brought to mind by the imposition of some or all of the inherent properties of one object on the other which by nature is deprived of these properties. Such an imposition generally results when the creator of the metaphor finds in the two corresponding objects certain features which to his eye have something in common.

The idea that metaphor is based on similarity or affinity of two (corresponding) objects or notions is, erroneous. The two objects are identified and the fact that a common feature is pointed to and made prominent does not make them similar.

Metaphors, like all stylistic devices, can be classified according to their degree of unexpectedness. Thus metaphors which are absolutely unexpected, i.e. are quite unpredictable, are called genuine metaphors. Those which are commonly used in speech and therefore are sometimes even fixed in dictionaries as expressive means of language are trite metaphors, or dead metaphors. Their predictability therefore is apparent. Genuine metaphors are regarded as belonging to language-in-action, i. e. speech metaphors; trite metaphors belong to the language-as-a-system, i.e. language proper, and are usually fixed in dictionaries as units of the language.

V.V. Vinogradov states: "...a metaphor, if it is not a cliché, is an

act of establishing an individual world outlook, it is an act of subjective isolation... Therefore a word metaphor is narrow, subjectively enclosed, ...it imposes on the reader a subjective view of the object or phenomenon and its semantic ties." The examples given above may serve as illustrations of genuine metaphors. Here are some examples of metaphors that are considered trite. They are time-worn and well rubbed into the language: 'a ray of hope', 'floods of tears', 'a storm of indignation', 'a flight of fancy', 'a gleam of mirth', 'a shadow of a smile' and the like.

Trite metaphors are sometimes injected with new vigour, i.e. their primary meaning is re-established alongside the new (derivative) meaning. This is done by supplying the central image created by the metaphor with additional words bearing some reference to the main word. For example: "Mr. Pickwick bottled up his vengeance and corked it down." The verb to bottle up is explained in dictionaries as follows: to keep in check' ("Penguin Dictionary"); to conceal, to restrain, repress' ("Gas-sell's New English Dictionary"). The metaphor in the word can hardly be felt. But it is revived by the direct meaning of the verb to cork down. This context refreshes the almost dead metaphor and gives it a second life. Such metaphors are called sustained or prolonged. Here is another example of a sustained metaphor: "Mr. Dombey's satisfaction was so full at this moment, however, that he felt he could afford a drop or two of its contents, even to sprinkle on the dust in the by-path of his little daughter." (Dickens, "Dombey and Son")

The metaphor is often defined as a compressed simile. But this definition lacks precision. Moreover, it is misleading, inasmuch as the metaphor aims at identifying the objects, while the simile aims at finding some point of resemblance by keeping the objects apart. That is why these two stylistic devices are viewed as belonging to two different groups of SDs. They are different in their linguistic nature. True, the degree of identification of objects or phenomena in a metaphor varies according to its syntactic function in the sentence and to the part of speech in which it is embodied. Indeed, in the sentence 'Expression is the dress of thought' we can hardly see any process of identification between the concepts expression and dress, whereas in the lines. "Yet Time, who changes all, had altered him In soul and

aspect as in age: years steal. Fire from the mind as vigour from the limb; And Life's enchanted cup but sparkles near the brim (Byron, "Childe Harold") [3, 143].

The metaphors steal, fire, cup, brim embodied in verbs and nouns not used predicatively can be regarded as fully identified with the concepts they aim at producing. Genuine metaphors are mostly to be found in poetry and emotive prose. Trite metaphors are generally used as expressive means in newspaper articles, in oratorical style and even in scientific language. The use of trite metaphors should not be regarded as a drawback of style. They help the writer to enliven his work and even make the meaning more concrete.

There is constant interaction between genuine and trite metaphors. Genuine metaphors, if they are good and can stand the test of time, may, through frequent repetition, become trite and consequently easily predictable. Trite metaphors, as has been shown, may regain their freshness through the process of prolongation of the metaphor.

#### Analysis of Metaphor.

1. He had met her early in the spring as he was flying down the river after a big yellow moth and had been so attracted by her slender waist that he had stopped to talk to her.. (metaphor p 28) - U uni erta baxorda daryo ustidan katta sariq kapalakdan keyin uchib o'tayotganda uchratgandi va uning nozik beliga maftun bo'lib u bilan gaplashish uchun to'xtagandi. In this sentence by the metaphor the author described Reed's slender waist as the waist of a human.

2. She will dance so lightly that her feet will not touch the floor (metaphor) - U shunday yengil raqsga tushadiki hattoki uning oyoqlari yerga tegmaydi. In this sentence the meaning of metaphor was exaggerated by the author in order to attract the reader.

3. The birds were flying about and twittering with delight, and the flowers were looking up through the green grass and laughing (metaphor p 50) - Qushlar zavq bilan sayrashardi va uchishardi, yashil maysalar orasidan gullar tomosha qilib kulishardi. By the metaphor "the flowers were looking up through the grass and laughing" the author described flowers as a happy people.

4. It's branches were golden and silver fruit hung down from them. (p 52)-Uning shoxlari oltindan edi va ulardan kumush mevalar osilib tuardi. A huge tree was described in this sentence.

5. He had bright beady eyes and stiff grey whiskers (metaphor p53)-Uning charaqlagan dur ko'zlari va bukilmaydigan kulrang mo'yablari bor edi. In this sentence metaphor "bright beady eyes, stiff grey whiskers" and they are described by the adjectives they are translated into uzbek "charaqlagan dur ko'zlari va bukilmaydigan kulrang mo'yablar".

6. They danced so beautifully that the tall white lilies peeped in at the window and watched them, and the great red poppies nodded their heads and beat time (metaphor p 76) - Ular shunday chiroyli raqsga tushdilarki baland oq liliyalar derazadan mo'ralashdi va ularni tomosha qildilar, ulkan qizil lolaqizg'aldoqlar boshlarini tebratishdi va vaqtni o'tkazishdi. In this sentence the author described the stage of a dancing hall.

7. The pomegranates split and cracked with the heat and showed their bleeding red hearts (metaphor p 109)-Anorlar issiqdan yorildi va tilim-tilim bo'lib o'zlarining qonayotgan qizil yuraklarini ko'rsatishdi. By the metaphor "showed their bleeding red heart" the author wanted the reader to image the scene of a hot weather.

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### LEXICAL STYLISTIC DEVICE "EPITHET" USED IN OSCAR WILDE'S FAIRY TALES "THE HAPPY PRINCE AND OTHER TALES"

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From the strongest means of displaying the writer's or speaker's emotional attitude to his communication, we now pass to a weaker but still forceful means – the epithet. The epithet is subtle and

delicate in character. It is not so direct as the interjection. Some people even consider that it can create an atmosphere of objective evaluation, whereas it actually conveys the subjective attitude of the writer, showing that he is partial in one way or another.

The epithet is a stylistic device based on the interplay of emotive and logical meaning in an attributive word, phrase or even sentence used to characterize an object and pointing out to the reader, and frequently imposing on him, some of the properties or features of the object with the aim of giving an individual perception and evaluation of these features or properties. The epithet is markedly subjective and evaluative. The logical attribute is purely objective, non-evaluative. It is descriptive and indicates an inherent or prominent feature of the thing or phenomenon in question.

Thus, in 'green meadows', 'white snow', 'round table', 'blue skies', 'pale complexion' and the like objectives are more logical attributes than epithets. They indicate those qualities of the objects which may be regarded as generally recognized. But in 'wild wind', 'loud ocean', 'remorseless dash of billows', 'heart burning smile', the adjectives do not point to inherent qualities of the objects described they are subjectively evaluative.

The epithet makes a strong impact on the reader, so much so, that he unwittingly begins to see and evaluate things as the writer wants him to.

#### Analysis of Epithet.

1. Dreamy eyes - Xayolchan ko'zlar. It is a trite epithet.
2. Good heart - Mexribon yurak. It is a trite epithet.
3. Kind heart - Mexribon yurak. It is a trite epithet
4. Silver spray - Kumush tomchi. It is a trite epithet
5. True love - Haqiqiy muhabbat. It is a fixed epithet.
6. Broken heart - Parchalangan yurak. It is a trite epithet
7. Wild eyed - Yovvoyi ko'zli. It is a trite epithet
8. Honey coloured moon - Asal rangli oy. It is a trite epithet
9. Sweetest smile - Shirin kulgi. It is a trite epithet
10. Black winged wind - Qora qanotli shamol. It is a compound epithet.



This third Chapter is devoted to the analysis of stylistic devices used in Oscar Wilde's fairy tales "The Happy Prince and Other Tales".

We analyzed Lexico - Syntactical stylistic device "Simile" and Lexical Stylistic devices "Metaphor" and "Epithet" used in Oscar Wilde's fairy tales "The Happy Prince and Other Tales". In his works Oscar Wilde used a great number of stylistic devices and we also tried to analyse some

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### STORY WRITING FOR KINDERGARDEN

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Teaching language from the early age is becoming one of the main current issues in Our Republic. Our Republic is also paying attention for kindergartens and also for nursery education. Creating a friendly home for children Where children are kept for care it is a kindergarden. Nowadays each country has a lot of kindergartens. We can see all qualities in the kindergartens. So it is very interesting topic and we can take the subject as a good writing log.

In the article which we discussed titled as "creating a friendly home for children". In the article we can see that there are very truthful words and ideas. I think all parents should follow these ideas. So when child come to the kindergartens they try to get used to coordinate the atmosphere of their kindergarden there is a big role of nurse. They should care for them and they should pay attention to the children. The nurses should each them in every field. When children observes, participates, quesons and clarifies, what he sees and does, he start to build his language sense that strengthens his understanding of and.

Curiosity about of the world. In the article that is said participating in literary activities helps our child to build an appreciation of literature and encourages positive attitudes towards reading. So we should take our children to libraries. The nurses also should create opportunities for children to talk and ask questions about words help them to develop a wider vocabulary base. The more children can read and speak fluently. We can take many useful information from the article so we should try to use the advice for our children we also talk with our children more and more. By talking children can describe their experiences. It can be instead their over- looking.

We should speak them much. Because by this .He learns to listen creating an environment that encourages these skills, along with reading can provide our child with valuable tools to increase his enjoyment and success in reading and learning.

Literacy skills start long before a child learns the ABCs. From day one, children are developing communication skills that will allow them to both comprehend and convey words and ideas. Babies' first interactions form important language building blocks as they begin to point at objects or follow your gaze to determine what is important. As they grow, children learn to use the tools of language to communicate ideas in increasingly clear and powerful ways.

You can promote communication skills early on by helping children make connections between what they hear and what they see. When you point to illustrations in a book or touch on words as you read them aloud, you are helping your child recognize that pictures convey ideas and those marks on the page represent a particular spoken word or phrase. Playing rhyming games and singing songs highlights the sounds of language, and children eventually learn to map those sounds to letters. By providing a home that is full of print, using new and interesting words for familiar concepts, telling stories and reading books that spark conversation, you can contribute to your child's ability to communicate in the world.

Try these pretend play activities to build your child's communication skills:

Have a good old-fashioned tea party. Get out the plastic teapot, cups and saucers and encourage your child to dress up for a tea party attended by friends or favorite stuffed animals. Help your child practice greeting the guests, inviting them to sit at the table, giving a "toast" and facilitating the conversation. Remind your child to demonstrate positive table manners by saying please, thank you, passing politely, and engaging in the discussion.

Give a speech. Have your child dress up as a school principal, a town mayor, or a favorite princess and give a speech to promote a favorite cause like treating animals kindly or keeping parks litter-free. Help your child identify two or three main points and use a table or box as a make-shift podium to create an official air.

Play telephone. When you and your child play dress-up, grab a pretend phone and "call" your child. Ask open-ended questions that require your child to really consider the dress-up character's point of view and likely response. Be sure to ham up the fun using different voices and gestures.

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### FUNDAMENTAL RELATIONS BETWEEN LANGUAGE AND CULTURE

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Besides the world continues advancing, carrying out and comprehending, every language learning operations is becoming more and more easier. Language itself is the main implement whereby we conduct our social lives. Additionally it can be viewed as a code that people use for purposeful communication. In order to build up business, social, ecological, or international connections around the world, language learning can be defined as a main key. Nowadays foreign language proficiency plays a crucial role in the formation of the career.

Moreover, The Decree of the First President of the Republic of Uzbekistan "On measures for further improvement of the foreign language learning system" issued by Islam Karimov on December 13, 2012 stipulates the development of foreign language education, plays crucial role in upbringing of young generation, as well as for the achievement of good goals.

Learning language is an important process that has a main role in sharing literature and science among people all over the world as well as exchanging information, news and culture. The relation of culture and language is the way they share human values, realities, and behaviors of a social group.

There are enough various ways that we understand culture. The way in which we understand culture, affects language learning process. One of the best option in which culture has been understood is as a body of knowledge that people have about a particular society. This set of knowledge can be seen as knowledge of cultural artifacts or works of art, about places and institutions that particular country has, about events or symbols together with traditional customs, ways of behaving and ways of living as well. When it comes into learning, this knowledge based term takes the form of teaching about another countries' institutions, people, traditions and so on.

In short culture is not only simply a set of knowledge but rather framework that people live their lives and communicate with each other.

Knowledge of languages and cultures is important for facilitating communication with people. Therefore, language learners need to be aware of culture. By the way learners becoming to understand themselves in relation to some other culture.

Speaking in a foreign language is directed to the formation of a student, as well as mastering the cultural knowledge about particular country. Reading, writing, listening something in foreign language or socializing is the key of enriching cultural, social, linguistic experience that a reader really consider them useful. Any language learner must be aware of the not only language of the particular country, but customs and traditions also should

be taught. Because every language is the model of communicating directly with its culture, history and everyday life.

A person learning another language should be aware of the following factors, as well as linguistic knowledge:

1. National realities.
2. Communicational culture.

Things that are understandable to a certain group of people like subjects, traditions and holidays can be considered like national realities. For instance, for learners studying English, royal family, British tea, appear as national reality. Similar to Uzbek national mentality tandir, skullcap, atlas words from a Uzbek national reality for a representative of Uzbek language or mentality. Inadequate or incomplete views of national realities are regarded as a lack of communication process if there are no realities of the language studied in individuals' linguistic background. These communication process will not succeed. Therefore it is necessary to get national cultural concepts of the studied foreign language.

Teachers must instruct their students on the cultural background of language usage. If one teaches language without teaching about the culture in which it operates, the students are learning empty or meaningless symbols or they may attach the incorrect meaning to what is being taught. The students, when using the learnt language, may use the language inappropriately or within the wrong cultural context, thus defeating the purpose of learning a language. Language teachers must realize that their understanding of something is prone to interpretation.

In conclusion, it can be said that parallel learning of linguistic knowledge, in addition to its culture, tradition, literary realism, communication styles, and national neologisms, also helps to alleviate contact with the process of foreign language learning and one's linguistic expansion. Linguistic competitiveness can be enhanced by the culture and language treasures of those countries, like enrichment of sociological competence, good communication techniques, and more conversations or the creation of an environment with native speakers of the language. In addition, the communication process, the culture of

communication, traditions and history, and awareness of the socio-political situation of the people studying language serve the improvement of linguistic knowledge.

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### ВИДЫ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ В ОБУЧЕНИИ РУССКОМУ ЯЗЫКУ

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Педагогический метод «Кластер» развивает мышление студентов, а также на примере высказываний других способствует вовлечению в мыслительный процесс новые представления по определенной теме. К примеру, на вопрос: «С чем ассоциируется в вашей памяти существительное ШКОЛА?» последует следующий ответ: *урок, учитель, доска, мел, класс, звонок, учебник, тетрадь, библиотека, куратор, родительское собрание, кружки и т.д.* Это первый этап работы над ключевым словом ШКОЛА.

Второй этап. На доске написать ключевое слово и последовательно в три колонки распределить существительные мужского, женского и среднего рода.



Третий этап: подобрать к существительным определения.



Четвертый этап: составление предложений, вопросов и ответов, диалогов, монологов и т.д.

Этот вид работы позволит студентам вспомнить ряд слов и словосочетаний, имеющийся в их словарном запасе. Одна лексическая единица сочетается с предыдущей и последующей. Это сочетание правильно не только с лингвистической точки зрения, оно адекватно главной речевой задаче в данной ситуации.

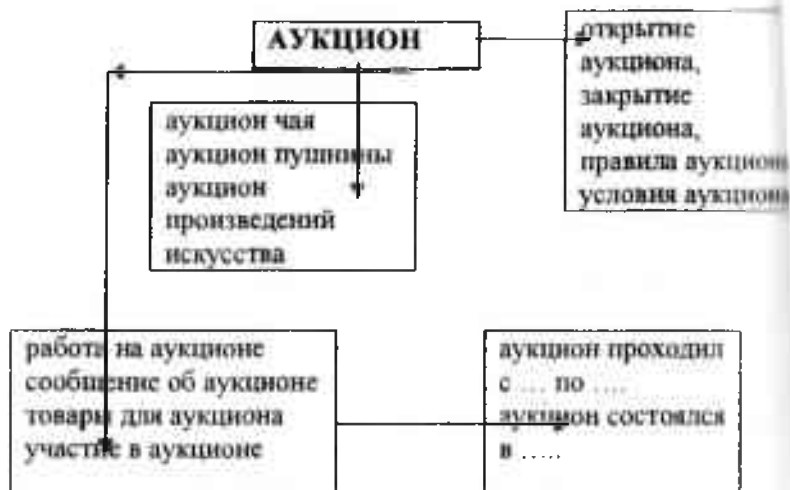
Составление кластера позволяет вспомнить грамматический строй русского языка, развивает словарный запас, способствует развитию речи и организации связного микротекста.

Разновидности кластеров зависят от цели обучения. Если кластер составляется на материале изучаемого текста, то его окончательный вариант поможет студентом легко вспомнить его содержание.

Примеры кластеров:

1. Ознакомьтесь с кластером термина АУКЦИОН (падежная система; определение)

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graph TD; A[ежегодный аукцион, международный аукцион, открытый аукцион, товарный аукцион];
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Метод «мозговой штурм», предполагающий совместную работу студентов будет успешным, если правильно сформулировать цель и задачи его проведения. Студенты должны четко представить себе, какие этапы необходимо преодолеть, чтобы найти правильное решение проблемы:

- выработать технологию совместного принятия решений;
- выработать общую стратегию действий;
- в ограниченное время сформулировать ряд алгоритмов;
- своевременно найти и исправить ошибки;
- каждый член группы, выдвигая своё предположение, не должен подвергать критике мнение других;
- обменявшись информацией, участники группы переходят к её анализу;
- предложенные решения группа сопоставляет с анализом;
- отбрасываются одни идеи, объединяются другие, приводя группу к окончательному решению.

В чем преимущества метода?

Каждый участник обсуждения имеет полное право высказать своё мнение; одинаковая продуктивность на любой стадии принятия решения; одна выдвинутая идея подхватывается и дополняется новой информацией.

В чем недостатки метода?



Если в группе появляется лидер, то он своей активностью и настойчивостью подавляет мнения других; возникает вероятность высказывания однотипных идей; в составе группы должны находиться представители различных специальностей, а это исключается, т.к. в одной группе - приблизительно одинаковый уровень компетентности.

## **ПРИМЕНЕНИЕ ПЕДАГОГИЧЕСКИХ ТЕХНОЛОГИЙ НА ЗАНЯТИЯХ ПО РУССКОМУ ЯЗЫКУ**

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Кейс - стади (англ. case - набор, конкретная ситуация, study - обучение) - это метод обучения, основанный на реальной ситуации, когда студент, оказавшийся реальным лицом в заданной ситуации, должен найти выход или правильное решение. Решению проблемы предшествует поиск, анализ, использование дополнительной информации, выдвижение гипотез, использование теоретических знаний в практической направленности.

По своим признакам кейс - стади предполагает:

- участников ситуации
- руководителя, знакомящего с условиями ситуации
- саму ситуацию, близкую к реальности, с конкретными проблемами и задачами, требующими определенных действий.

Учебные кейсы классифицируются по субъекту представления информации, по источнику информации, по типу получаемого результата. Субъектом является обучающий (преподаватель), а обучающиеся (студенты) - участники ситуации. Источник информации - реальная ситуация. Получаемый результат - решение проблемного вопроса.

### **Структура кейса**

1. Определение цели и задачи кейса:

Проверка знаний студентов в умении применить все виды речевой деятельности (аудирование, чтение, говорение, письмо)

2. Представление кейса:

- а) текст - описание

- б) комментарий по содержанию
- в) наглядность (таблицы, графики, схемы, картины и т.д.)
- г) использование слайдов, видеозаписей, компьютерных программ

3. Этапы работы с кейсом:

а) группу студентов разделить на 3 подгруппы (от 4 до 6 студентов);

б) в каждой подгруппе определить лидера.

4. Каждая подгруппа представляет свой вариант решения проблемы.

5. Дискуссия

6. Комментарий преподавателя

7. Критерии оценок (глубина подхода к решению проблемы, грамотность) знание дисциплины, умение анализировать, умение обобщать убеждать, констатировать факты и т.д.

По степени сложности кейсы должны быть доступными, реальными, не требующими долгого обсуждения. Чтобы студент мог реализовать свои знания, следует идти от простого к сложному. Ситуация в упрощенных кейсах может быть обращена к одному студенту, а затем постепенно ставить такие проблемы, правильное решение которых было бы найдено в обсуждении, в споре, в предположениях, в различных умозаключениях и т.д.

С целью научить студентов логически мыслить, можно дать несколько опорных конструкций в схемах и в словосочетаниях.

К примеру, план кейса по теме «Деловой мир» (выражение субъектно-предикатных отношений).

1. Проведение переговоров: *представление членов делегации из Ташкента; Знакомство с представителями деловых кругов Самарканда; Презентация производственных и торговых возможностей предпринимателей Ташкента и Самарканда; Определение сфер взаимных интересов подписание соглашений, достигнутых договоренностей.*

2. Посещение завода «Сино» ознакомление с историей и технологией производства беседа с работниками завода

3. Экскурсия

**Кейс - стади №1.** Представьте себе, что вы - владелец крупной фирмы и оказались в трудной ситуации.

Прекратились платежи, что означает банкротство. Чтобы этого не случилось, вам необходимо получить льготный кредит. Вы направляетесь в фонд по поддержке предпринимательства.

Изложите свою просьбу в письменной форме, используя следующие словосочетания: *кредит в размере ..., льготные условия, акции падают в цене, биржа, данный бизнес имеет будущее, рынок будет освоен, получение прибыли, временные трудности, скупать акции, продавать по выгодной цене, дополнительная прибыль.*

**Кейс - стади №2.** 1. Вы - президент компании. Вам предстоит выступить перед своими сотрудниками о введении новых правил для улучшения работы и повышения квалификации. В своём выступлении вам необходимо убедить сотрудников в необходимости пересмотреть действия в области маркетинга.

Напишите своё выступление, используя следующие фразы: *обсудить проблемы, следует пересмотреть, изучить рынок, ассортимент товаров, повысить качество.*

**Кейс - стади №3.** Ваш друг из России интересуется возможностью больше получить информации об экономическом потенциале Узбекистана. Напишите ему письмо, в котором вы дадите характеристику изданий (по вашему выбору), где наиболее подробно освещаются экономические новости Узбекистана по следующему плану:

1. С какой целью Вы решили написать письмо?
2. Какие журналы, издаваемые в Узбекистане, вы посоветуете прочитать.
3. Какие издания вы можете предложить своему другу в качестве альтернативного варианта.
4. Что Вы написали бы в заключительной части письма?

Таким образом, педагогическая технология – это понятие, применяемое к педагогическим явлениям и процессам в области технологизации образования.

## МУНДАРИЖА

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ИНСТИТУТИ**

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